

# PHIL 100 (01): Critical Reasoning

Fall Term 2019-20 | Deke Gould | Course CIP Code: 38.0101

17		Students Enrolled
17		Students Responded
100%		Response Rate

## Summative

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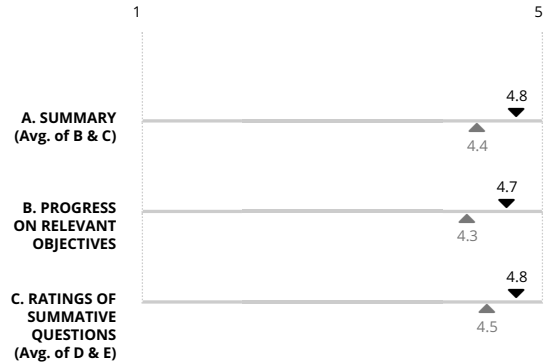
Adjusted

▲

Raw

3 Point Plus/Minus

Your Average Scores  
5 Point Scale



Your Overall Mean Ratings  
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.9
E. Excellent Course	4.4	4.7

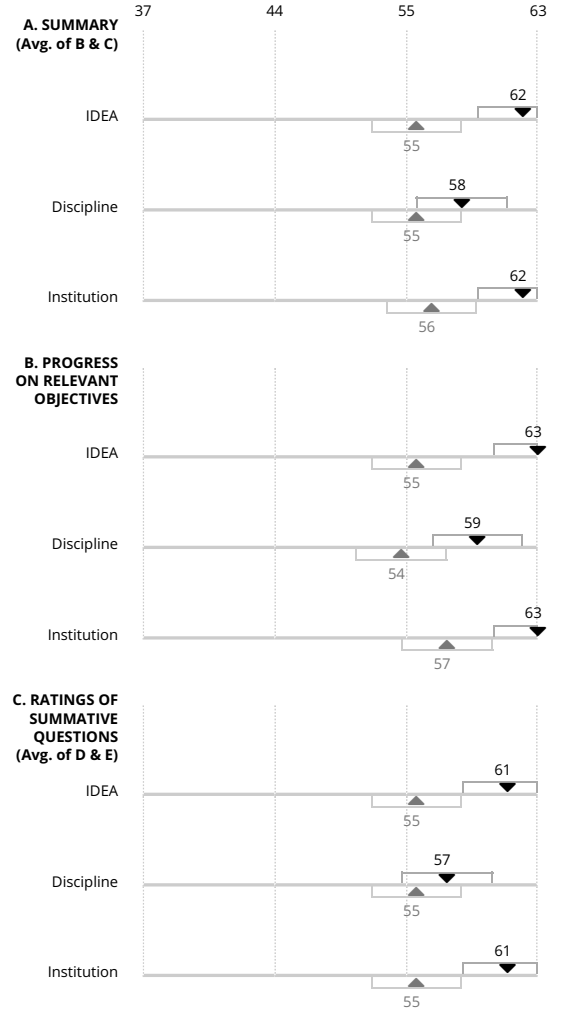
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	60
Discipline	56	58
Institution	56	61
E. Excellent Course		
IDEA	54	61
Discipline	54	56
Institution	53	60

Converted Average Buckets  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Converted Average									
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	M	4.2	4.5	0	82	51	57	51	54	51	58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.7	2.9	35	18	29	32	25	27	34	40
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.4	4.9	0	88	56	65	57	61	57	65
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.7	0	88	54	62	55	60	54	62
Acquiring skills in working with others as a member of a team	M	2.5	2.6	53	6	28	30	38	40	34	41
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	3	41	29	36	40	38	41	40	47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.6	24	47	42	46	40	43	42	49
Developing skill in expressing myself orally or in writing	M	3.7	4	6	53	46	52	46	49	48	55
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.1	3.3	24	35	35	38	38	41	42	48
Developing ethical reasoning and/or ethical decision making	I	3.9	4.3	6	59	50	56	45	50	54	59
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.8	5	0	94	64	71	62	66	63	68
Learning to apply knowledge and skills to benefit others or serve the public good	I	3.5	3.9	18	59	42	48	43	49	48	54
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.7	2.8	59	29	32	32	42	44	41	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.5	53	55	53
Difficulty of subject matter	3.9	60	57	59

