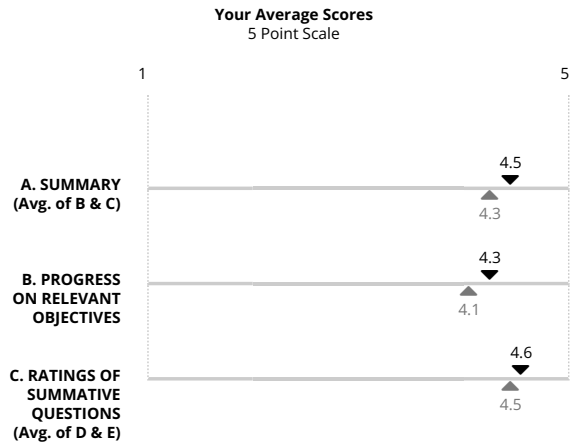


Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

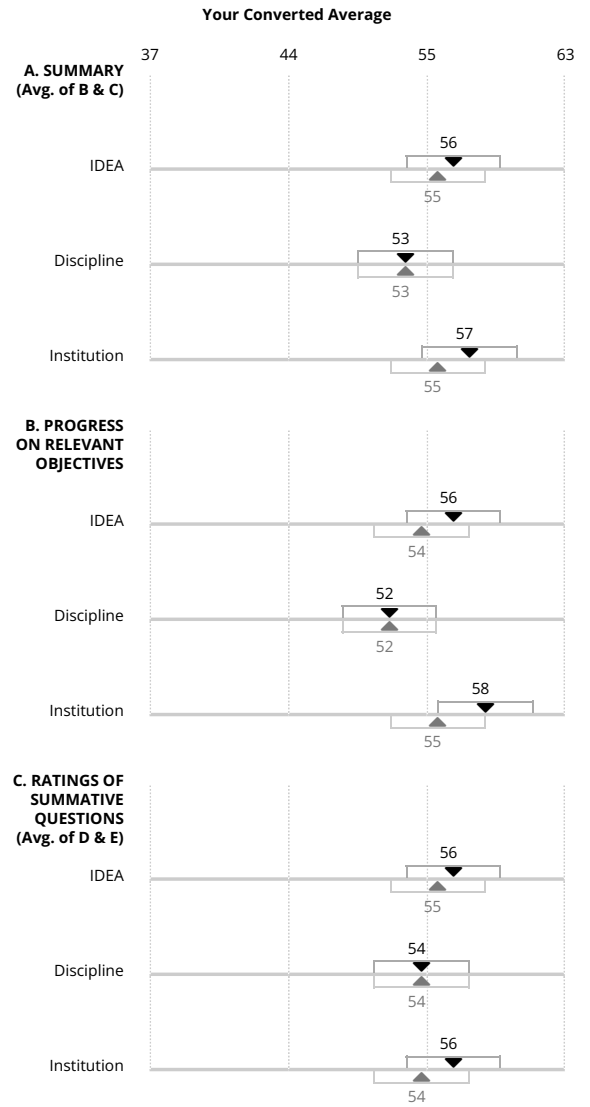
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.5	4.6
E. Excellent Course	4.5	4.6

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	55
Discipline	53	53
Institution	53	55
E. Excellent Course		
IDEA	56	57
Discipline	55	55
Institution	55	57

**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					
							Your Average (5 Point Scale)		% of Stu- dents Rating			
Student Ratings of Learning on Relevant Objectives	Importance Rating	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, general- izations, theories)	M	4.4	4.4	0	86		55	57	55	55	54	57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.4	3.4	29	52		41	41	38	38	44	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.5	4.7	0	90		59	62	59	59	58	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.1	4.2	5	86		50	51	53	53	51	54
Acquiring skills in working with others as a member of a team	M	3.1	3.1	29	33		38	38	47	47	44	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3	3	33	38		40	40	43	43	44	46
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.3	3.3	29	43		43	43	42	42	44	47
Developing skill in expressing myself orally or in writing	I	3.7	3.8	14	62		47	49	48	48	49	53
Learning how to find, evaluate, and use resources to explore a topic in depth	M	2.9	2.9	38	29		31	31	36	36	40	42
Developing ethical reasoning and/or ethical decision making	I	4	4.1	14	71		51	53	47	47	55	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.6	4.8	0	90		61	64	59	59	61	63
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.7	19	57		44	44	46	46	50	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.2	2.2	57	19		25	25	39	39	38	40

