University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Item Frequencies

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #:143 Class #: 60755

Forms returned: 15 Total enrollment: 15 Response rate: 100%

| ltem # | SRTI Item | 5 | 4 | 3 | 2 | 1 | ОМІТ | 1 |
|--------|--|------|-----|-----|----|----|------|----|
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 15 | 0 | 0 | 0 | 0 | 0 | 15 |
| | | 100% | 0% | 0% | 0% | 0% | | |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 10 | 5 | 0 | 0 | 0 | 0 | 15 |
| | | 67% | 33% | 0% | 0% | 0% | | |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 11 | 4 | 0 | 0 | 0 | 0 | 15 |
| | | 73% | 27% | 0% | 0% | 0% | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 8 | 7 | 0 | 0 | 0 | 0 | 15 |
| | | 53% | 47% | 0% | 0% | 0% | | |
| 5 | The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never) | 9 | 3 | 3 | 0 | 0 | 0 | 15 |
| | | 60% | 20% | 20% | 0% | 0% | | |
| 6 | The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never) | 13 | 2 | 0 | 0 | 0 | 0 | 15 |
| | | 87% | 13% | 0% | 0% | 0% | | |
| 7 | I received useful feedback on my performance. (5=Almost always, 1=Almost never) | 9 | 5 | 1 | 0 | 0 | 0 | 15 |
| | | 60% | 33% | 7% | 0% | 0% | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 12 | 3 | 0 | 0 | o | o | 15 |
| | | 80% | 20% | 0% | 0% | 0% | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 11 | 4 | 0 | 0 | 0 | 0 | 15 |
| | | 73% | 27% | 0% | 0% | 0% | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 2 | 6 | 6 | 1 | 0 | 0 | 15 |
| | | 13% | 40% | 40% | 7% | 0% | , | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 5 | 10 | 0 | 0 | 0 | 0 | 15 |
| | | 33% | 67% | 0% | 0% | 0% | | |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 6 | 5 | 2 | 1 | 0 | 1 | 14 |
| | | 43% | 36% | 14% | 7% | 0% | | |

| This course is a | | Student class level | | Expected grade | |
|----------------------|------|---------------------|-----|----------------|-----|
| Major requirement | 0% | Freshmen | 93% | А | 27% |
| Gen. Ed. requirement | 100% | Sophomore | 7% | A- | 33% |
| Other requirement | 0% | Junior | 0% | B+ | 13% |
| Elective | 0% | Senior | 0% | В | 7% |
| Missing | 0% | Graduate | 0% | B- | 13% |
| | | Other | 0% | C+ | 0% |
| | | Missing | 0% | С | 0% |
| | | | | C- | 7% |
| | | | | D+ | 0% |
| | | | | D | 0% |
| | | | | F | 0% |
| | | | | Other | 0% |
| | | | | Missing | 0% |

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Item Frequencies

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #:143 Class #: 60755

Forms returned: 15 Total enrollment: 15 Response rate: 100%

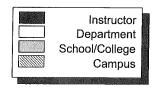
| Item # | SRTI Item | 5 | 4 |] 3 | 3 2 | 1 | ОМІТ | |
|---|------------------------|-----|--------------|-----|-----|----|------|----|
| 15 | Additional Question 15 | 7 | 5 | 3 | | 0 | 0 | |
| | | 47% | - | 20% | - | 0% | | |
| 16 | Additional Question 16 | 4 | 8 | 1 | 2 | 0 | 0 | 15 |
| | | 27% | 53% | 7% | | 0% | | |
| 17 | Additional Question 17 | 7 | 6 | 0 | 2 | 0 | 0 | 15 |
| | | 47% | 40% | 0% | 13% | 0% | | |
| 18 | Additional Question 18 | 5 | 6 | 1 | 2 | 1 | 0 | 15 |
| **** | | 33% | 40% | 7% | 13% | 7% | | |
| 19 | Additional Question 19 | 4 | 5 | 5 | 1 | 0 | 0 | 15 |
| | | 27% | 33% | 33% | 7% | 0% | | |
| 20 | Additional Question 20 | 5 | 5 | 3 | 2 | 0 | 0 | 15 |
| | | 33% | 33% | 20% | 13% | 0% | | |
| 21 | Additional Question 21 | 5 | 5 | 3 | 2 | 0 | 0 | 15 |
| | | 33% | 33% | 20% | 13% | 0% | | |
| 22 | Additional Question 22 | 3 | 5 | 2 | 5 | 0 | 0 | 15 |
| | | 20% | 33% | 13% | 33% | 0% | | |
| 23 | Additional Question 23 | 2 | 5 | 5 | 3 | 0 | 0 | 15 |
| | | 13% | 33% | 33% | 20% | 0% | | |
| 24 | Additional Question 24 | 6 | 5 | 3 | 1 | 0 | 0 | 15 |
| | 100,000 | 40% | 33% | 20% | 7% | 0% | | |
| 25 | Additional Question 25 | 7 | 5 | 2 | o | 0 | 1 | 14 |
| *************************************** | | 50% | 36% | 14% | 0% | 0% | | |
| 26 | Additional Question 26 | 0 | 0 | 0 | 0 | 0 | 15 | 0 |
| | 10-00-7 | .% | .% | .% | .% | .% | | |
| 27 | Additional Question 27 | 0 | 0 | 0 | 0 | 0 | 15 | 0 |
| | | .% | .% | .% | .% | .% | | |
| 28 | Additional Question 28 | 0 | o | 0 | 0 | 0 | 15 | 0 |
| | | .% | .% | .% | .% | .% | | |
| 29 | Additional Question 29 | 0 | 0 | 0 | 0 | 0 | 15 | 0 |
| | | .% | .% | .% | .% | .% | | |

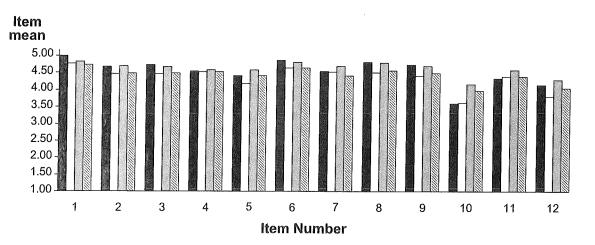
University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Mean Comparisons (Within Class Size)

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #: 143 Class #: 60755

Forms returned: 15 Total enrollment: 15 Response rate: 100%

| | | | | Und | ** dergraduate | | SON GROU with fewer t | | olled |
|--------|--|------------|----------|--|-------------------|---|--------------------------|--|----------|
| | | Instructor | | Dept: ENGLWRIT # Sections: 776 Resp. rate: 89% | | College: OTH # Sections: 37 Resp. rate: 86% | | Campus # Sections: 5,490 Resp. rate: 86% | |
| item # | SRTI Item | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. |
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 5.0 | 0,00 | 4.8 | 0.28 | 4.8 | 0.23 | 4.7 | 0.32 |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 4.7 | 0.49 | 4.5 | 0.41 | 4.7 | 0.35 | 4.5 | 0.46 |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 4.7 | 0.46 | 4.5 | 0.40 | 4.7 | 0.32 | 4.5 | 0.45 |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 4.5 | 0.52 | 4.5 | 0.35 | 4.6 | 0.34 | 4.5 | 0.41 |
| 5 | The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never) | 4.4 | 0.83 | 4.2 | 0.46 | 4.6 | 0.35 | 4.4 | 0.49 |
| 6 | The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never) | 4.9 | 0.35 | 4.6 | 0.32 | 4.8 | 0.17 | 4.6 | 0.37 |
| 7 | I received useful feedback on my performance. (5=Almost always, 1=Almost never) | 4.5 | 0.64 | 4.5 | 0.36 | 4.7 | 0.31 | 4.4 | 0.50 |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 4.8 | 0.41 | 4.5 | 0.39 | 4.8 | 0.23 | 4.6 | 0.41 |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 4.7 | 0.46 | 4.4 | 0.35 | 4.7 | 0.31 | 4.5 | 0.46 |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 3.6 | 0.83 | 3.6 | 0.45 | 4.2 | 0.50 | 4.0 | 0.55 |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 4.3 | 0.49 | 4.4 | 0.41 | 4.6 | 0.39 | 4.4 | 0.48 |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 4.1 | 0.95 | 3.8 | 0.51 | 4.3 | 0.52 | 4.1 | 0.58 |





^{**}Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2009-AY2011. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department; College = courses from all other departments in the school/college; Campus = all UMass courses.

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Additional Question Means

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #: 143 Class #: 60755 Forms returned: 15 Total enrollment: 15 Response rate: 100%

| | | Instr | uctor |
|--------|------------------------|-------|----------|
| ltem # | SRTI Item | Mean | St. Dev. |
| 15 | Additional Question 15 | 4.3 | 0.80 |
| 16 | Additional Question 16 | 3.9 | 0.96 |
| 17 | Additional Question 17 | 4.2 | 1.01 |
| 18 | Additional Question 18 | 3.8 | 1.26 |
| 19 | Additional Question 19 | 3.8 | 0.94 |
| 20 | Additional Question 20 | 3.9 | 1.06 |
| 21 | Additional Question 21 | 3.9 | 1.06 |
| 22 | Additional Question 22 | 3.4 | 1.18 |
| 23 | Additional Question 23 | 3.4 | 0.99 |
| 24 | Additional Question 24 | 4.1 | 0.96 |
| 25 | Additional Question 25 | 4.4 | 0.74 |
| 26 | Additional Question 26 | | |
| 27 | Additional Question 27 | , | |
| 28 | Additional Question 28 | , | |
| 29 | Additional Question 29 | | , |