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	36	40	37
I really wanted to take this course regardless of who taught it.	3.6	47	51	45
When this course began I believed I could master its content.	4	52	56	51
My background prepared me well for this course's requirements.	3.2	38	46	40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.6	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.5	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.7	12% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.4	18% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.5	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.5	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4	6% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.1	6% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	3.6	18% (1 or 2) 59% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	5.88% (1)	17.65% (3)	17.65% (3)	58.82% (10)	17	0	0.96	4.29
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	11.76% (2)	5.88% (1)	29.41% (5)	41.18% (7)	11.76% (2)	17	0	1.13	3.35
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	11.76% (2)	23.53% (4)	64.71% (11)	17	0	0.7	4.53
Demonstrated the importance and significance of the subject matter	0% (0)	5.88% (1)	0% (0)	23.53% (4)	70.59% (12)	17	0	0.77	4.59
Formed teams or groups to facilitate learning	0% (0)	17.65% (3)	47.06% (8)	35.29% (6)	0% (0)	17	0	0.71	3.18
Made it clear how each topic fit into the course	0% (0)	0% (0)	11.76% (2)	17.65% (3)	70.59% (12)	17	0	0.69	4.59
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	11.76% (2)	41.18% (7)	47.06% (8)	17	0	0.68	4.35
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.88% (1)	0% (0)	29.41% (5)	64.71% (11)	17	0	0.78	4.53
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	5.88% (1)	11.76% (2)	29.41% (5)	35.29% (6)	17.65% (3)	17	0	1.09	3.47
Explained course material clearly and concisely	0% (0)	5.88% (1)	11.76% (2)	41.18% (7)	41.18% (7)	17	0	0.86	4.18
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	5.88% (1)	0% (0)	11.76% (2)	52.94% (9)	29.41% (5)	17	0	0.97	4
Created opportunities for students to apply course content outside the classroom	0% (0)	5.88% (1)	17.65% (3)	41.18% (7)	35.29% (6)	17	0	0.87	4.06
Introduced stimulating ideas about the subject	0% (0)	5.88% (1)	0% (0)	35.29% (6)	58.82% (10)	17	0	0.78	4.47
Involved students in hands-on projects such as research, case studies, or real life activities	17.65% (3)	35.29% (6)	29.41% (5)	0% (0)	17.65% (3)	17	0	1.28	2.65
Inspired students to set and achieve goals which really challenged them	5.88% (1)	5.88% (1)	17.65% (3)	52.94% (9)	17.65% (3)	17	0	1.02	3.71
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5.88% (1)	11.76% (2)	17.65% (3)	35.29% (6)	29.41% (5)	17	0	1.18	3.71
Asked students to help each other understand ideas or concepts	0% (0)	11.76% (2)	0% (0)	35.29% (6)	52.94% (9)	17	0	0.96	4.29
Gave projects, tests, or assignments that required original or creative thinking	11.76% (2)	5.88% (1)	23.53% (4)	29.41% (5)	29.41% (5)	17	0	1.29	3.59
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	5.88% (1)	5.88% (1)	23.53% (4)	64.71% (11)	17	0	0.85	4.47