		Your Converted Average					Your Converted Average			
Course Description	Your Average	IDEA	Discipline	Institution	Student Description	Your Average	IDEA	Discipline	Institution	
Amount of coursework	4.1	65	69	63	As a rule, I put forth more effort than other students on academic work.	3.7	46	48	45	
Difficulty of subject matter	4	62	61	61						
						I really wanted to take this course regardless of who taught it.	4.1	58	61	54
						When this course began I believed I could master its content.	3.5	39	46	40
						My background prepared me well for this course's requirements.	3.2	39	47	41

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.7	0% (1 or 2) 95% (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	4.7	0% (1 or 2) 100% (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	4.1	14% (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.
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)	4.1	10% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.4	0% (1 or 2) 86% (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	4.8	0% (1 or 2) 100% (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	4.5	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than 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
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	10% (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.
Gave projects, tests, or assignments that required original or creative thinking	4.6	0% (1 or 2) 95% (4 or 5)	You employed the method more 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)	0% (0)	4.76% (1)	38.1% (8)	57.14% (12)	21	0	0.59	4.52
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.76% (1)	4.76% (1)	9.52% (2)	38.1% (8)	42.86% (9)	21	0	1.06	4.1
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	19.05% (4)	80.95% (17)	21	0	0.39	4.81
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	4.76% (1)	23.81% (5)	71.43% (15)	21	0	0.56	4.67
Formed teams or groups to facilitate learning	0% (0)	14.29% (3)	28.57% (6)	42.86% (9)	14.29% (3)	21	0	0.9	3.57
Made it clear how each topic fit into the course	0% (0)	0% (0)	4.76% (1)	23.81% (5)	71.43% (15)	21	0	0.56	4.67
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	14.29% (3)	33.33% (7)	52.38% (11)	21	0	0.72	4.38
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	23.81% (5)	76.19% (16)	21	0	0.43	4.76
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.76% (1)	4.76% (1)	14.29% (3)	38.1% (8)	38.1% (8)	21	0	1.07	4
Explained course material clearly and concisely	0% (0)	0% (0)	4.76% (1)	28.57% (6)	66.67% (14)	21	0	0.58	4.62

<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	0% (0)	0% (0)	4.76% (1)	38.1% (8)	57.14% (12)	21	0	0.59	4.52
Created opportunities for students to apply course content outside the classroom	0% (0)	4.76% (1)	19.05% (4)	33.33% (7)	42.86% (9)	21	0	0.89	4.14
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	33.33% (7)	66.67% (14)	21	0	0.47	4.67
Involved students in hands-on projects such as research, case studies, or real life activities	9.52% (2)	28.57% (6)	14.29% (3)	19.05% (4)	28.57% (6)	21	0	1.39	3.29
Inspired students to set and achieve goals which really challenged them	4.76% (1)	9.52% (2)	9.52% (2)	28.57% (6)	47.62% (10)	21	0	1.17	4.05
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	4.76% (1)	19.05% (4)	23.81% (5)	52.38% (11)	21	0	0.92	4.24
Asked students to help each other understand ideas or concepts	0% (0)	4.76% (1)	0% (0)	57.14% (12)	38.1% (8)	21	0	0.7	4.29
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	4.76% (1)	33.33% (7)	61.9% (13)	21	0	0.58	4.57
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	4.76% (1)	28.57% (6)	66.67% (14)	21	0	0.58	4.62

Describe your progress on:						N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	14.29% (3)	33.33% (7)	52.38% (11)	21	0	0.72	4.38
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	4.76% (1)	23.81% (5)	19.05% (4)	33.33% (7)	19.05% (4)	21	0	1.17	3.38
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	9.52% (2)	28.57% (6)	61.9% (13)	21	0	0.66	4.52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	4.76% (1)	9.52% (2)	57.14% (12)	28.57% (6)	21	0	0.75	4.1
Acquiring skills in working with others as a member of a team	9.52% (2)	19.05% (4)	38.1% (8)	19.05% (4)	14.29% (3)	21	0	1.15	3.1
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	14.29% (3)	19.05% (4)	28.57% (6)	28.57% (6)	9.52% (2)	21	0	1.2	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	28.57% (6)	28.57% (6)	23.81% (5)	19.05% (4)	21	0	1.08	3.33
Developing skill in expressing myself orally or in writing	4.76% (1)	9.52% (2)	23.81% (5)	33.33% (7)	28.57% (6)	21	0	1.12	3.71
Learning how to find, evaluate, and use resources to explore a topic in depth	14.29% (3)	23.81% (5)	33.33% (7)	14.29% (3)	14.29% (3)	21	0	1.23	2.9
Developing ethical reasoning and/or ethical decision making	4.76% (1)	9.52% (2)	14.29% (3)	28.57% (6)	42.86% (9)	21	0	1.17	3.95
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	9.52% (2)	19.05% (4)	71.43% (15)	21	0	0.65	4.62
Learning to apply knowledge and skills to benefit others or serve the public good	4.76% (1)	14.29% (3)	23.81% (5)	28.57% (6)	28.57% (6)	21	0	1.17	3.62
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	42.86% (9)	14.29% (3)	23.81% (5)	14.29% (3)	4.76% (1)	21	0	1.27	2.24