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Item Frequencies

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #:067 Class #: 71707

Forms returned: 12 Total enrollment: 15 Response rate: 80%

| ltem # | SRTI Item | 5 | 4 | 3 | 2 | 1 | OMIT | N |
|--|--|-----|-----|-----|----|----|------|----|
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 11 | 1 | 0 | 0 | 0 | 0 | 12 |
| chterotroeuw ook bentskirt | | 92% | 8% | 0% | 0% | 0% | | į |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 9 | 2 | 1 | 0 | 0 | 0 | 12 |
| | | 75% | 17% | 8% | 0% | 0% | | |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 7 | 3 | 2 | 0 | 0 | 0 | 12 |
| | | 58% | 25% | 17% | 0% | 0% | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 10 | 2 | 0 | 0 | 0 | 0 | 12 |
| | | 83% | 17% | 0% | 0% | 0% | | |
| 5 | The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never) | 9 | 1 | 2 | 0 | 0 | 0 | 12 |
| our dans de la company de la c | | 75% | 8% | 17% | 0% | 0% | | |
| 6 | The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never) | 8 | 4 | 0 | 0 | 0 | 0 | 12 |
| , | | 67% | 33% | 0% | 0% | 0% | | |
| 7 | I received useful feedback on my performance. (5=Almost always, 1=Almost never) | 7 | 3 | 1 | 1 | 0 | 0 | 12 |
| | | 58% | 25% | 8% | 8% | 0% | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 6 | 4 | 2 | 0 | 0 | 0 | 12 |
| · | | 50% | 33% | 17% | 0% | 0% | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 7 | 5 | 0 | 0 | 0 | 0 | 12 |
| | | 58% | 42% | 0% | 0% | 0% | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 1 | 5 | 5 | 0 | 0 | 1 | 11 |
| | | 9% | 45% | 45% | 0% | 0% | | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 8 | 3 | 1 | o | 0 | 0 | 12 |
| | | 67% | 25% | 8% | 0% | 0% | | |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 3 | 5 | 4 | 0 | 0 | 0 | 12 |
| | | 25% | 42% | 33% | 0% | 0% | | |

| This course is a | | Student class level | | Expected grade | |
|----------------------|-----|------------------------|------|----------------|-----|
| Major requirement | 17% | Freshmen | 100% | A | 8% |
| Gen. Ed. requirement | 83% | Sophomore | 0% | A- | 42% |
| Other requirement | 0% | Junior | 0% | B+ | 17% |
| Elective | 0% | Senior | 0% | В | 25% |
| Missing | 0% | Graduate | 0% | B- | 0% |
| | | Other | 0% | C+ | 0% |
| | | Missing | 0% | С | 8% |
| | | | | C- | 0% |
| | | | | D+ | 0% |
| | | | | D | 0% |
| | | | | F | 0% |
| | | | | Other | 0% |
| | | | | Missing | 0% |

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Item Frequencies

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #:067 Class #: 71707

Forms returned: 12 Total enrollment: 15 Response rate: 80%

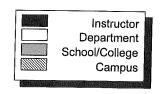
| Item # | SRTI Item | 5 | 4 | T : | 3 2 | 1 1 | OMIT | N |
|---|--|-----|-----|-----|--------------|-----|------|----|
| 15 | Additional Question 15 | 2 | 8 | 2 | 2 0 | 0 | 0 | 12 |
| | | 17% | 67% | 17% | | | | 12 |
| 16 | Additional Question 16 | 3 | 4 | 5 | 0 | 0 | 0 | 40 |
| | | 25% | 33% | 42% | - | 0% | | 12 |
| 17 | Additional Question 17 | 5 | 5 | 2 | | 0 | 0 | 12 |
| *************************************** | | 42% | 42% | 17% | | 0% | | 12 |
| 18 | Additional Question 18 | 4 | 7 | 0 | 1 | 0 | | 40 |
| , , | radional quotien io | 33% | 58% | 0% | | 0% | 0 | 12 |
| 19 | Additional Question 19 | 5 | 4 | 2 | | 0 | 0 | 40 |
| | Traditional goodless to | 42% | 33% | 17% | | 0% | 0 | 12 |
| 20 | Additional Question 20 | 3 | 5 | 2 | 2 | 0 | 0 | 40 |
| | Talkin de George | 25% | 42% | 17% | 17% | 0% | | 12 |
| 21 | Additional Question 21 | 3 | 6 | 2 | 1 | 0 | 0 | 40 |
| | | 25% | 50% | 17% | 8% | 0% | U | 12 |
| 22 | Additional Question 22 | 1 | 6 | 4 | 1 | 0 | ٥ | 10 |
| | Traditional aggression 22 | 8% | 50% | 33% | 8% | 0% | 0 | 12 |
| 23 | Additional Question 23 | 2 | 5 | 5 | 0 | . 0 | | 40 |
| | | 17% | 42% | 42% | 0% | 0% | 0 | 12 |
| 24 | Additional Question 24 | 6 | 3 | 2 | 0 | 4 | 0 | 40 |
| | . Technology agestion 2.1 | 50% | 25% | 17% | 0% | 8% | 0 | 12 |
| 25 | Additional Question 25 | 10 | 1 | 1 | 0 | 0 | 0 | 40 |
| | | 83% | 8% | 8% | 0% | 0% | · · | 12 |
| 26 | Additional Question 26 | 0 | 0 | 0 | o | 0 | 12 | |
| | 7.431101111 44001011 20 | .% | .% | .% | .% | .% | 12 | 0 |
| 27 | Additional Question 27 | 0 | 0 | 0 | 0 | 0 | 12 | 0 |
| | | .% | .% | .% | .% | .% | 12 | U |
| 28 | Additional Question 28 | o | 0 | o | 0 | 0 | 40 | |
| | | .% | .% | .% | .% | .% | 12 | 0 |
| 29 | Additional Question 29 | 0 | 0 | | | | 40 | |
| | · imminerial addoction to | .% | .% | .% | .% | .% | 12 | 0 |

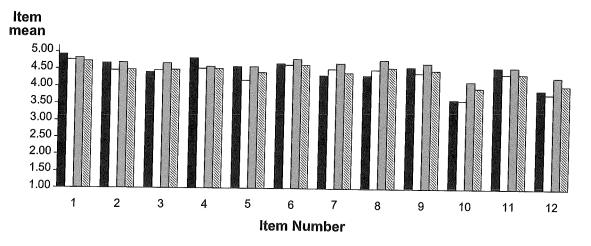
University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Mean Comparisons (Within Class Size)

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #: 067 Class #: 71707

Forms returned: 12 Total enrollment: 15 Response rate: 80%

| | | | · | **COMPARISON GROUP: Undergraduate sections with fewer than 25 enrolled | | | | | | | |
|--------|--|------------|----------|---|--|------|---|------|--|--|--|
| | | Instructor | | # Sectio | Dept: ENGLWRIT # Sections: 776 Resp. rate: 89% | | College: OTH # Sections: 37 Resp. rate: 86% | | Campus # Sections: 5,490 Resp. rate: 86% | | |
| Item # | SRTI Item | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. | | |
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 4.9 | 0.29 | 4.8 | 0.28 | 4.8 | 0.23 | 4.7 | 0.32 | | |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 4.7 | 0.65 | 4.5 | 0.41 | 4.7 | 0.35 | 4.5 | 0,46 | | |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 4.4 | 0.79 | 4.5 | 0.40 | 4.7 | 0.32 | 4.5 | 0,45 | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 4.8 | 0.39 | 4.5 | 0.35 | 4.6 | 0.34 | 4.5 | 0.41 | | |
| 5 | The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never) | 4.6 | 0.79 | 4.2 | 0.46 | 4.6 | 0.35 | 4.4 | 0.49 | | |
| 6 | The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never) | 4.7 | 0.49 | 4.6 | 0.32 | 4.8 | 0.17 | 4.6 | 0.37 | | |
| 7 | I received useful feedback on my performance. (5=Almost always, 1=Almost never) | 4.3 | 0.98 | 4.5 | 0.36 | 4.7 | 0.31 | 4.4 | 0.50 | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 4.3 | 0.78 | 4.5 | 0.39 | 4.8 | 0.23 | 4.6 | 0.41 | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 4.6 | 0.51 | 4.4 | 0.35 | 4.7 | 0.31 | 4.5 | 0.46 | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 3.6 | 0.67 | 3.6 | 0.45 | 4.2 | 0.50 | 4.0 | 0.55 | | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 4.6 | 0.67 | 4.4 | 0.41 | 4.6 | 0.39 | 4.4 | 0.48 | | |
| | Overall rating of this course. (5=One of the best, 1=One of the worst) | 3.9 | 0.79 | 3.8 | 0.51 | 4,3 | 0.52 | 4.1 | 0.48 | | |





^{**}Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2009-AY2011. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department; College = courses from all other departments in the school/college; Campus = all UMass courses.

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Additional Question Means

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #: 067 Class #: 71707 Forms returned: 12 Total enrollment: 15

Response rate: 80%

| | | Instr | uctor |
|--------|------------------------|-------|----------|
| Item # | SRTI Item | Mean | St. Dev. |
| 15 | Additional Question 15 | 4.0 | 0.60 |
| 16 | Additional Question 16 | 3.8 | 0.83 |
| 17 | Additional Question 17 | 4.3 | 0.75 |
| 18 | Additional Question 18 | 4.2 | 0.83 |
| 19 | Additional Question 19 | 4.1 | 1.00 |
| 20 | Additional Question 20 | 3.8 | 1.06 |
| 21 | Additional Question 21 | 3.9 | 0.90 |
| 22 | Additional Question 22 | 3.6 | 0.79 |
| 23 | Additional Question 23 | 3.8 | 0.75 |
| 24 | Additional Question 24 | 4.1 | 1.24 |
| 25 | Additional Question 25 | 4.8 | 0.62 |
| 26 | Additional Question 26 | | |
| 27 | Additional Question 27 | | |
| 28 | Additional Question 28 | , | |
| 29 | Additional Question 29 | , | |