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress						N	DNA	SD	M	
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	17.65% (3)	47.06% (8)	35.29% (6)						17	0	0.71	4.18	
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	17.65% (3)	17.65% (3)	47.06% (8)	11.76% (2)	5.88% (1)						17	0	1.07	2.71	
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	11.76% (2)	35.29% (6)	52.94% (9)						17	0	0.69	4.41	
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	11.76% (2)	47.06% (8)	41.18% (7)						17	0	0.67	4.29	
Acquiring skills in working with others as a member of a team	11.76% (2)	41.18% (7)	41.18% (7)	0% (0)	5.88% (1)						17	0	0.92	2.47	
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	17.65% (3)	23.53% (4)	29.41% (5)	23.53% (4)	5.88% (1)						17	0	1.16	2.76	
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.76% (2)	11.76% (2)	29.41% (5)	29.41% (5)	17.65% (3)						17	0	1.23	3.29	
Developing skill in expressing myself orally or in writing	0% (0)	5.88% (1)	41.18% (7)	35.29% (6)	17.65% (3)						17	0	0.84	3.65	
Learning how to find, evaluate, and use resources to explore a topic in depth	11.76% (2)	11.76% (2)	41.18% (7)	23.53% (4)	11.76% (2)						17	0	1.13	3.12	
Developing ethical reasoning and/or ethical decision making	0% (0)	5.88% (1)	35.29% (6)	23.53% (4)	35.29% (6)						17	0	0.96	3.88	
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	5.88% (1)	11.76% (2)	82.35% (14)						17	0	0.55	4.76	
Learning to apply knowledge and skills to benefit others or serve the public good	11.76% (2)	5.88% (1)	23.53% (4)	35.29% (6)	23.53% (4)						17	0	1.24	3.53	
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	17.65% (3)	41.18% (7)	11.76% (2)	11.76% (2)	17.65% (3)						17	0	1.36	2.71	
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>						<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>	
Amount of coursework	5.88% (1)	0% (0)	41.18% (7)	47.06% (8)	5.88% (1)						17	0	0.85	3.47	
Difficulty of subject matter	0% (0)	5.88% (1)	17.65% (3)	58.82% (10)	17.65% (3)						17	0	0.76	3.88	
<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>						<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>	
As a rule, I put forth more effort than other students on academic work.	0% (0)	11.76% (2)	41.18% (7)	41.18% (7)	5.88% (1)						17	0	0.77	3.41	
I really wanted to take this course regardless of who taught it.	5.88% (1)	11.76% (2)	29.41% (5)	23.53% (4)	29.41% (5)						17	0	1.19	3.59	
When this course began I believed I could master its content.	0% (0)	5.88% (1)	17.65% (3)	47.06% (8)	29.41% (5)						17	0	0.84	4	
My background prepared me well for this course's requirements.	17.65% (3)	11.76% (2)	23.53% (4)	29.41% (5)	17.65% (3)						17	0	1.34	3.18	
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	35.29% (6)	64.71% (11)						17	0	0.48	4.65	
Overall, I rate this course as excellent.	0% (0)	0% (0)	17.65% (3)	29.41% (5)	52.94% (9)						17	0	0.76	4.35	
<b>\$226-\$250</b>	<b>More than \$250</b>	<b>\$0</b>	<b>\$1-\$25</b>	<b>\$26-\$50</b>	<b>\$51-\$75</b>	<b>\$76-\$100</b>	<b>\$101-\$125</b>	<b>\$126-\$150</b>	<b>\$151-\$175</b>	<b>\$176-\$200</b>	<b>N</b>	<b>\$201-\$225</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or on-line access codes required for this class?	17.65% (3)	0% (0)	23.53% (4)	17.65% (3)	23.53% (4)	0% (0)	0% (0)	5.88% (1)	5.88% (1)	5.88% (1)					
	0% (0)	0% (0)									17	0	2.54	4.35	

Used other texts of re-sources in place of the one assigned	Obtained the course packet	All materials were on Moodle	Purchased new at a bookstore No textbooks were required	Purchased used at a bookstore Skipped the materials (didn't buy or borrow)	Purchased new from an online bookseller Other	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan	Used library reserve copy	Did not acquire because costs were too high		
											N	DNA	SD	M
How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply).			14.29% (5) 0% (0)	22.86% (8) 0% (0)	11.43% (4) 2.86% (1)	20% (7) 0% (0)	5.71% (2) 0% (0)	5.71% (2) 2.86% (1)	2.86% (1)	8.57% (3)	2.86% (1) 35	0% (0) 0	-	-
			None of them	Very few of them	Some of them	Most of them	All of them				N	DNA	SD	M
How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?			0% (0)	0% (0)	11.76% (2)	41.18% (7)	47.06% (8)				17	0	0.68	4.35
			They negatively impacted my learning	They had no impact on my learning	They had a small positive impact on my learning	They had moderately positive impact on my learning	They had a strong positive impact on my learning				N	DNA	SD	M
To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?			0% (0)	0% (0)	0% (0)	35.29% (6)	64.71% (11)				17	0	0.48	4.65
			A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	N	DNA	SD	M
What final grade do you expect to receive in this class?			5.88% (1)	29.41% (5)	23.53% (4)	29.41% (5)	11.76% (2)	0% (0)	0% (0)	0% (0)	17	0	1.13	5.88

## Qualitative

**Comments -**

- I found the class quizzes to be very helpful and enriched our understanding of the course material. To be completely honest I think the lower course average on the midterm was due to us not having taken quizzes in class leading up to it, so it was difficult for students to pace themselves throughout the midterm to know how much time to spend on a question. I also feel that when we stayed on topic as a class and really focused on the material at hand rather than going on side tangents, our classroom lectures were the most valuable and productive.
- I really enjoyed you as a professor and the way you interact with students. You keep people interested and engaged. I feel as if we could have worked in groups just a little more because working with others helped a lot.
- Typically, group work in this class was not super effective for me, it did not always help me understand better. Occasionally, it would make a specific idea click but it was not always the best way for me to learn. I am also very shy so I felt very nervous to ever participate in class, but I remained engaged and my participation grade did not suffer because of my shyness which I appreciated. The daily quizzes were what helped me to understand ideas the most but not taking them for a grade was a better idea for me personally. Overall, even though I am not super confident in everything I learned here (this class did not come easily to me) I did still learn a lot and can tell the wiring of my brain has changed because of ideas presented here.
- Great teacher! Kept class very lively and fun with great discussions. Just felt that the lack of connection to other real life situations or to the articles given in Stone Reader, made it harder for me to learn as a student because that is the best way in which I am able to apply material is by making connections.
- I've learnt a lot in this course, both in terms of skills and knowledge of the subject. It has been enjoyable, even though the workload has often been a bit too heavy. I, personally, feel that the obligatory forum posts were not that useful, and that they mostly caused extra stress. If I had questions about problems from the textbook, I felt like I had the opportunity to bring them up in class,
- I found having the daily quizzes after the midterm to be very helpful for refining my understanding of what I needed to learn or review. I also thought that group activities and speaking in front of the class made learning from my peers very easy. Having to explain something for the class was very helpful for my understanding of the material I was talking about.
- The semester change certainly provided some difficulties in this class, particularly with the forum posts. I certainly understand the logic behind the forum, but having to post twice a week for 14 weeks grew very monotonous and painstaking. The first 8 weeks were not too bad, but after that, my other classes got busy, I grew tired of school in general, and the small assignments like the forum post just end up in the back of the list as far as priorities go, so I found myself not doing them or forgetting about them all together. This poses a problem as discussion is a large portion of the grade. I think it would be in the best interest of future students if the forum posts were revamped in a way to better suit the long semester schedule.
- The daily quizzes should be implemented not only because of bad mid-term grade, but also in the beginning of the classes to help memorize the foundations of the coursework. Keep talking about different philosophies and going on wild tangents. Keeps the class entertained and mind on the subject on hand. There seemed to be a problem with a book just a little before mid-term that every student needed to get? Add the book to the syllabus You try and put your opinion out a lot whenever there is anybody on the board when you ask the class to respond. This made a lot of students not want to respond because either they knew you would respond or were too afraid to respond because you were going to say something. The extra opportunities were a good outcome of the class.
- Being in this class was the best opportunity for me to learn more about logic, real life situations, problems and solutions, I learned to have an argument with people, how to show someone that they're right or wrong about what they are saying. This course is helping me with my major and I want to minor in this course for sure. The instructor made the course fun, useful, and more clear. The instructor is polite, nice and make jokes in class so the class will not be boring. I wanted to master In this class, but I just need to focus more and have better understanding. The course was not so easy like I thought it would be, but I made it. I hope to be successful in this class in the next few years.
- Coming into this class, I was not prepared for what it entailed. I had never taken a class like this one and I had no background in philosophy. Furthermore, this class truly challenged me as a student because I have never faced a class with this level of difficulty or its content. In high school, I had never gotten a bad grade and this class showed me that not everything in life is going to work out in my favor. Overall, I think this class is a great way to learn how to critically think and evaluate arguments. I enjoyed the method of learning as well as the amount of help that is available. Points for me that I feel could be strengthened would be more group and partner work because working with other students really helps me engage with the material more. Additionally, I really liked the quizzes because they allowed me to see where I need help. However, I feel that it could be beneficial to maybe not count the quizzes for points because the pressure of needing to get a certain grade can affect the result of the quiz. Those are just two things I feel that could be expanded on but other than that I liked how the class was run.
- I thought that this course was both incredibly challenging and also very rewarding. I think to help people to better understand the content. It would be beneficial to take those short, low risk quizzes at the start of each day about the subject(s) of that particular day or perhaps a slightly longer quiz on all of the material for that week taken at the beginning of the week to allow students to see what they might need extra help with. I also think that in particular with argument diagrams, showing more of a relation between the valid forms and the different ways they can be formed and the diagrams along with perhaps more work between the class and yourself would better cement the concepts of diagramming argument better. Thank you Dr. Gould for your unrelenting passion and commitment to us and to the course, and for challenging us to think and to do better, both logically and with purpose.
- I really liked that you always made sure all questions were answered before moving on from a topic, and how you listened to our feedback and adjusted things based on our suggestions. For the assignments, I feel like it would have been more helpful to go through the expectations especially for the first assignment sooner. The first assignment was not what I expected it to be, and if we had gone over it more I might have better understood the directions.
- The Discussion Forum felt like pointless busywork to me. I brought up my questions in class and they were answered; the Forum was unnecessary. I think you should encourage accountability and ensure that we are doing our reading by giving quizzes in class. I think it was too easy for us to pretend to know what we were talking about on the Forum. I also did not enjoy group work. It did not help me better understand the material. For the assignments, I wish we could have had class time to work on them. I think we all needed a lot of feedback from you, especially on the first few. It would be fair and more effective for all of us if you could help us out in class and not make us go to you outside of class for necessary help. You probably know this, but argument diagrams are something that we should've discussed more. I feel like so many of us thought we knew what we were doing but then actually didn't. I wish we had looked more at "The Stone Reader" because I found those articles interesting. "Rulebook for Arguments" felt useless because we never talked about it. On a more personal note, there were days when we all could obviously tell you were in a bad mood. Those were the days we didn't want to speak up or make contributions. I would recommend finding ways to keep your anger/frustration/annoyance in check. I enjoyed the class and I learned a lot. I think you're a good guy and a good teacher, and I'm glad I got to spend this semester in your class.
- I really dislike how there was only the mid term as the only assessment prior to the final exam. Here is why: (1) lower total points in the grade book, meaning a poor mid term or final is detrimental to one's grade. (2) there is no testing of knowledge outside of the two exams. You want us to be masters of the material yet how do we know where we are if we only get 1 assessment back during the whole term? I may feel comfortable on a subject but not actually perform that well. Without an assessment to keep us in check, I do not know where I am. The occasional question on the web tutor confusing does not help me know where I am on mastering the material. My suggestions (each idea is independent of one another although you can mix them) (1) add 2 formal quizzes and add some pop quizzes. Formal quizzes allows us to test what we know and do not know while pop quizzes tests our preparedness. Use pop quizzes to keep us on our toes on older information; topics we covered weeks ago. You can keep it simple. "Name the informal fallacies and what they are," "5 Valid Forms" "argument diagram." Something simple that should not take long while testing us on older stuff. How can we know what we don't know if we are not given opportunities to see what we do not know? (2) add papered assignments that we get back that are worth more than the forum posts. Needs to have weight for people to care and be frequent. Your choice of how often and thus points should be reflected. They should reflect material we have learned unlike the bi-weekly moodle assignment. (3) add some type of project that occurs in between the beginning of class, mid term, and final that reflects the material we have covered, in totality.
- I really enjoyed this class and the way it was taught. I like the detail and openness to ask questions to the class to further discussion and have a better understanding of the material. My only point of criticism is that at times the class fell into a rabbit hole of ideas and got off topic. I feel as if some times this was the student's doings but at the same time some of it was very beneficial to explore new topics. I think finding a balance will help in the future.

**How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply). - Other**

- Other Free online web tutor

**Do you have any additional comments about particular textbooks, access codes, course packets, etc. used in this class that would help your instructor make decisions about using them in the future or not? -**

- I'm glad they were accessible through the library. A few books were used too sparingly to spend money on.
- Properly provide info to students on how to acquire books or allow time for students to get them prior to weekly online assignments starting or start with a paper work.
- Now that the school is on a semester basis I would to see more discussion of Frankfurt
- Confusing with the different editions of the PoL. I really liked the Stone Reader