The Course: On the next two items, compare this course with others you have taken at this institution.						N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	28.57% (6)	33.33% (7)	38.1% (8)	21	0	0.81	4.1
Difficulty of subject matter	0% (0)	0% (0)	14.29% (3)	71.43% (15)	14.29% (3)	21	0	0.53	4

For the following items, choose the option that best corresponds to your judgment.						N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	4.76% (1)	38.1% (8)	38.1% (8)	19.05% (4)	21	0	0.82	3.71
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	23.81% (5)	38.1% (8)	38.1% (8)	21	0	0.77	4.14
When this course began I believed I could master its content.	0% (0)	14.29% (3)	33.33% (7)	38.1% (8)	14.29% (3)	21	0	0.91	3.52
My background prepared me well for this course's requirements.	4.76% (1)	14.29% (3)	42.86% (9)	28.57% (6)	9.52% (2)	21	0	0.97	3.24
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	4.76% (1)	38.1% (8)	57.14% (12)	21	0	0.59	4.52
Overall, I rate this course as excellent.	0% (0)	0% (0)	4.76% (1)	42.86% (9)	52.38% (11)	21	0	0.59	4.48

\$201-\$225	\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200 N	DNA	SD	M
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?	4.76% (1)			14.29% (3)	52.38% (11)	4.76% (1)	19.05% (4)	4.76% (1)	0% (0)	0% (0)	0% (0)			
	0% (0)			0% (0)	0% (0)						21	0	1.21	3.33

			Purchased new at a bookstore	Purchased used at a bookstore	Purchased new from an online bookseller	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan Did not acquire because costs were too high	Used library reserve copy Used other texts of resources in place of the one assigned	N	DNA	SD	M
Obtained the course packet	All materials were on Moodle	No textbooks were required	Skipped the materials (didn't buy or borrow)	Other											
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).			6.9% (2) 0% (0)	3.45% (1) 0% (0)	37.93% (11) 0% (0)	20.69% (6) 3.45% (1)	17.24% (5) 0% (0)	0% (0) 0% (0)	3.45% (1) 6.9% (2)	0% (0)	0% (0)	29	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)	9.52% (2)	0% (0)	0% (0)	90.48% (19)	21	0	0.88	4.71

	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)	4.76% (1)	95.24% (20)	21	0	0.21	4.95

	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	DNA	SD	M
What final grade do you expect to receive in this class?	14.29% (3)	33.33% (7)	23.81% (5)	14.29% (3)	14.29% (3)	0% (0)	0% (0)	0% (0)	0	1.26	6.19
											21