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Item Frequencies

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #:104 Class #: 71746

Forms returned: 13 Total enrollment: 15 Response rate: 87%

| Item # | SRTI Item | 5 | 4 | | 3 2 | 1 | OMIT | |
|--------|--|-----|-----|-----|-----|----|------|--------------------------------------|
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 12 | 1 | | 0 | 0 | 0 | 1: |
| 34-i | | 92% | 8% | 0% | 0% | 0% | | |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 12 | 1 | 0 | 0 | 0 | 0 | 13 |
| - Ni | | 92% | 8% | 0% | 0% | 0% | | - 12-11 |
| 3 | The Instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 10 | 1 | 2 | 0 | 0 | 0 | 13 |
| | | 77% | 8% | 15% | 0% | 0% | | |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 11 | 1 | 1 | 0 | 0 | 0 | 13 |
| | | 85% | 8% | 8% | 0% | 0% | | |
| 5 (5= | The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never) | 9 | 1 | 3 | 0 | 0 | 0 | 13 |
| | | 69% | 8% | 23% | 0% | 0% | | - της μ ενού (Ινων, 1992) |
| 6 (t | The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never) | 11 | 1 | 1 | 0 | 0 | 0 | 13 |
| | | 85% | 8% | 8% | 0% | 0% | | |
| 7 | I received useful feedback on my performance. (5=Almost always, 1=Almost never) | 8 | 4 | 1 | 0 | 0 | 0 | 13 |
| | | 62% | 31% | 8% | 0% | 0% | | |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 6 | 5 | 2 | 0 | o | 0 | 13 |
| | | 46% | 38% | 15% | 0% | 0% | | |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 10 | 3 | o | 0 | 0 | 0 | 13 |
| | | 77% | 23% | 0% | 0% | 0% | | |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 2 | 9 | 1 | 1 | 0 | 0 | 13 |
| | | 15% | 69% | 8% | 8% | 0% | | |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 7 | 6 | 0 | 0 | 0 | 0 | 13 |
| | | 54% | 46% | 0% | 0% | 0% | | |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 1 | 10 | 2 | 0 | 0 | 0 | 13 |
| | | 8% | 77% | 15% | 0% | 0% | | |

| This course is a | | Student class level | | Expected grade | |
|----------------------|------|------------------------|-----|----------------|-----|
| Major requirement | 0% | Freshmen | 85% | Α | 8% |
| Gen. Ed. requirement | 100% | Sophomore | 8% | A- | 31% |
| Other requirement | 0% | Junior | 8% | B+ | 15% |
| Elective | 0% | Senior | 0% | В | 15% |
| Missing | 0% | Graduate | 0% | B- | 31% |
| | | Other | 0% | C+ | 0% |
| | | Missing | 0% | С | 0% |
| | | | | C- | 0% |
| | | | | D+ | 0% |
| | | | | D | 0% |
| | | | | F | 0% |
| | | | | Other | 0% |
| | | | | Missing | 0% |

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Item Frequencies

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #:104 Class #: 71746
Forms returned: 13
Total enrollment: 15

Response rate: 87%

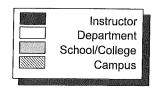
| Item # | SRTI Item | 5 | 4 | ļ | 3 2 | 1 | ОМІТ | 1 |
|---------------------------------------|------------------------|-----|-----|-----|-----|----|------|----|
| 15 | Additional Question 15 | 5 | 6 | 2 | 2 0 | 0 | 0 | 13 |
| | | 38% | 46% | 15% | 0% | 0% | | |
| 16 | Additional Question 16 | 4 | 9 | | 0 | 0 | 0 | 13 |
| | | 31% | 69% | 0% | 0% | 0% | | |
| 17 | Additional Question 17 | 9 | 3 | 1 | 0 | 0 | 0 | 13 |
| | | 69% | 23% | 8% | 0% | 0% | | |
| 18 | Additional Question 18 | 5 | 5 | 3 | 0 | 0 | 0 | 13 |
| | | 38% | 38% | 23% | 0% | 0% | | |
| 19 | Additional Question 19 | 5 | 4 | 4 | 0 | 0 | 0 | 13 |
| | | 38% | 31% | 31% | 0% | 0% | | |
| 20 | Additional Question 20 | 3 | 7 | 2 | 1 | 0 | 0 | 13 |
| | | 23% | 54% | 15% | 8% | 0% | | |
| 21 | Additional Question 21 | 6 | 7 | 0 | 0 | 0 | 0 | 13 |
| | | 46% | 54% | 0% | 0% | 0% | | |
| 22 | Additional Question 22 | 1 | 9 | 3 | 0 | 0 | 0 | 13 |
| | | 8% | 69% | 23% | 0% | 0% | | |
| 23 | Additional Question 23 | 3 | 5 | 5 | 0 | 0 | o | 13 |
| | | 23% | 38% | 38% | 0% | 0% | | |
| 24 | Additional Question 24 | 9 | 2 | 1 | 0 | 0 | 1 | 12 |
| | | 75% | 17% | 8% | 0% | 0% | | |
| 25 | Additional Question 25 | 10 | 3 | 0 | 0 | 0 | o | 13 |
| · · · · · · · · · · · · · · · · · · · | | 77% | 23% | 0% | 0% | 0% | | |
| 26 | Additional Question 26 | 0 | 0 | 0 | 0 | 0 | 13 | 0 |
| | 5-1 | .% | .% | .% | .% | .% | | |
| 27 | Additional Question 27 | o | 0 | 0 | 0 | 0 | 13 | o |
| | | .% | .% | .% | .% | .% | | |
| 28 | Additional Question 28 | 0 | 0 | 0 | 0 | 0 | 13 | 0 |
| | | .% | .% | .% | .% | .% | | |
| 29 | Additional Question 29 | 0 | 0 | 0 | 0 | 0 | 13 | 0 |
| | | .% | .% | .% | .% | .% | | |

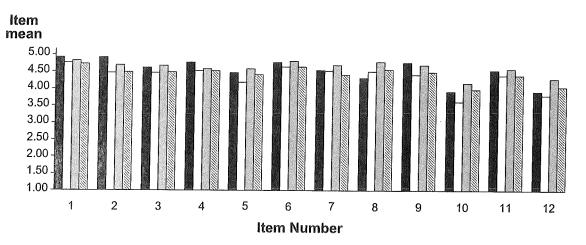
University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Mean Comparisons (Within Class Size)

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #: 104 Class #: 71746

Forms returned: 13 Total enrollment: 15 Response rate: 87%

| | | | | Und | * dergraduate | | SON GROU with fewer t | | olled |
|--------|--|-------|----------|------|------------------|------|--------------------------|-----------|-------------------------------|
| | | Instr | uctor | | | | | # Section | npus ns: 5,490 ite: 86% |
| Item # | SRTI Item | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. | Mean | St. Dev. |
| 1 | The instructor was well prepared for class. (5=Almost always, 1=Almost never) | 4.9 | 0.28 | 4.8 | 0.28 | 4.8 | 0.23 | 4.7 | 0.32 |
| 2 | The instructor explained course material clearly. (5=Almost always, 1=Almost never) | 4,9 | 0:28 | 4.5 | 0.41 | 4.7 | 0.35 | 4.5 | 0.46 |
| 3 | The instructor cleared up points of confusion. (5=Almost always, 1=Almost never) | 4.6 | 0.77 | 4.5 | 0.40 | 4.7 | 0.32 | 4.5 | 0.45 |
| 4 | The instructor used class time well. (5=Almost always, 1=Almost never) | 4.8 | 0.60 | 4.5 | 0.35 | 4.6 | 0.34 | 4.5 | 0.41 |
| 5 | The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never) | 4.5 | 0.88 | 4.2 | 0.46 | 4.6 | 0.35 | 4.4 | 0.49 |
| 6 | The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never) | 4.8 | 0.60 | 4.6 | 0.32 | 4.8 | 0.17 | 4.6 | 0.37 |
| 7 | I received useful feedback on my performance. (5=Almost always, 1=Almost never) | 4.5 | 0.66 | 4.5 | 0.36 | 4.7 | 0.31 | 4.4 | 0.50 |
| 8 | The methods of evaluating my work were fair. (5=Almost always, 1=Almost never) | 4.3 | 0.75 | 4.5 | 0.39 | 4.8 | 0.23 | 4.6 | 0.41 |
| 9 | The instructor stimulated student participation. (5=Almost always, 1=Almost never) | 4.8 | 0.44 | 4.4 | 0.35 | 4.7 | 0.31 | 4.5 | 0.46 |
| 10 | Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most) | 3.9 | 0.76 | 3.6 | 0.45 | 4.2 | 0.50 | 4.0 | 0.55 |
| 11 | Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective) | 4.5 | 0.52 | 4.4 | 0.41 | 4.6 | 0.39 | 4.4 | 0.48 |
| 12 | Overall rating of this course. (5=One of the best, 1=One of the worst) | 3.9 | 0.49 | 3.8 | 0.51 | 4.3 | 0.52 | 4.1 | 0.58 |





^{**}Reported only for 10 or more sections. Comparison means are calculated using combined data for AY2009-AY2011. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department; College = courses from all other departments in the school/college; Campus = all UMass courses.

University of Massachusetts Amherst Student Response to Instruction (SRTI) Individual Section Report: Additional Question Means

Semester: FALL 2012 Instructor: GALLAGHER, JOHN Course: ENGLWRIT 112 Section #: 104 Class #: 71746

Forms returned: 13 Total enrollment: 15 Response rate: 87%

| | | Instr | uctor |
|--------|------------------------|-------|----------|
| Item # | SRTI Item | Mean | St. Dev. |
| 15 | Additional Question 15 | 4.2 | 0.73 |
| 16 | Additional Question 16 | 4.3 | 0.48 |
| 17 | Additional Question 17 | 4.6 | 0.65 |
| 18 | Additional Question 18 | 4.2 | 0.80 |
| 19 | Additional Question 19 | 4.1 | 0.86 |
| 20 | Additional Question 20 | 3.9 | 0.86 |
| 21 | Additional Question 21 | 4.5 | 0.52 |
| 22 | Additional Question 22 | 3.8 | 0.55 |
| 23 | Additional Question 23 | 3.8 | 0.80 |
| 24 | Additional Question 24 | 4.7 | 0.65 |
| 25 | Additional Question 25 | 4.8 | 0.44 |
| 26 | Additional Question 26 | | • |
| 27 | Additional Question 27 | | |
| 28 | Additional Question 28 | | |
| 29 | Additional Question 29 | | |

| at about this course and/or the instructor's teaching of it needs change or improvement? Limb trink it needs through it was effective. at suggestions can you after that would have made this course a better learning experience for you? Well nathing for me but for the next strately to free the same state of tracking and servery in the course of the armostical ministral where I have soft of a materialism ministral where I'm good with numbers but I feel I did well in this class and my writing improved. | What | L 1 | Dor" | Vikeo | ₩ r | <u> </u> | nds. | my | Inc. | 11-11 | 011 ¹ 5 | Q f | HAMS. | 5.51V) , |
|---|----------------------------|--------------|-------------------------------|---------|-----------------|----------|--------------|--------------|------|-------|--|--|-----------------|-----------------|
| at suggestions can you offer that would have made this course a better learning experience for you? Well nothing for me had for the next students, to five the same style of twanking and energy in the classroom. Additional comments? I have soft of a mathematical mindset where I'm good with numbers but it fael I did mull n this class and my writing imposted. | | | | | | | | | | | | | | |
| it suggestions can you offer that would have made this course a better learning experience for you? Well nothing for me had for the next strated, to free, the same style of twarking and entry, in the classroom. additional comments? I have soft of a mathematical mindset where I'm good with nameurs but I feel I did mull n this class and my writing imported. | | Ř. ° | Million and a substitution of | | | x . 8 . | K | ér ng | B A | | A | | | |
| Well nothing for me hat for the next students, to trong the same style of tourning and entiry in the classroom. additional comments? I have soft of a mathematical mindset where the paop with numbers but I feel I did well a this well a this well. | | | | | | | | | | | | | | ing, |
| Well nothing for me hat for the next students, to trong the same style of tourning and entiry in the classroom. additional comments? I have soft of a mathematical mindset where the paop with numbers but I feel I did well a this well a this well. | | | | | | | | | | | | | | |
| well nothing for me hat for the next childrents, to trong the same style of tourning and energy in the classroom. I have soft of a mathematical minder where I'm good with mambers but I feel I did well nothing and my writing improved. | | | | | Walland Walland | | | | | | and the second s | | | |
| additional comments? I have soft of a mathematical mindset where I'm good with numbers but I feel I did well a this class and my writing improved. | | | | | | | | | | | | CONTROL OF THE PARTY OF THE PAR | | |
| I have soft of a mathematical mindset where I'm good with numbers but I feel I did will nothing class and my writing improved. | Well | Noth | lusy. | Fai | V` | A R | 444 | ful | i. | the | nost | 1 | Hulm | 434 |
| I have soft of a mathematical mindset where I'm good with numbers but I feel I did will not this class and my writing improved. | Well. | Noth | lusy. | Fai | V` | A R | 444 | ful | i. | the | nost | 1 | Hulm | 434 |
| n this class and my writing improved,. | Well | Noth | lusy. | Fai | V` | A R | 444 | ful | i. | the | nost | 1 | Hulm | 434 |
| n this class and my writing improved,. | Well to Unag | Noth |) (F) | tue the | the s | WA D | Lack Lack | yle oorn, | 0 | the. | nest | The g | dular avil | |
| | Well to Why additiona | Moth true | nents' | the the | the | W D | lacer | y le | atie | the. | nest | 1 5 9 4 | du Jan Cur J | ere. |
| | Well Anuit | Noth true | nents' | the the | ot | con a | lacer | y le oorn. | atie | the t | nost oachi | 1 5 9 4 | du Jan Cur J | ere. |
| | Well to Unity additiona | Noth true | nents' | the the | ot | con a | lacer | y le oorn. | atie | the t | nost oachi | 1 5 9 4 | du Jan Cur J | ere. |

| What do you like most about this course and/or the instructor's teaching of it? I really like how John teaches the Class itself. He uses |
|---|
| power points or groups activities that really make it |
| interesting. I think that because John Knows that |
| Some classes we really boring that he gods out |
| 08 his uny to make our form |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| I like the assignments that John assigns but |
| Think by is haveing 3 of him 5 assuments |
| the in the last 2 weeks as class is a last |
| of pressure and that maybe be should |
| Space it out more. |
| What suggestions can you offer that would have made this course a better learning experience for you? Maybe to have more dest options and to have more dest options |
| Any additional comments? John is probably use of the best teachers Tive had this semaster and he has really helped one improve my withing. |
| either. |
| |
| |
| |

| His | different | 1(1) | V | in a state of the | ~ C C | JIVX | 210000 | <u>) 17</u> | 1 N.K | <u> </u> |
|---|-----------------|----------|------------|---|--------------|--------------|--|--|--|------------|
| | | | | | | | | SALUNDA WALLAND WALLAND CO. | | |
| Statistical States of the name of the safes | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | etikulusiinnuu muotoketikiilinkustiinikkoi ninkeksioomeriishali miiskiinnaks | | | =>=0,0,0,0 |
| hat abo | out this course | and/or | the instru | uctor's te | eaching of i | t needs ch | ange or impr | ovemer | nt? | |
| | | | | | | ···· | | nimpotheroir-ware-pixe-th | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | ************************************** | |
| *************************************** | | | | | | | | TILL SCHOOL PROPERTY OF THE SCHOOL PARTY OF TH | | |
| | | | | | | | | | | |
| and accept | rentian on | | | | ra mada this | a control of | addar laarning | | anaa fara | |
| nat suç | ggestions can | you offe | er that w | ould hav | e made this | | oetter learning | | ence for y | you? |
| nat suç | ggestions can | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| nat suç | ggestions can | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| nat suç | ggestions can | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| nat sug | ggestions can | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| nat sug | ggestions can | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | ggestions can | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | you? |
| | | you offe | er that w | ould hav | e made this | | | | ence for y | |

| J 7 | | |
|----------|--|---------------------------|
| COURSE C | how mr. Garagher is enthusiaglic about tooching and encourages students to be enthusiable as a lass. | <u> </u> |
| I also 1 | ce the small and intimate size of the class. | |
| | | name and a second |
| | | Noneman extensibili (ISS) |
| | | |
| | urse and/or the instructor's teaching of it needs change or improvement? | |
| 1 (an | is really think of congrhing. | |
| | | www.doiletholde |
| | | |
| | | |
| | | |
| | | |
| | | ************** |
| | , | |
| # P | | .0 |
| | can you offer that would have made this course a better learning experience for you | |
| | | |
| | can you offer that would have made this course a better learning experience for you | |
| | can you offer that would have made this course a better learning experience for you | |
| | can you offer that would have made this course a better learning experience for you | |
| | can you offer that would have made this course a better learning experience for you | |
| | can you offer that would have made this course a better learning experience for you | |
| | can you offer that would have made this course a better learning experience for you | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hours hold more office hours | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hold more office hours | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hood more affice hours. ments? | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hold more office hours | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hold more office hours | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hold more office hours | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hold more office hours | |
| Maybe | can you offer that would have made this course a better learning experience for you if the 1600 hour hold more office hours | |

| | out this course and/or the instructor's teaching of it? |
|--|---|
| | upful and taught me how useful revisions |
| | that we were given a lot of time to revise |
| and reconstruct | our papers and ideas. |
| | |
| | |
| | |
| | d/or the instructor's teaching of it needs change or improvement? |
| | was great but maybe could use a little |
| more induiting | Il one on one conferences to help us icance |
| ON WEARINGSES- | |
| | |
| | |
| and roller - | things many of us are doing wrong we a few minutes to talk about now to |
| y additional comments? TNIS (| uss was overall a great expendite |
| | |
| | |
| | |
| | |
| PPERSONAL CONTRACTOR C | |
| | |

| My to | |
|--|---|
| | eacher samed to goowing one about students |
| SUGGE | tept lectures enreciping while still keeping them on |
| and i | tept lectures enterring while still keeping them on |
| topic | and informative. He done appear feedback |
| * | |
| | |
| | is course and/or the instructor's teaching of it needs change or improvement? |
| Stide | ent participation could be better. |
| | |
| CUSTOMERS MANAGEMENT AND ANALYSIS OF THE STATE OF THE STA | |
| | |
| | |
| A ESPERA DE RESPONDA POR CONTRACTOR DE COMPANSA A UNA ARRANDA POR CONTRACTOR DE CONTRA | |
| What suggesti | ions can you offer that would have made this course a better learning experience for you? |
| Allx | pictures in to the essays in "Other Woods" to the |
| PERONS | that have pictures omitted. |
| ragge place in semiplication of functions | |
| | ~ |
| | |
| | |
| | |
| ny additional (| comments? |
| - | \cdot |
| - | \cdot |
| I do | has was accessible to everyone and in improved |
| | \cdot |
| I do | has was accessible to everyone and in improved |
| I do | has was accessible to everyone and in improved |
| I do | has was accessible to everyone and in improved |
| I do | has was accessible to everyone and in improved |

| 99.6(1)(2) max | | Man) | | 10 | 10 | <u> </u> | <u> </u> |
|-----------------|---------------|----------------|-------------|-------------|-------------|------------------|----------------|
| wheat | - AV | wite | | ogut | * | | |
| | | | | | | | |
| | | | | | | | |
| at about this c | 1000 | | or's teachi | _ | | or improveme | nt? |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| at sunnestion | s can vou off | for that would | t have ma | de this com | se a hetter | · learning exper | ience for vou? |
| Be ma | k6 26 | <u>lecific</u> | ab | out i | What | learning exper | <u>eded</u> |
| Be ma | k6 26 | <u>lecific</u> | ab | out i | What | is N | |
| Be ma | k6 26 | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |
| Be ma | k6 26 | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |
| Be ma | re sp | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |
| Be ma | re sp | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |
| Be ma | re sp | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |
| Be ma | re sp | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |
| Be ma | re sp | <u>lecific</u> | ab | out i | What | is N | <u>eded</u> |

| and | you like most about this course and/or the instructor's teaching of it? I when how his assignments were broken dow made easier to do over a long record of time |
|--|---|
| -0>0940000000000000000000000000000000000 | |
| | |
| hat abo | out this course and/or the instructor's teaching of it needs change or improvement? |
| J | would have cother done more reading and look more examples of alternative writing styles |
| | |
| ıat suç | gestions can you offer that would have made this course a better learning experience for you? |
| · · · · · · · · · · · · · · · · · · · | ant think of any ruggestions |
| | |
| | |
| R BY | |
| y addit | ional comments? |
| *************************************** | Overall befor the a T expected for a worting |
| | |
| | Overall befor then I expected for a writing |

