

# Trinity College Student Course Evaluation Form

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
English	4767	<input checked="" type="radio"/> Fall	0-1 hr/week	1st	3	1		
		<input type="radio"/> Spring	<input checked="" type="radio"/> 1-3 hrs/week					
		<input type="radio"/> Sum I	3-5 hrs/week	2nd				
		<input type="radio"/> Sum II	6+ hrs/week					

**Marking Instructions**

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

**CORRECT MARK:** ●

**This Course Fulfills A:**

Major/Minor/Cert. Requirement  
Curriculum/College Requirement  
Elective

3rd  
 4th  
 Grad  
 Other

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

**Overall Appraisal:** Reflect your overall appraisal of the course/instructor using the following code:  
 1-Very Poor      2-Poor      3-Adequate      4-Good      5-Excellent

- |    |                                  |  |  |
|----|----------------------------------|--|--|
| 1. | <input checked="" type="radio"/> | The quality of this course.              |  |
| 2. | <input checked="" type="radio"/> | The quality of the instruction. (Inst.1) | <input type="radio"/> The quality of the instruction. (Inst.3) |
|    |                                  | The quality of the instruction. (Inst.2) | <input type="radio"/> The quality of the instruction. (Inst.4) |

**Comments: (e.g., strong and weak points of course and instructor)**

Bill is extremely clear ~~see~~ in imparting course material. I like him for trying to make the material stimulating.

**Course Characteristics:** On the next items, characterize this course using the following code:  
 1-Very Low      2-Low      3-Moderate      4-High      5-Very High

- |    |                                  |                                   |  |
|----|----------------------------------|-----------------------------------|--|
| 3. | <input checked="" type="radio"/> | Amount of effort/work.            |  |
| 4. | <input checked="" type="radio"/> | Difficulty of the subject matter. |  |
| 5. | <input checked="" type="radio"/> | Intellectual stimulation.         |  |

**Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)**

Makes us see from another point of view.

Course Dynamics:

On the next items, characterize this course/instructor using the following code:

1-Very Low      2-Low      3-Moderate      4-High      5-Very High

- 6. Instructor was enthusiastic about the course. (Inst.1)      Instructor was enthusiastic about the course. (Inst.3)
- Instructor was enthusiastic about the course. (Inst.2)      Instructor was enthusiastic about the course. (Inst.4)
- 7. Instructor was accessible outside of class. (Inst.1)      Instructor was accessible outside of class. (Inst.3)
- Instructor was accessible outside of class. (Inst.2)      Instructor was accessible outside of class. (Inst.4)
- 8. Participation in class discussion was encouraged.
- 9. Course requirements/expectations were clear.
- 10. Feedback on examinations/papers/performance was valuable.
- 11. Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

He tries to make us speak up,  
which I think everyone appreciates

Appraisal  
of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

1-Not at All      2-A Little      3-Moderately      4-Highly      5-Very Highly      N/A-Not Applicable

- 12. Gaining factual knowledge.
- 13. Understanding fundamental concepts and principles.
- 14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
- 15. Learning to analyze ideas, arguments, and points of view.
- 16. Learning to synthesize and integrate knowledge.
- 17. Learning to conduct inquiry through methods of the field.
- 18. Learning to evaluate the merits of ideas and competing claims.
- 19. Developing skills in oral expression.
- 20. Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions: