

Daniel Weijers : PHIL 155

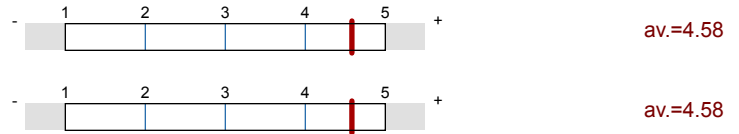
PHIL 155 -1 (2153-PHIL15501-30070-Weijers) LEC
No. of responses = 31 / 32 (96.88%)



Overall indicators

Global Index

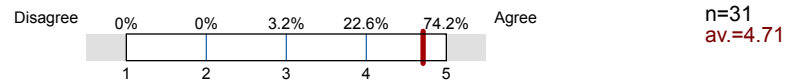
STUDENT EVALUATION OF INSTRUCTION



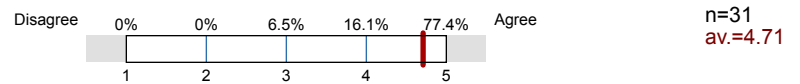
Survey Results

STUDENT EVALUATION OF INSTRUCTION

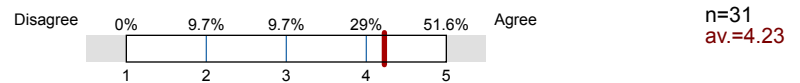
1. Course objectives and requirements were clearly indicated at the beginning of the course.



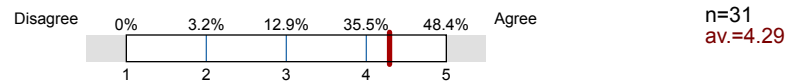
2. Course content was well structured and readily accessible.



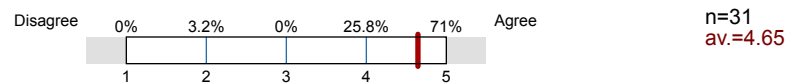
3. Readings, learning modules, and course activities helped me to achieve the course objectives.



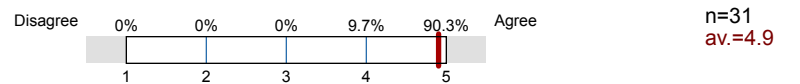
4. Course content (including lecture podcasts, slide presentations, etc.) was well organized, effectively presented, and useful.



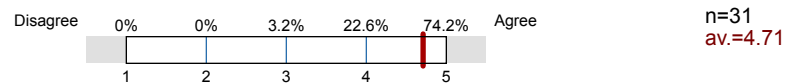
5. The instructor helped students better understand core concepts, theories, and implications.



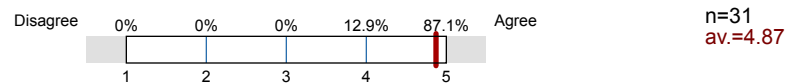
6. The instructor encouraged student/instructor interaction and communicated promptly and effectively (e.g.: via email, chat, or other communication modes used).



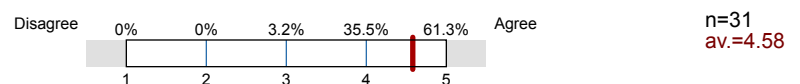
7. The instructor made good use of examples and illustrations.



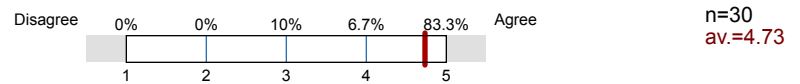
8. The instructor has shown interest and enthusiasm for student learning.



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=31
av.=4.16

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



n=31
av.=4.45

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.
- 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.
- Dan is good at keeping everyone interested in the material through discussions.
- Extremely level headed when it comes to class material.
- 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 had a very nice sense of humor.
- He is very patient and accepting of people's differing opinions.
- He makes dull material, interesting. He makes a hard subject approachable.
- 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.
- 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.
- 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.
- 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 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.
- 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.
- The instructor is very skilled with answering student's questions fully.
- 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 readings were a bit challenging and could have had more additional explanation in class to clarify for better understanding.
- Yes the lecture was great

- getting the class to participate by giving points
- he is awesome
- 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.

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.
- Evaluate the assignment and reading load
- Explain the paper more and show examples of paper
- 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 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.
- Less reading and
- Make the class out of more points.
- N/A
- No
- No, great methodologies.
- No, he administers his class adequately and smoothly.
- No.
- Nope
- Nope
- Put less weight on the surprise reading quizzes.
- 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.
- 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 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.
- 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.
- 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.

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.
- Class discussion
- Class lectures and discussion.
- 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.
- I found that the lecture and they way the instructor presented the subject in class to contributed most to my learning experience.
- Informative lectures plus active and engaging class discussion.
- Instructor presentation.
- Readings
- That every student needed to participate in order to pass the class.
- The detailed help on how to write our papers. That was AWESOME!
- The essays.
- The feedback on my papers.
- The in-class discussions.
- The instructor's ability to convey information in an interesting way.
- The instructor's lectures.
- The interaction of the students.
- The open discussions.
- 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 mainaspect of this class.
- The readings and discussions
- The surprise reading quizzes
- 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
- very easy to follow lectures, straight foward and sympathetic

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

- Analysis papers
- Better reading material and quiz structure.
- Decrease the work load
- 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.
- Help us understand the readings more because many of them are hard to comprehend.
- I just feel that there was one too many essays
- 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.
- In the lectures to add court cases.
- Less writing. This course is not writing intensive.
- Less writing..more analyzing.
- Maybe adding a bit more multiple choice quizzes instead of all being written.
- 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 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.
- More opportunities to earn marks that are not extra credit.
- N/A
- None
- None.
- Not making the class like a writing intensive when it is just an upper division GE
- 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 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 organization on SacCT (making information available in a word document), as well as a different approach to the writing assignments and quizzes.
- To really go over papers and do 2 practice quizzes before the quizzes count towards grade
- less reading assignments, spend more time on each topic
- none

Comments
ON ME

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

- Actively engaging in class discussions.
- Being involved in class discussions.
- 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.
- Gaining information from the professor
- I have contributed to this class by participating in presenting my opinions on subjects, which I believe helped made this class more interesting.
- 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
- Learning
- Participating daily, by raising my hand.
- Participating in almost every lecture and raising contrary points.
- Participating in class
- Participating in class discussions
- Participating in class discussions and actively contributing my opinion on issues relative to the subject.
- Participating with my philosophical views.
- Participation in class, reading prior to class, turning in all assignments ect.
- Rebuking nonsensical comments.
- Speaking up on topics I feel strongly about.
- Writing essays. taking quizzes, and participating in discussions.
- actively participating
- 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

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

- A (2 Counts)
- A- (3 Counts)
- A- (I hope)!
- A.
- B (10 Counts)
- B
- B maybe high C
- B to A-
- 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.
- C
- C+
- D-C
- Hopefully a C
- Somewhere in the B plus to A range