| | - Separation of the separation | 1115 | +40+ | +4:5 | Course | offere |
|---------------------|--|-------------------|---|--|---|------------|
| 6 | wile | Vario 3 | 7 of | Lepf | <u> </u> | hieves |
| Pol | writing | · No- | 1 all | 0+ ++ | 20M | Werk Fol |
| ma, | bu. | t the | one s | +1,10 | 20 | RAVE |
| impr | oved | My | uriting | Schoolschrodungstad zielbankliss er Grandsbankling | | work for |
| hat about th | nis course and/o | or the instructor | s teaching of it nee | ds change or in < ใ. ภ | nprovement? | r an reli- |
| 8 | 1,010 | | | | | Jan to Me |
| -gali | 9 04/10 | <u> </u> | strate strate uniting | 10 | 441 | 14.00 |
| FLG | e (, , r | MANA | n go ga ga gang garangan muniminan nanan nana sa na nana sa sa na na na nana na na nana na na na na n | | | |
| | 1/4/ | | | | | |
| | | | | | | |
| | | | | | | |
| y additional | comments? | | requ | red | niting | (1955 |
| y additional +Le | For | tuial | requ. Was | red 1 | anno anno anno anno anno anno anno anno | (1955 |
| y additional +Le | For | toial | requ. | | anno anno anno anno anno anno anno anno | (1955 |
| y additional +Le | For | total | requiwas, | | anno anno anno anno anno anno anno anno | 514 |
| y additional +Le | For | total | requ Was | | anno anno anno anno anno anno anno anno | (1055 |

| What do you like most about this course and/or the instructor's teaching of it? |
|---|
| what it like about the course is that it forest on the |
| individual more than the class, of helped you with your needs. |
| He helped each person individual so that we know how |
| to improve on sur outer |
| What about this course and/or the instructor's teaching of it needs change or improvement? The only thing about this course of dictive are the |
| texts. But John did make the texts more enjoyable. |
| What suggestions can you offer that would have made this course a better learning experience for you? On all horosty, if do not have any suggestions because |
| I have leganed more about myself in the dies. |
| than united the actually enjoyed conting to door. |
| Any additional comments? |
| |
| |
| |
| |
| |

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

| What do you like most about this course and/or the instructor's teaching of it? |
|--|
| What I lited most usuid be the state that |
| he uses to teach us. I am more interested |
| The state of the s |
| Who subject aren to professor is with |
| active with the students and is passionat |
| about what he teaches. I listen more |
| when you hear excitement in the teaching like |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| |
| |
| |
| |
| |
| |
| the state of the s |
| What suggestions can you offer that would have made this course a better learning experience for you? |
| al as a state of the |
| CITES OF the Matrix ord payed different |
| Songs. Dong more ochuttes like that |
| holiz me think outside the box. |
| |
| |
| Any additional comments? |
| This was probably one of the better |
| Finals Courses I Mus Halfon |
| |
| |
| |
| |
| |
| |
| |

ED06

| What do you like most about this course and/or the instructor's teaching of it? | 1.43 |
|---|--|
| I liked how he taught the revision process and showed ho | |
| important it is to writing. I also liked the group class | november of the state of the st |
| activities we did with facebook and texting because it helped relate material in class to things that we are | TOACON TRANSPORTED TO |
| nelped relate material in class to things that we are | MINISTER OF THE PARTY OF THE PA |
| more familiar with. | constant contracts |
| | |
| What about this course and/or the instructor's teaching of it needs change or improvement? I do not think anything really needs to be changed to | Coc |
| I do not think anything really needs to be changed the most part I actually enjoyed coming to the class a | 3 nd |
| I learned a lot. It was actually the only are their | 1 |
| I never missed this whole somester | -cucarannasumon |
| Tructer Missell INIS MADIE SOME LEV | 1-C27/03/05/05/05/05/05 |
| | encentral designation |
| What suggestions can you offer that would have made this course a better learning experience for you? | |
| None I think I got backedly all that I could have | |
| out of the course. | |
| | |
| | |
| | *************************************** |
| | |
| Any additional comments? | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| What do you like most about this course and/or the instructor's teaching of it? I liked the content of this course and how it was taught. |
|--|
| It was taught in such a way that made writing fun. |
| I had always enjoyed writing but the instructor's teathing of |
| this course made it more fun because he made everyone become |
| involved and interact with each other, |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? Overall the teaching of this course was well done and was |
| certainly locused on the winting process. I feel as though |
| no improvement is really needed because I learned a lot |
| in this course and will sully continue to use what I |
| learned in this course in the future. |
| |
| What suggestions can you offer that would have made this course a better learning experience for you? I think everything was well executed in this course |
| and I believe that my learning experience was the best |
| that it could have been considering I learned a lot from |
| this course. |
| |
| |
| Any additional comments? |
| You are a great teacher as well as a great person to |
| be around. You have made writing easily my favorite |
| class this semester. I like being able to connect with |
| professors and be able to talk with them about almost |
| of college! |
| |
| |

Please use this side of the form for your written comments. Be assured that these forms will not be returned to your instructor until after grades have been filed.

| TIK MOUTE | or dowed us to have choices withour | |
|---|---|--|
| 1t 1200517-1 | jud are si prompt. | |
| | | |
| A4 1-5/09-2-5/09-5/09-5/09-5/09-5/09-5/09-5/09-5/09 | | |
| | | |
| | | |
| hat about this cour | se and/or the instructor's teaching of it needs change or improvement? | |
| Moo | | падария падора из тр. Ангричиский вы 46 М (1965) Май |
| NIAIK | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| hat suggestions ca | nn you offer that would have made this course a better learning experience fo | or you? |
| | | or you? |
| nat suggestions ca | n you offer that would have made this course a better learning experience fo | or you? |
| | | or you? |

ED06

| What do you like most about this course and/or the instructor's teaching of it? |
|--|
| Spending class line reading 11. by a new moisture price to |
| Spending class time reading John's own writing prior to |
| an assignment provided a good sample on what he was |
| looking for in our essays. I found that it helped me |
| To stand the assignment were affectively |
| understand the assignment more effectively |
| \mathcal{O} |
| |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| |
| A lot of the lessons we learn in class are used to |
| help us with our wirding. However, sometimes the lassens |
| |
| can seem unvelated. To improve on this focus less |
| on how things may rolate to our assignments and focus |
| |
| on providing new examples for them |
| |
| |
| What suggestions can you offer that would have made this course a better learning experience for you? |
| I feel uncontactable asking for more advice or |
| |
| assistance about an assignment or charing up |
| any general questions I may have in Soad that |
| 12 Calculation of the second o |
| the instructor will respond aggressively or |
| in all the considered the considered |
| uninterested. Keep personal life seperate from professingl. |
| |
| |
| Any additional comments? |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| arse and/or the i | the think | ave made the | s 10° | Calliannes anno anno anno anno anno anno anno ann | | 18 1 0 ° 0 ° | V Q |
|--|--|--|--|---|---|--|--|
| an you offer the | the think | ave made the | s 10° | Calliannes anno anno anno anno anno anno anno ann | | 18 1 0 ° 0 ° | V Q |
| an you offer the | the think | ave made the | s 10° | Calliannes anno anno anno anno anno anno anno ann | | 18 1 0 ° 0 ° | V Q |
| an you offer the | the think | ave made the | s 10° | Calliannes anno anno anno anno anno anno anno ann | | 18 1 0 ° 0 ° | V Q |
| an you offer the | the think | ave made the | s 10° | Calliannes anno anno anno anno anno anno anno ann | | 18 1 0 ° 0 ° | V Q |
| withing. | nat would ha | ave made ti | his course | \$ 1 | 13 | Pro | V Q |
| withing. | nat would ha | ave made ti | his course | \$ 1 | 13 | Pro | V Q |
| can you offer th | nat would ha | ave made t | his course | | | | |
| can you offer th | nat would ha | ave made t | his course | | | | |
| <u> </u> | e d'Va | | | | | | |
| <u> </u> | e d'Va | | | | | | onno con con con con con con con con con |
| <u> </u> | e d'Va | | | | | | |
| <u> </u> | e d'Va | | | o battar | Innuniu - | aupasian - | n far vaus |
| | 3.2 | | 13 100 | | | | |
| C C III | 7" 3 Ku 78 | | | | *************************************** | | 1 79 |
| | | , total e | . 8 | Segle . | | | |
| O 83 1 | | | | TOTAL THE THE PROPERTY OF THE | | | |
| The second section of the second section of the second second second second second second second second second | 77.079.079.079.079.079.079.079.079.079.0 | | | MINISTER AND STREET, S | матичээга уулга-мөнгөн гаж таароосон т | ************************************** | |
| | TEMPO-0000-7 TO 0000 0000-20000 0000-770-24000 0000-770-2000 | BBC A SHIP TO SEPARATE HER SEPARATE THE THE STEEL SHIP TO SHIP THE STEEL SHIP TO SHIP THE SHI | THE SELECTION OF THE SE | | | NETWORK A TRANSPORT AND TRANSPORT A SERVICE AND TRANSPORT AS THE ACTIVITY TO A SERVICE AS THE ACTIVITY AS THE ACTIVITY AS THE ACTIVITY TO A SERVICE AS THE ACTIVITY AS T | |
| | | | | | | | |
| nents? | ~ A | wa d | CI | | | | |
| 0040 | | | | | | | |
| MITTE and with the second and and analysis of Thomas are assessed on a second on a second and a | and the second distribution of the second distri | | adam a dela control de como con con con con con con con con con co | | and we would also the discharge discharge and a second | | |
| | | | | | | | |
| | alverance and account of the control | | | | ennemannematikulturasikallasikkadebbeekkitas | | |
| Michael (File Christian Ch | | | | | and a second distribution and a 17 and the field distribution and | | |
| | | | | | | | |
| 1 | ents? SUGN | ents? Sugh G | ents? | ents? | ents? | ents? Sugh grader | ents? Sugh grader |