## Qualitative

Comments -
<div> <div></div> <div> <p>This course offered me so many new things to take away and use in my daily life. I found how to create a valid argument, and how to strengthen my writing in general. Class participation allowed me to express my ideas, and perform better on assignments. The course offered so many good things, and I recommend everyone to take it. Open my eyes to the world of philosophy. Dr. Gould is a very knowledgeable man, and its an honor to learn from him.</p> <p>This course was way more than I was prepared for. There was so much more work in here than there was in my friends' J-term classes. When I told them I had a mid term coming up they looked at me funny. I understand and respect that you are both trying to give us our money's worth and fulfill the requirements set by the guidelines, but, in all honesty, I could not finish the readings on many of the nights. I just couldn't I think this is partially because of the time the class is at and perhaps also the mental turmoil I've experienced over the course of this term, but it was a lotttttt of reading. If I missed one reading it almost felt like it was too late and I just had to move on and forget about whatever info was in that chapter, because I had another 60-ish pages to read next. I am very grateful for the encouragement to use office hours. I am also appreciative of your desire to, as you put it, "give us our money's worth", but at times it felt like I was getting shafted when I was talking to my friends about their classes. Almost like I got unlucky with the class I picked. I felt that way not because of the material or because of you, but because of the painfully encumbering workload. I really enjoyed the material and would also like to thank you for coming into class every day with energy. It's refreshing to have a professor who clearly wants their students to learn and push them to do better, even more so when that is clear through the energy they put into the class. Things like that really helped me just put my head down and power through the class. Again, I went into this term in a not-so-good mental spot, so I guess take what I'm saying with a grain of salt. Or don't. As for what worked and what didn't for me, I think the first debate was an amazing way to engage us in the class. It was nice to talk to classmates about the topics at hand and hear contrasting viewpoints, whether they really agreed with them or not. The counter point section helped prepare me for essay writing, too, I think. As for the other group work we did, such as the peer review and the constructing of the argument, I don't think either activity really worked for me much at all. I think that could be because in a small group context I'm sort of afraid to propose points out of fear of causing my peers to lose points. I think every documentary we watched was both interesting and added something to the course. They were also a nice break from the constant discussion. It's also odd saying this, but I enjoyed the short writing exercises and logic warmups. They were almost like a puzzle game to me. I think that's all I have to say. Thank you for making J-term interesting.</p> <p>Overall this was an excellent course to take for a J-Term class. Dr. Gould provided information that I could see myself using for my future profession and allowed me to think differently when it came to understanding the basic concepts of not only animals minds, but human minds as well. I would definitely recommend this class to someone who is interested in learning how the mind works and processes information.</p> <p>I believe that this class has taught me more “real life” skills than any other class I have taken thus far at Augustana College. The logical thinking and argument construction has already helped me to better write important things. I recently write a letter to the NCAA in response to certain updated policies and knowing how to construct a valid and sound argument definitely helped me to make sure my response was solid. I think the forum posts were helpful because it is easy to get behind on readings, and the posts required me to remember to read the assigned chapters. I also really appreciated how we went over everything before the midterm, it made it a lot less stressful and I felt like I gained perspective on the topic that I wouldn't have otherwise. The one thing I did not like about this class was the sheer length of it, however I know that is a requirement of JTerm. I think maybe having more days where half the class is lecture and half is group work would help to split up the class and make it feel shorter overall.</p> <p>I sincerely appreciate the hard work that Dr. Gould assigns and challenges toward his students. As it can be very demanding at times, I have always come out of it with gaining and retaining more knowledge, skills, and passion for what I am learning. He is funny and understanding that there is a life outside of class. I am grateful that there was a balance for this J-term course. I worked for the credits it was worth the past three weeks, but was not completely overwhelmed. I loved the content and I hope to take another class with him again. I am happy for this experience.</p> <p>So I think that this course was extremely challenging. And to be 100% honest it got slightly frustrating at times when I would compare my course load to my friends in other classes just since my load was much heavier than others, so I think that only slightly dampened my experience. I however will say that this course has brought me a lot of gratification because I the way that you outlined the trajectory of the course on day 1 I knew that this was going to be challenging but I didn't fully realize to what extent. With that being said, my gratification comes from the fact that I do believe this courses material was difficult and I believe that I have succeeded pretty highly honestly. More than anything I think this course showed me my potential for success through academia. With my major, it is easy for others to over look my knowledge but when I take a class like this where it is widely known that it is more difficult than easy, I felt proud of my success and effort throughout. So I do value this class but I can see where others would have been more frustrated than I, simply due to the course load and the sometimes difficult content. I will say though I do believe I have improved my writing skills through an example from all of the high level texts we have been reading which will help me in all areas in the future. I really value the difficulty of the class to be completely honest but I do think to others it could be overwhelming.</p> <p>This course felt like a great introduction to philosophy and sparked interests that I didn't realize I had. If I were to change something, I would spend more time working together on rebuilding core arguments in well crafted form early on in the course. We learned each famous form and how to construct our own arguments, but what I think I will still struggle the most with is rewriting another persons</p> </div> </div>

argument that is not already in well crafted form. This may be something that is worked on more in higher level classes, but I would have liked to begin to learn how to spot an argument when it is spread out throughout a chapter. I believe this would make it easier to grasp the concepts when I'm reading them for the first time.

