

PHIL 100 (01): Critical Reasoning
2022-23 Fall Semester | Deke Gould

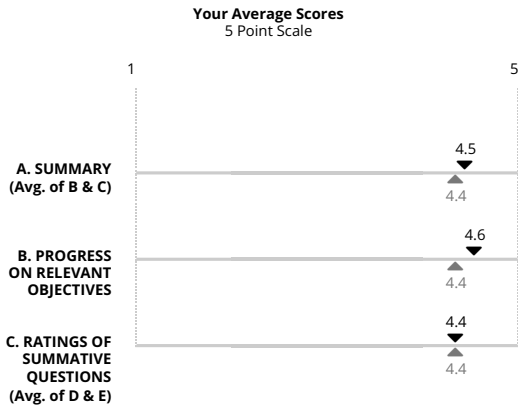
19		Students Enrolled
17		Students Responded
89.47%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

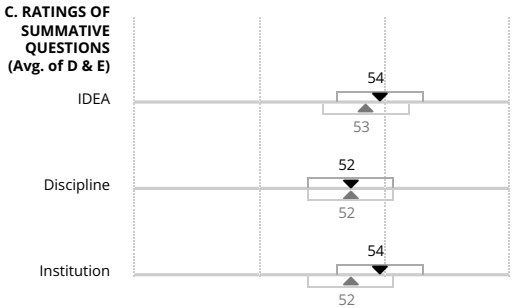
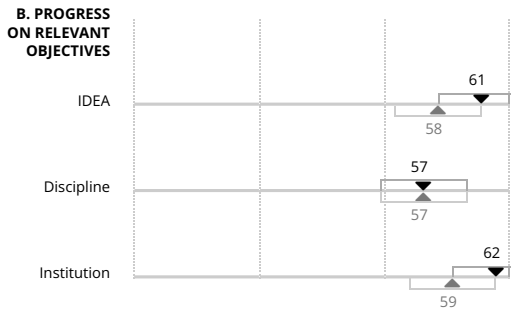
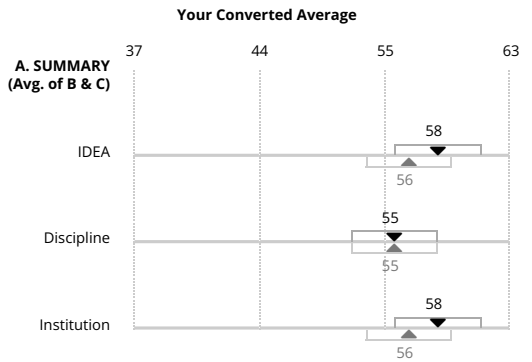
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.5	4.5
E. Excellent Course	4.2	4.3

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	53	54
Discipline	52	52
Institution	52	54
E. Excellent Course		
IDEA	52	53
Discipline	51	51
Institution	51	53

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 Students Rating		IDEA	
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	4.2	4.2	12	76		51	51	51	51	51	53
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.1	3.1	29	35		35	35	32	32	40	43
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.7	4.9	0	94		61	65	62	62	60	64
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.4	6	88		54	56	56	56	54	57
Acquiring skills in working with others as a member of a team	M	3.3	3.3	24	47		41	41	50	50	46	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.1	3.1	29	53		42	42	45	45	45	48
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, lit-erature, etc.)	M	3.5	3.5	18	53		46	46	46	46	47	49
Developing skill in expressing myself orally or in writing	M	3.8	3.9	6	59		49	51	50	50	51	54
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	4	12	71		50	51	52	52	53	56
Developing ethical reasoning and/or ethical decision making	I	3.8	3.9	24	76		49	50	45	45	54	56
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.6	4.7	0	94		61	63	59	59	60	62
Learning to apply knowledge and skills to benefit others or serve the public good	I	4.4	4.6	6	82		56	60	57	58	58	61
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.1	35	59		39	39	50	50	47	48

		Your Converted Average					Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution	Student Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	50	53	51	As a rule, I put forth more effort than other students on academic work.	3.9	52	53	50
Difficulty of subject matter	3.7	57	56	57	I really wanted to take this course regardless of who taught it.	4	55	58	52
					When this course began I believed I could master its content.	3.9	49	54	48
					My background prepared me well for this course's requirements.	3.4	43	49	44