| The gradesso | | kay Algoria (1995) | and the same of th | 7 | | |
|---|-----------------|---|--|--|-----------------|--|
| | | | | <u> </u> | | erreten en e |
| 473 502000000 999 507 514 500 50 509 600 600 600 600 600 600 600 600 600 6 | | | | | | |
| -0.500000000000000000000000000000000000 | | COLOR DE LA COLOR | | *************************************** | | - common del final de la del common del final del common del common del common del common del common del commo |
| \$1000EUE/6EEE 416E9 417H459 419H559 41 | | | | | | |
| hat about this course and | Nor the inetrue | torie toachin | a of it neade | chongo ar in | nnrovomont? | |
| Horshands | λ | CACACA | ance Ja | XXVQ-A-X | W C D D | d |
| erren Menzer and Statistic state cover till and much er i kommende under dit masselve de gettimme i de territim I | | | O | geggglann 🖣 mennen versen i blinding og greft en i distiguelle e en distil | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | ning experien | ce for you? |
| | offer that wou | | | | ning experien | ce for you? |
| nat suggestions can you | | | | | ning experien | ce for you? |
| | | | | | ning experien | ce for you? |
| | | | | | ning experien | ce for you? |
| | | | | | ning experien | ce for you? |
| | | | | | ning experien | ce for you? |
| | | | | | ning experiend | ce for you? |
| | | | | | ning experiend | ce for you? |
| | | | | | ning experiend | ce for you? |
| | | | | | ning experience | ce for you? |

| | ery usel | | , | | | |
|---|--------------------|---|--|------------------|-------------------|--|
| DEILER | uriter | | | | | warman maa amaa amaa aa ah a |
| | | | | | | |
| «(ppp)/ppp(c)/ppm.com/minimum.minimum.minimum.minimum.com/minim | | norman managaman man | T-11.1 (1-10-0) (1-10 | | | |
| | | | | | | |
| | | | | | | |
| | ırse and/or the in | | | | | |
| lolon | 't KNOM | J., | | | | |
| | | | <u></u> | | | |
| | | | | | | |
| | | ************************************** | er er fan fan fer en ferste fan fen fen fen fen fen fan fan fan fen fen fen fan fen fan fen fen fen fen fen fe | | | |
| ENERGY-ENERGY-ENG-9-6-6-6-6-6-6-6-6-6-6-6-6-6-6-6-6-6-6- | | ANNONE METERS AND THE STATE OF | 0.050/07T10:7T0-7T0-7EP98P98P8PF77EPM | | | |
| | | | | | | |
| | | ************************************** | | | 2/10/2014 | |
| | | and an activity of the second | | | | |
| at suggestions | can you offer tha | | | | | |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| | | at would have m | ade this course | a better learnir | ng experience for | you? |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |
| offer d | can you offer tha | at would have m | ade this course | a better learnir | ng experience for | you? |

| What do you lil 1 11400 and hol | like most about this course and/or the instructor's teaching of it? 2d that We had a lot of finedom for what we we wanted the work of the | Section of the sectio |
|---------------------------------------|--|--|
| What about this | nis course and/or the instructor's teaching of it needs change or improvement? | |
| | tions can you offer that would have made this course a better learning experience for you talked more about our example of the got thum I would have been increased to be a second or the course of th | 1? |
| Any additional o | comments? | |
| | | |

| the a | oility to | wife | aban | Shed | S Hall | CNY | ot sid | |
|---|---------------|---------------|--------------|-------------|-----------------|-----------|--------|--------------------|
| 110 W | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | , |
| | | | | | * | | | |
| nat about this | course and/or | the instructo | r's teaching | of it needs | change or i | mprovemer | nt? | |
| | Yok | (resdon | 10 1/4 | | e <u> 255</u> 5 | <u> </u> | | |
| uch. | <i>34</i> ~ | | | | | | | ****************** |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| *************************************** | | | | | | | | |
| | | | | | | | | |
| | *** | | * * | | | | gi. | ^ |
| | | | | | | | | ? |
| More | Choyatis | | | | | | | ? |
| nat suggestion Mare Shudent s | Choyatis | | | | | | | ? |
| 1000 | Choyatis | s Subject | | | | | | |
| More | Choyatis | | | | | | | ? |
| More | Choyatis | s Subject | | | | | | ? |
| <u> </u> | Choyatis | s Subject | | | | | | ? |
| More Shudents | Cryoyalde | s Subject | | | | | | ? |
| More Shudents | Cryoyalde | s Subject | | | | | | ? |
| More Shudents | Cryoyalde | s Subject | | | | | | ? |
| More Students | Cryoyalde | s Subject | | | | | | ? |
| More Shudents | Cryoyalde | s Subject | | | | | | ? |
| More Students | Cryoyalde | s Subject | | | | | | ? |
| More | Cryoyalde | s Subject | | | | | | ? |
| More Students | Cryoyalde | s Subject | | | | | | ? |

| | nost about this course and/or the instructor's teaching of it? OW INTERESTING JOHN WAS AVID HOW WE SEEMED PACSIONA |
|---------------------|--|
| about the | subject. He's a fair grader and is very open to |
| 1 Carit | urse and/or the instructor's teaching of it needs change or improvement? Think of any fluing may be stop putting uscless Think syllabus? |
| | can you offer that would have made this course a better learning experience for you? |
| Any additional comm | ments? was my favorite class. |
| | |

| inc | Thing | ned pap | reed La | 1 | | | his c | 100016 | was | 13W | we |
|--|---------------------|--|----------------|---------------------------------------|--|------------|---|---|------------|---------------|----------|
| here. | 6110 | WUY | , | C1061C | | 0 × 1 | 10 | 2165 | | <u> </u> | -7121 |
| and | matte | pap | EFS. | 2 % F | 64 | 7 | Len. | | | | |
| | | | | | | | | | | | |
| | | e and/or t | | | | | | - | | | |
| | | nothin | | | | | | | | · · | <i>£</i> |
| 54 | this | conr | · 5 C - | | Dilymerkia in reno reno reno reno reno reno reno ren | | 9355495554467554550addadaa.aa.daa.aa | | | | |
| | | | | ##################################### | | | 5047977604510464444444444 | | | | |
| | | | | | | | | | | | 1 |
| | | AND THE PERSON NAMED OF TH | | 944TPX74TPXW404abm | | | | | | | |
| | | | | | *************************************** | | *************************************** | *************************************** | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| t sugges | tions car | n you offe | r that w | ould have | e made th | is course | e a bette | r learning | experier | nce for y | ou? |
| ** Common of the | | you offe | | | | | / | | experier | nce for y | ou? |
| - Channella Control | | | | | | | / | | experier | nce for y | ou? |
| - Channella Control | | | | | | | / | | experier | nce for y | ou? |
| - Manual | | | | | | | / | | ı experier | nce for y | ou? |
| - Manual | | | | | | | / | | experier | nce for y | ou? |
| - Manual | | | | | | | / | | experier | nce for yo | ou? |
| ** American | | | | | | | / | | experier | nce for ye | ou? |
| | Can | | | | | | / | | experier | nce for ye | ou? |
| additional | C G _{F1} | nts? | e r | <i>.</i> | | sert! | (an 5. | | | | |
| additional The | I commercial tracks | nts? | wa. | s ver | 7 6 | sest! | Cons. | 4n d | | | |
| additional The | I commercians to | nts? | wa. | s ver | 7 6 | sert! | istic | and 51. H | e et | case | oyeed |
| additional The | I commercians to | nts? | wa. | s ver | 7 6 | sert! | istic | and 51. H | e et | case | oyeed |
| additional The the | I comment instru | nts? with | wa. t. world | s ver | y er the | thusis and | ions. | and al. H | e ati | enje tempt | oyeed |
| additional The the | I comment instru | nts? | wa. t. world | s ver | y er the | thusis and | ions. | and al. H | e ati | enje tempt | oyeed |
| additional The the | I comment instru | nts? with | wa. t. world | s ver | y er the | thusis and | ions. | and al. H | e ati | enje tempt | oyeed |