- This course has been the most challenging, yet fulfilling class that I have had in college as of now. I have never had to use as much critical thinking in a class before now but I have really gained a deeper understanding on the material because of it. The books that were assigned in this class ranged from moderate to extreme in terms of difficulty but with our in-class discussions I really feel that I have been able to understand them to the best of my ability. Dr. Gould gives ample opportunity for students to learn from their mistakes and greatly improve upon them, more than I have seen out of most of the instructors that I have had so far. I would recommend this class to anyone who has ever had an interest in biology or philosophy. I have never learned so much in such a short amount of time, especially with material this difficult and without the specific teaching style of Dr. Gould, I don't think I would've gotten as much out of it as I did.
- This course required a lot of thought and effort to understand the topics and be prepared to analyze the texts that we read, but overall the workload worked really well for a J-term class. I was able to feel as if I spent 15 weeks trying to understand philosophy as well as animal minds, while actually only spending 3 weeks. Dr. Gould did a really fantastic job of making sure everything was clear and always gave us opportunities to ask questions and discuss anything that was related to the class. At first I was unsure about how much the exam scores were worth, but I actually ended up really liking how the course was set up because I was able to spend less time worrying about the exam and more time understanding the readings and being prepared for discussions in class. Overall, I think this class was really beneficial in allowing me to understand logic and knowing how to productively debate and discuss with others on controversial topics without it turning into a yelling match. And the debates were really helpful in this because we got to actually do this in real time where we were able to have a productive discussion on a topic. I am really glad that I took this course and really enjoyed the knowledge and thoughts about animal minds that I am taking away from this course. I really enjoyed how it was structured and have already recommended other students to take this course or others with Dr. Gould because of how much I enjoyed this class. I wish I would have been able to take this class sooner because I probably would have taken other philosophy classes during my 4 years at Augustana had I.
- Kinds of minds was a really fun course, but pretty hard. I think the forum posts were really good assignments because they made sure I read the assigned reading, and it also let me look at my classmates thinking. The instructions for assignments are always very clear as well. The only thing I would change about this class is that I wish I had more time to spend on Species of Mind, this is because it was a really hard book to read, I've never tried to read anything like it. I would suggest either pick specific segments of the book for students to read so it's a more focused lens on the content you want us to know, or shorten what we read from the other two books, because I feel like I didn't get everything out of Species of Mind that I was supposed to. And because of that it makes me worry about the final and the final essay, like I might miss a big point because I skimmed over it while reading.
- Overall, I really liked the content this class taught. It felt super rushed but it's not really anything we could do about that because it is J-term. I wish that this class could be offered for a semester because it would be easier to really understand everything the authors in the novels were saying. At times it felt like everything was just meshing together which made it difficult to grasp the material. Honestly, I think I did not put as much effort into this class as I would have liked to. I was super mentally drained which made it difficult to focus on the material. On the other hand, I really appreciate everything you have taught me. I did not realize that logic was as important as you have shown it to be. I wish we could have had more time to really get into the material.
- I was hesitant to take this course in the beginning but as we quickly progressed throughout the first two weeks, I found that I really enjoyed it. The daily readings were tough and it took some time before my brain started to understand the materials at hand. It is definitely a time-intensive course outside of the actual class time with homework and logic studying, but I was able to find a routine and time management system that worked well for me. The Moodle forum posts helped me to understand the content even further. Firstly, having to read the text and then share my thoughts is a good way to really think of ideas/content outside the box and try to think of new ideas. Secondly, being able to read classmates' posts helped me grasp content better because in almost every forum I read something that I hadn't thought of and it helped me to draw connections from my own work and thoughts. In high school, I used some similar writing techniques in being clear and concise, but not as intense as well-crafted arguments and skipping all the fancy stuff in the paper. I am so thankful I learned how to write a well-crafted argument because I am able to see clear, premises (reasoning) and a clear conclusion that doesn't get lost in translation throughout the paper.
- Overall, I came to really enjoy this class, and am definitely glad I took it this J-term. Coming into the class, though I was expecting J-term to have a fast-paced schedule, I was not expecting as demanding of a class. This initially caught me off guard, and made me super nervous during the first week, as I was unsure as to whether my work was "good" or not. Since J-term moves so quickly, I was scared that if I did not learn the material very quickly, then I would hurt my chances of doing as well as I wanted in the class. This was particularly true on my first essay, where I thought my work would not meet this class's standards. If this class were offered under a normal semester, I believe that I would have felt much more comfortable getting used to the quality of work that is expected, as if I did poorly in the beginning, I would have had many more opportunities (and much more time) to improve my work. Thankfully, I ended up still performing well on the early essay and exam, but preparing for them still brought a lot of stress (For reference, the time in school I've been more stressed was for a Calc 3 class in which I failed the first