| This that while high school be increated aboutly gover us time to death and work on our papers. I have it made everyone more confident as writers. For the fact the I schooly recovered useful maps in editing my essays. That about this course and/or the instructor's teaching of it needs change or improvement? Maybe make pear falling. I'm not suite. They have make pear falling. I'm not suite. They have the they would have made this course a better learning experience for you? They have the they would have made this course a better learning experience for you? They have the they would have made this course a better learning experience for you? They have the they would have made this course a better learning experience for you? They have the they would have made this course a better learning experience for you? They have the they would have made this course a better learning experience for you? They have the they have the they have the they have the they have they have the they have the they have the have they have the have they have they have they have they have they have they have t | gave us time to death and work on our pagers. I think it made everyone more confident as writers. For the Cost time, I actually reviewed reaful rips in existing my essergs. at about this course and/or the instructor's teaching of it needs change or improvement? Meyber more gear felling. I'm not sure. It suggestions can you offer that would have made this course a better learning experience for you? I would like to have read more assays and/or otheries, but I wheretend his is a writing course. | | | | nstructor's teachin | ~ | . L. will |
|--|---|--|--|---|--|--|--|
| And it made everyone more confident as writers. For the Great time, I actually recieved weaful aps in editing my esserges. That about this course and/or the instructor's teaching of it needs change or improvement? Maybe more pear editing. I'm not suit. The not suit. I would like to have read more arrays and/or strong, but I whereful this course a better learning experience for you? | And it made everyone more confident as writers. For the Cost time, I actually reciously readed usoful typs in editing my essences. At about this course and/or the instructor's teaching of it needs change or improvement? Maybe more people withing. I'm not suit. It suggestions can you offer that would have made this course a better learning experience for you? I would like to make read more assumes and/or streets, but I understand this is a writing course. | | | | | | |
| Great time I activally recieved reached type in existing my esserge. hat about this course and/or the instructor's teaching of it needs change or improvement? Maybe more pear existing. I'm not suite. hat suggestions can you offer that would have made this course a better learning experience for you? I would like to have read more cossays and for strongs, but I where the course is a course. | Great time, I actually recieved usoful type in soliting my essence. Maybe were pear soliting. I'm not sure. It suggestions can you offer that would have made this course a better learning experience for you? I would like to have read more cosmys and for streness, but I understand this is a writing course. | | | | | | • |
| hat about this course and/or the instructor's teaching of it needs change or improvement? Maybe were geor of thing. I'm not suce. That suggestions can you offer that would have made this course a better learning experience for you? I would like to have read work orange and for streries, but I when the days is a writing course. | at about this course and/or the instructor's teaching of it needs change or improvement? Maybe were people adding. I'm not succ. It suggestions can you offer that would have made this course a better learning experience for you? I would like to ware read work orange and for streness, but I wheretand mis is a writing course. | Wink it | unde er | restore upo | e confident | as writers | . For the |
| hat about this course and/or the instructor's teaching of it needs change or improvement? Maybe were good editing. I'm not suit. The not su | at about this course and/or the instructor's teaching of it needs change or improvement? Maybe were good dilling. I'm not suit. It suggestions can you offer that would have made this course a better learning experience for you? I would like to have read were assure and for starting outself. | Sigt was | L S AC | maly rec | iewerk rec | is exper high | n eastony |
| Maybe were gear felling. I'm not sure. Interesting experience for you? I would like to work read more orange and for strenies, but I wheretand mis it - writing course. | Maybe were pear leling. I'm not suce. It suggestions can you offer that would have made this course a better learning experience for you? I would like to have read more orsays and for stories, but I understand this is a writing course. | my esse | y = | Friedrich-Vannach Bertrette (1987) (1988) (1988) (1988) (1988) (1988) (1988) (1988) (1988) (1988) (1988) (1988) | | | THE RESERVE OF THE PROPERTY OF |
| nat suggestions can you offer that would have made this course a better learning experience for you? I would like to have read more cossays and for stories, but I uderstand mis is a writing course. | It suggestions can you offer that would have made this course a better learning experience for you? I would like to have read more orange and for strongs, but I udesstand this is a writing course. | hat about this co | ourse and/or the | instructor's teachir | ng of it needs char | ge or improvement? | |
| I would like to have read more orsays and for strongs, but I understand this is a writing course | I would like to have read more orsays and for strongs, but I understand this is a writing course. | Maybe | more pec | 25 edition. | sta not | suc, | |
| I would like to have read more orsays and for strongs, but I understand this is a writing course | I would like to have read more orsays and for strongs, but I understand this is a writing course. | | 9000-0 | 100 kin-100 mentahan 1999 habit 1200 til 100 til 100 kina na meneratakan kabupatan kenanan kenana salam kenana | And a sum of the sum o | | |
| I would like to have read more cossays and for stranges, but I understand this is a writing course | I would like to have read more orsays and for strongs, but I understand this is a writing course. | | Филиппиничного под придости под под придости под | 1971.ukd 1971.0999 (1971.0999 1970) (1971.0999 1971.0999 1971.0999 1971.0999 1971.0999 1971.0999 1971.0999 197 | | \$ | |
| I would like to have read more cossays and for strongs, but I understand this is a writing course | I would like to have read more orsays and for straves, but I understand mis is a writing course | Можения по | | | ** | | |
| I would like to have read more cossays and for strongs, but I understand this is a writing course | I would like to have read more orsays and for straves, but I understand mis is a writing course | | ************************************** | 9449-4TTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTTT | #92-6000URTP-04-Liver-Automotograp page 2007-618 avec an increase management | | ANNERS AND |
| | | | | | | | |
| | | -Lance | | . doe to te | | 0 | |
| r additional comments? | additional comments? | and the second s | Market | | | T. Trans | |
| additional comments? | additional comments? | | | T | | | |
| vadditional comments? | additional comments? | | | | ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ | 200720000 | |
| vadditional comments? | additional comments? | | | | | | |
| v additional comments? | additional comments? | AMMATA—— 4-79000000000000000000000000000000000000 | ************************************** | | | | 19981111111111111111111111111111111111 |
| | | v additional com⊩ | ments? | | | | |
| | | | | | | | |
| | | | NORTH THE PARTY OF | | | | |
| | | | | | | | |
| | | 757967999957 | \$0000400 data of \$1000000000000000000000000000000000000 | | 773- | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | | | | and/or the in | | | | Men | Tr. Invite | |
|---|---|--|--|---|--|--|--|--|--|--|
| | Class | Clock | almod | alulaus | Necu | reful | for impre | MIN (| Nav Next ki | Welting |
| espec | ially | to impa | ing wh | WCH rogs | aput | of re | l engaging for impro | Partic | ular | a udikoki |
| | | | | | | | e or improvem | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| /hat sugge | stions c | an you off | er that wou | ıld have mad | le this co | urse a bette | er learning exp | erience f | or you? | |
| | | | | | | | | | | |
| V0000000000000000000000000000000000000 | | | | | | | | | | |
| | | | | | | | | | | |
| -0-4-09/10/14/00/10/10/10/10/10/10/10/10/10/10/10/10/ | | | | | | MANYOO O ALIBERTII OO O | ang permunakan kanalasan kerendakan kerendakan kerenda di kerenda kerenda kerenda kerenda kerenda kerenda kere | *************************************** | | |
| ny addition | al comn | nents? | | | | | | | | |
| | THE REPORT OF THE PARTY OF THE | TYREITING PERSON PE | | | | | | | | |
| 60003400004499944504000000000000000000000 | | | | | | | | | The Control of The Co | |
| seller dillet did little dillet della di le l'ille de l'est de l'est de l'est di l'est de l'est de l'est de l'e | tilidekorekenkolirishorrilisoshkorken | | erennomalishaanuummaaluvlaikelishishishi | | | 954~~~~25~~~44000000000000000000000000000 | | edyddiggyr ei arfydd ei haell yr | | WARREN TO THE REST OF THE PERSON OF THE PERS |
| wiso-dwolen-so-den-siden-so-den-so-den-so- | | | | oor-ob-is-isoldodib-soldoidhilladdhilladdhill | 00004004404000000000000000000000000000 | | | | po-1070-1100-1100-1-0-1100-1-0-1 | no on a management of the contract of the cont |
| | | | | | t til Malail Marcham (Pitters occurred om dit tils | | | *************************************** | | |
| | | | | | restrucción organizar or reconstrucción de la construcción de la const | | | NATIONAL MATERIAL PROPERTY OF THE PARTY OF T | 94.252.0792.0794.040.450.994.440.050 | egopopular en |

| 1886 st. do. on 1816 st. on the state of the |
|--|
| What do you like most about this course and/or the instructor's teaching of it? |
| I liked now we were given alor of freedom, not |
| only with choosing a topic, but also with the |
| template in which we did the assignment (i.e. |
| doing a pomphilit instead of ordinary essays) |
| Later was town encountried things like. |
| FACEBOOK INTO THE CLOSS TO Show how english can be and about this course and/or the instructor's teaching of it needs change or improvement? |
| I would have tred free unites to have |
| been graded I feel like mose woold move |
| helped as grade bousters. |
| |
| |
| |
| |
| What suggestions can you offer that would have made this course a better learning experience for you? |
| one suggestion I have is to do more one on |
| one work. I felt that if I hadn't gone to |
| see you outside of class my questions might |
| not have been answered, which was a |
| orisadvantage to others. |
| |
| Any additional comments? |
| enjoyed the class even though I really never |
| lived engish, it didn't feel like an anglish |
| Class for the most part |
| |
| |
| |
| |
| |
| |

| 1 KO/OLL | The teacher | | 9 | | |
|------------------|---|----------------------|-----------------|-------------------|--------------|
| | 3947 (200) | | | | |
| | | | | | |
| | | | | | • |
| | | | | | |
| | | | | | |
| | | | | | |
| at ahout this cc | rse and/or the instruc | tor's teaching of it | needs change | or improvement | > |
| | | | | | |
| LAGIALLE | about the | the TEMPORE | <u> </u> | 0013E 15 J | |
| pointless | 6054 WOC | L for a | grade | | |
| | | - | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | CALIFORNIA DAL MARCO DE MARCO DE CONTROL DE | | | | |
| | 600000000000000000000000000000000000000 | | | | |
| | | | | | |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | an you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| | can you offer that wou | ıld have made this | course a better | learning experier | nce for you? |
| Core | | ild have made this | course a better | learning experier | nce for you? |
| More | | ıld have made this | course a better | learning experier | nce for you? |
| More | | Ild have made this | course a better | learning experier | nce for you? |
| Core | | Ild have made this | course a better | learning experier | nce for you? |
| Core | | Ild have made this | course a better | learning experier | nce for you? |
| More | | Ild have made this | course a better | learning experier | nce for you? |
| Core | | Ild have made this | course a better | learning experier | nce for you? |
| More | | Ild have made this | course a better | learning experier | nce for you? |
| More | | Ild have made this | course a better | learning experier | nce for you? |
| at suggestions | | Ild have made this | course a better | learning experier | nce for you? |

| What do you like most about | t this course and/or the instructor's teac | hing of it? |
|---|--|-------------------------------------|
| - Like the | progression of 42 | ne assignments. 1 |
| | 5 / | came more difficult |
| | | and made me work |
| | A | N P |
| | Instructor's fee | |
| helped me all | evelop my skills. | |
| | | |
| | or the instructor's teaching of it needs c | |
| | | many large grades, |
| | | raller assignments |
| would be | rove beneficial. | 3 |
| | | |
| | | |
| | | |
| /hat suggestions can you o | ffer that would have made this course a | hetter learning experience for you? |
| , | | nments. I feel that |
| | .) | |
| | got jost and di | |
| lrack. | | |
| CTTTS(1) > 0.1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1- | | |
| | | |
| | | |
| y additional comments? | 4 | |
| Definitely a | beneficial class! | |
| J | • | |
| | and the second s | |
| | ************************************** | |
| | | |
| | | |
| | | |
| | | |
| | | |

| What do you like most about this course and/or the instructor's teaching of it? I really found that John was honest and easy to have a discussion with about your work. I the warkshop conferences very helpful. | Guri |
|---|------|
| What about this course and/or the instructor's teaching of it needs change or improvement? The fexts covered by this class could improve laid not find them helpful. | */L |
| What suggestions can you offer that would have made this course a better learning experience for you? A more fleat out rubfic for grading and a belier sull abus. | |
| Any additional comments? John helped me he come a better writer | |
| | |

| What do you like most about this course and/or the instructor's teaching of it? Interesting material |
|---|
| Focus on independent thought/study |
| Assignments were cohesive and thoughtful |
| |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? Communication - wish information/ cleadlines/ |
| etc were on Moodle |
| |
| |
| |
| What suggestions can you offer that would have made this course a better learning experience for you? |
| |
| Mould have maybe liked writing prompts/ more creative exercises instead of open-ended |
| free-writes |
| More group work or editing |
| |
| Any additional comments? |
| |
| |
| |
| |
| |
| |
| |