exam and was working as hard as I could to get an A in the class, which I eventually did). Although I do not know of a perfect way around this, one thing to consider would be doing the debate before having the first paper due. I felt like the debate really helped with my formation of valid arguments, which was my main struggle with the first essay. Another suggestion would be to go over the good paper-writing strategies earlier in the first week, rather than waiting until Friday to do so. That way, I could have worked ahead more effectively during the week and had more time to ask questions during office hours (I started brainstorming for the paper on Wednesday of the first week, but I didn't do as much as I should have because I thought going over it in class would solve my problems). I also found it difficult at the beginning to balance the reading each night with extra assignments, such as preparing an essay or studying for the exam, although I did get much better at this over time. Beyond that first week, I was really happy with how the class went. The debate was a very fun way to get us to work on not only understanding the content, but also working on the implementation of logic. I really enjoyed the format of having to come up with arguments on the spot with our groups, and I thought that this exercise really helped me improve. I was able to get ahead on my work before the third week, which gave me more time to formulate my second essay and come up with strong answers for the second exam. I came to really enjoy this class and its content, but would have loved it had the introduction into the class not been quite as steep.
- The forums are a great way to keep students engaged in the reading. Specifically, twice a week, this made reading every night not too stressful. I think the structuring of our essays has helped my writing skills immensely. I think staying up to date on the chapters was the only improvement that could be made. I feel like I retain a lot less when we go over a chapter that we were supposed to read the day before. I think I just retained more of the reading when we read it the night before. But other than that, it was a great challenging experience, and I appreciate your attitude towards education.
- I liked that the course was challenging in a way that actually helped my understanding of the material. The assignments were relevant rather than being mainly busy work. I feel like I actually got a lot out of this course and I am interested in continuing to explore the concepts going forward. I also appreciated the logic problems at the start of class which provided an opportunity for people to get participation credit if they aren't comfortable speaking in class. There were times when the reading was hard to keep up with because certain chapters were especially long or challenging, but I realize that because J-term is so condensed, there are going to be times when we have to read a lot in order to get through all the material. So, overall I think the workload was more difficult than other courses but I think it was also more valuable and rewarding in the end.
- I thoroughly enjoyed taking Dr. Gould's course and the content taught in his course has given me a better, philosophical understanding of the origins of consciousness, forms of thinking, different types of minds, etc. Dr. Gould was an excellent teacher that motivated his students to learn the course content and dedicate themselves to learning the course content. The only thing I would say is just in regards to hand writing all of the notes (which neuroscientifically speaking, allows better recall of the information). Although I understand and appreciate his idea behind this, I typing the notes (and then requiring students to hand-write them on their own time if necessary) would help preserve more time, enabling for more discussion time. Regardless, I genuinely enjoyed taking his course and learning the course content he taught, as he made complex ideas/concepts easier to understand, even for individuals who have never delved into the world of philosophy.
- The coursework for the class, while difficult, was made achievable with the frequent opportunity for office hours and discussion and debate about course concepts. This class is challenging, but it gives students frequent opportunities to learn more about the topic outside of class and has a consistent schedule for homework, and I appreciate that the expectations for homework and essays are clearly stated and are consistent. One thing I would advise to students in class is to prepare for lectures that may occasionally veer slightly off-topic or jump into long tangents about related material to the class. I would appreciate it if it was made clear whether a certain topic would take a longer or shorter time to cover so students would be able to plan for office hours in order to ask urgent, necessary questions about topics when they weren't covered in class. In terms of debate preparation, I also think it would be beneficial for students to have the opportunity-- at least once-- in class to practice. I didn't know how to brush up on my presentation skills before the debate, especially since we weren't assigned a topic beforehand, so having the ability to practice or discuss strategies for the debate may help students who have trouble improvising during debates.
- This is a very interesting class. I feel like there was too much reading. The ideas that were learned from reading the books could have been taught by making students read smaller articles. I understand the purpose of lengthy reading is to make sure the student is spending at least 6-8 hours a week outside of class thinking about the material but other ways could have been incorporated for the student to study the material instead of just reading. I don't think I have any negative criticism. I appreciate the way you teach the class. You are understanding of students and know how to make sure they get the topic at hand. I feel intimidated in class sometimes by the things you say and I can see other students feeling the same way.

**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 Online PDF
- Other found free pdf files of the text

**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? -**

- N/A
- The books were very useful for the class and helped me understand the topics on a broader sense.
- I really wish the bookstore had enough copies for all students because it would have been so much easier to start reading the physical copy instead of the ebook.
- N/A
- Books were very expensive to be honest. The amount of books was also a lot so more money was spent compared to if we only had one book.