| | the instructor for this course was very involved in his teaching |
|--|---|
| and | he made me care about my wating more. He was very |
| ago | monthable and book the time to explain everything. |
| Tables on the second se | |
| willower was a second and a second a second and a second | |
| | this course and/or the instructor's teaching of it needs change or improvement? |
| | At first an assignment many be confusing in terms of what |
| ', } | expected and sometimes of took a few classes to understand. |
| | |
| | |
| | |
| | |
| | |
| | |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| at sugges | stions can you offer that would have made this course a better learning experience for you? |
| | |
| | stions can you offer that would have made this course a better learning experience for you? |
| | |
| | |
| | |
| | |
| | |
| | d comments? |

| What do you like most about this course and/or the instructor's teaching of it? |
|---|
| I liked the small class size and how Professor Gallagher |
| got even pre involved. I also lited how open the profesior |
| was to our own ideas and feedback, I always felt |
| comfortable assing for help. |
| |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| I think the textbook peeds a bit of improvement |
| there were articles in it whose meaning changed because |
| it was adapted from its original medium. |
| · · |
| |
| |
| What suggestions can you offer that would have made this course a better learning experience for you? |
| This is a really good course. The only thing that would be |
| helped would be having the class MWF instant of Tuth, |
| because more frequent facetime helps me understand |
| the more rial better. |
| WE WENTER (C. T.) |
| |
| Any additional comments? |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| الالالالالالالالالالالالالالالالالالال | /ou like most about this course and/or the instructor's teaching of it? |
|--|--|
| *************************************** | to different. The professor takes him off somously as |
| OKGON. | stands his subject. Despite this the dass |
| gtm | to different. The professor takes himself somously as stonds his subject Dospite this the class osphere: not dull and after interesting. |
| | |
| Vhat abou | ut this course and/or the instructor's teaching of it needs change or improvement? |
| | |
| | |
| Particular de la companya del companya del companya de la companya | |
| | |
| /hat sugg | gestions can you offer that would have made this course a better learning experience for you? |
| | |
| *************************************** | |
| | |
| | |
| | |
| | |
| ny additio | onal comments? |
| | |
| | |
| Accessing Company Committee Conference Confe | |
| POTOTORISEMPLATERIAL | |
| | |
| S-13/11.hdb.com-companyage | |
| | |
| distributore mercenny properties. | |
| | |

| 100 | ging fashion that is educational |
|-------------------|---|
| ehga | ging fashion that is educational |
| hat about | this course and/or the instructor's teaching of it needs change or improvement? |
| | othing |
| | |
| | |
| | |
| | stions can you offer that would have made this course a better learning experience for you? |
| | |
| γ) y addition | al comments? |
| γ) y addition | ope · |
| γ). | al comments? |
| γ). y addition | al comments? |

| | do you like most about this course and/or the instructor's teaching of it? |
|---|---|
| | was able to take away from the course |
| 0 | elat of valuable into & reasond about must |
| 77 | exf as a writer. Instructor was AWESOME Fasi |
| 力 | ext as a writer. Instructor was Awesome. Fasilitak to/Connect with, understanding & fring. |
| What a | More comments on papers (ways to improve |
| | instead of vague guidelines) |
| electors are majoritativos. | |
| *** AND ON UPPORTED AND ON | |
| What s | uggestions can you offer that would have made this course a better learning experience for you? LESSON ON EXCEPTION HOW OF BELL VLPFUL. |
| \ny add | ditional comments? |
| | JOSN'T 100KING FOR WORD to this class |
| | out it turned out to be one of my |
| | MONIES Highly Recommended, |
| NPP | |
| | |
| and market All All All All All All All All All Al | |
| . Atmosphismoscopy | |

| What do you like most about this course and/or the instructor's teaching of it? |
|--|
| I like the enviornment of this class the most because it's |
| a small class and everyone has the apportunity to |
| participate. This course was more like a discussion in where |
| you lear and use that knowledge outside the class in your |
| papers and projects. John made this course a great learning experience. |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| It would be better if the instructor had a way |
| to post notes on a website or a way we could |
| follow what happens in the class when we might |
| miss it. |
| individual's final paper after it was graded. |
| Any additional comments? The course, College Writing sounded terrible when I first registered for it. Overall, this course how been enjoyable and it has helped me improve my writing tremendously. |
| |

| of h | <u> </u> | fluisia. | in. This | s mad | C 14 | ROJ, E.T | ,/re | absort | » H | hudents b |
|---|-----------|---|-------------------|--|------------|--|----------|-----------|-----------------------------|---|
| | | | | | | | | | | |
| | | | | | | | | | | |
| hat ahout th | sie coure | a and/or f | he instructo | r'e taachin | a of it no | ode chance | . or imn | ravamant? | | |
| | | | | | | | | | | |
| *************************************** | | | Ů J | | -000 | | | | | |
| | | | | *************************************** | | ornamenta anticologica de la constantina de la constantina de la constantina de la constantina de la constanti | | | | |
| | | | | and the state of t | | | | | akustaan ka anoogay ur-joja | |
| | | | | | | | | | | 0044835000043044548383884694559460006480046807480 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | r that would | | | | | | | |
| 16 v | 1400 16 | <u> </u> | ie lan | e had | MES | explorat | ion i | noto pe | AC TO | tors of |
| 16 v | 1400 16 | <u> </u> | ie lan | e had | MES | explorat | ion i | noto pe | AC TO | tors of |
| 16 v | 1400 16 | <u> </u> | ie lan | e had | MES | explorat | ion i | noto pe | AC TO | tors of |
| 16 v | 1400 16 | <u> </u> | ie lan | e had | MES | explorat | ion i | noto pe | AC TO | |
| 16 v | 1400 16 | <u> </u> | ie lan | e had | MES | explorat | ion i | noto pe | AC TO | tors of |
| 16 v | i and | wear the | ie lan | e had | MES | explorat | ion i | noto pe | AC TO | tors of |
| If the strength going flaws | AS COME | wear wear wear wear wear wear wear wear | ie lan | a had | ist c | explorat | ion i | noto pe | AC TO | tors of |
| If the strength going flaws | AS COME | wear wear wear wear wear wear wear wear | enesses assemp | a had | ist c | explorat | ion i | noto pe | AC TO | tors of |
| If the strength going haws | AS COME | wear wear wear wear wear wear wear wear | enesses assemp | a had | ist c | explorat | ion i | noto pe | AC TO | tors of |
| If the strength going haws | AS COME | wear wear wear wear wear wear wear wear | enesses assemp | a had | ist c | explorat | ion i | noto pe | AC TO | tors of |
| If the strength going haws | AS COME | wear wear wear wear wear wear wear wear | enesses assemp | a had | ist c | explorat | ion i | noto pe | AC TO | tors of |
| If the strength going haws | AS COME | wear wear wear wear wear wear wear wear | enesses assemp | a had | ist c | explorat | ion i | noto pe | AC TO | tors of |

| What do you like most about this course and/or the instructor's teaching of it? |
|---|
| The instructor was very enthusiastic about the |
| course and would get straight to the point. I |
| course and would get straight to the point. I always felt like I learned samothing new after |
| each class. The instructor always taught the waterial |
| using methods that kept the class interested. |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| The last few weeks of the class get more |
| Stronful due to having multiple papers due |
| within beeks of each other. The papers assigned |
| should be better payed to prevent "crunch time" |
| What suggestions can you offer that would have made this course a better learning experience for you? Most of the book readings from this course assigned as homework seemed connecessory for the most point. The readings could have easily been done in class, |
| Any additional comments? The small class sizes work well and should be kept in hiture classes. |

| | What do you like most about this course and/or the instructor's teaching of it? |
|-------------|---|
| | He was very helpful and informative. I loved how his classe |
| | were lay-back and not tense like most English |
| | classes it was very fun and intresting, He made |
| | unting rotall just paper and pen but also |
| | many other mother's tree-style: including |
| ¥ | What about this course and/or the instructor's teaching of it needs change or improvement? |
| | Too he most part arenthing was great not |
| | much to change Glasses were productive |
| | from and clear At questions were address |
| | V (|
| | |
| ٧ | Vhat suggestions can you offer that would have made this course a better learning experience for you? |
| | More conferencing days forducitout for |
| | a paper not just once but multiple times. |
| | · |
| | |
| | |
| Aı | ny additional comments? |
| | - Great Class, Mack me really enjoy |
| | withing learned alor of new things such |
| | as recognizing Quality ce and writing |
| | Stranges. Ovorall of felt my wating |
| | 105 approved Also boursed watering |
| | account how to be a report it colded, |
| | Ve represented in many ways - love to |
| Millorenman | |

| What do you like most about this course and/or the instructor's teaching of it? |
|---|
| I really liked how John made the class about finding |
| the individual's voice and how, as students, we can shape |
| our own voice to the audience. The discussions were very |
| insightful and I really loved the feeling of the small |
| class. |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? |
| I felt that of all of my classes, this one was the class that |
| had the most work. This is a general english course |
| and I feel that the workload was unexpected. |
| |
| |
| |
| What suggestions can you offer that would have made this course a better learning experience for you? |
| Maybe more discussions on medium would be interesting |
| I really liked this class and some of the most interesting |
| direnssions name from talking about social media |
| and changing audiences, so maybe focusting on |
| Those topics would be helpful. |
| |
| Any additional comments? |
| I really enjoyed this class |
| |
| |
| |
| |
| |
| |
| |

| What do you like most about this course and/or the instructor's teaching of it? HE REMINES ELECTION SERVICES TO BE PULLENCES ABOUT WHAT |
|---|
| he was teaching & having us leaven so class |
| was very rarely boring. Even if the subject |
| mattervasnot weat & de bit brand, ho norte |
| tomake of appreciate H |
| |
| What about this course and/or the instructor's teaching of it needs change or improvement? Sometime we were a little on topic or John Jarght what he believed was on topic that didn't religiously relate to what I rest ever clearning experience for you? |
| L'ect it was a good leaving experience |
| Any additional comments? Oppredated being in this class. |
| |