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	0% (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	4	6% (1 or 2) 71% (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	0% (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.
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.
Stimulated students to intellectual effort beyond that required by most courses	4.6	0% (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	4.8	0% (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.
Created opportunities for students to apply course content outside the classroom	4.4	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.
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	3.7	18% (1 or 2) 76% (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	Occasional ly	Sometimes	Frequently	Almost Always	N	DN	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	11.76% (2)	0% (0)	23.53% (4)	64.71% (11)	17	0	0.97	4.41
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	23.53% (4)	41.18% (7)	35.29% (6)	17	0	0.76	4.12
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	23.53% (4)	76.47% (13)	17	0	0.42	4.76
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)	11.76% (2)	29.41% (5)	35.29% (6)	23.53% (4)	17	0	0.96	3.71
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	35.29% (6)	64.71% (11)	17	0	0.48	4.65
Provided meaningful feedback on students' academic performance	5.88% (1)	5.88% (1)	5.88% (1)	35.29% (6)	47.06% (8)	17	0	1.13	4.12
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)	17	0	0.6	4.59
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	11.76% (2)	5.88% (1)	23.53% (4)	29.41% (5)	29.41% (5)	17	0	1.29	3.59
Explained course material clearly and concisely	0% (0)	5.88% (1)	11.76% (2)	17.65% (3)	64.71% (11)	17	0	0.91	4.41
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DN	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	5.88% (1)	11.76% (2)	82.35% (14)	17	0	0.55	4.76
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	11.76% (2)	35.29% (6)	52.94% (9)	17	0	0.69	4.41
Introduced stimulating ideas about the subject	0% (0)	0% (0)	5.88% (1)	41.18% (7)	52.94% (9)	17	0	0.61	4.47
Involved students in hands-on projects such as research, case studies, or real life activities	11.76% (2)	11.76% (2)	29.41% (5)	23.53% (4)	23.53% (4)	17	0	1.28	3.35
Inspired students to set and achieve goals which really challenged them	5.88% (1)	0% (0)	23.53% (4)	29.41% (5)	41.18% (7)	17	0	1.08	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5.88% (1)	0% (0)	23.53% (4)	29.41% (5)	41.18% (7)	17	0	1.08	4
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	5.88% (1)	23.53% (4)	70.59% (12)	17	0	0.59	4.65
Gave projects, tests, or assignments that required original or creative thinking	5.88% (1)	11.76% (2)	5.88% (1)	58.82% (10)	17.65% (3)	17	0	1.07	3.71
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	17.65% (3)	35.29% (6)	47.06% (8)	17	0	0.75	4.29

Describe your progress on:			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)	11.76% (2)	11.76% (2)	23.53% (4)	52.94% (9)					17	0	1.04	4.18		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures			17.65% (3)	11.76% (2)	35.29% (6)	17.65% (3)	17.65% (3)					17	0	1.3	3.06		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)			0% (0)	0% (0)	5.88% (1)	23.53% (4)	70.59% (12)					17	0	0.59	4.65		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course			0% (0)	5.88% (1)	5.88% (1)	41.18% (7)	47.06% (8)					17	0	0.82	4.29		
Acquiring skills in working with others as a member of a team			17.65% (3)	5.88% (1)	29.41% (5)	23.53% (4)	23.53% (4)					17	0	1.36	3.29		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)			23.53% (4)	5.88% (1)	17.65% (3)	41.18% (7)	11.76% (2)					17	0	1.37	3.12		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)			5.88% (1)	11.76% (2)	29.41% (5)	29.41% (5)	23.53% (4)					17	0	1.14	3.53		
Developing skill in expressing myself orally or in writing			5.88% (1)	0% (0)	35.29% (6)	23.53% (4)	35.29% (6)					17	0	1.1	3.82		
Learning how to find, evaluate, and use resources to explore a topic in depth			5.88% (1)	5.88% (1)	17.65% (3)	29.41% (5)	41.18% (7)					17	0	1.16	3.94		
Developing ethical reasoning and/or ethical decision making			5.88% (1)	17.65% (3)	0% (0)	41.18% (7)	35.29% (6)					17	0	1.25	3.82		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view			0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)					17	0	0.6	4.59		
Learning to apply knowledge and skills to benefit others or serve the public good			0% (0)	5.88% (1)	11.76% (2)	23.53% (4)	58.82% (10)					17	0	0.9	4.35		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information			35.29% (6)	0% (0)	5.88% (1)	35.29% (6)	23.53% (4)					17	0	1.64	3.12		
The Course: On the next two items, compare this course with others you have taken at this institution.			Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses					N	DNA	SD	M		
Amount of coursework			0% (0)	11.76% (2)	58.82% (10)	17.65% (3)	11.76% (2)					17	0	0.82	3.29		
Difficulty of subject matter			0% (0)	11.76% (2)	29.41% (5)	35.29% (6)	23.53% (4)					17	0	0.96	3.71		
For the following items, choose the option that best corresponds to your judgment.			Definitely False	More False than True	In Between	More True than False	Definitely True					N	DNA	SD	M		
As a rule, I put forth more effort than other students on academic work.			0% (0)	5.88% (1)	29.41% (5)	35.29% (6)	29.41% (5)					17	0	0.9	3.88		
I really wanted to take this course regardless of who taught it.			5.88% (1)	0% (0)	23.53% (4)	29.41% (5)	41.18% (7)					17	0	1.08	4		
When this course began I believed I could master its content.			5.88% (1)	5.88% (1)	5.88% (1)	58.82% (10)	23.53% (4)					17	0	1.02	3.88		
My background prepared me well for this course's requirements.			11.76% (2)	11.76% (2)	35.29% (6)	5.88% (1)	35.29% (6)					17	0	1.37	3.41		
Overall, I rate this instructor an excellent teacher.			0% (0)	5.88% (1)	5.88% (1)	23.53% (4)	64.71% (11)					17	0	0.85	4.47		
Overall, I rate this course as excellent.			0% (0)	5.88% (1)	11.76% (2)	35.29% (6)	47.06% (8)					17	0	0.88	4.24		
\$226-\$250	More than \$250		\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200	\$201-\$225	DNA	SD	M		
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or online access codes required for this class?			5.88% (1) 5.88% (1)	5.88% (1) 0% (0)	35.29% (6)	17.65% (3)	0% (0)	17.65% (3)	11.76% (2)	0% (0)	0% (0)	0% (0) 17	0	2.35	4.47		
Used other texts of resources in place of the one assigned	Obtained the course packet	All materials were on Moodle	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	Used library reserve copy	Did not acquire because costs were too high	N	DNA	SD	M	
			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).			15.63% (5) 0% (0)	18.75% (6) 0% (0)	18.75% (6) 0% (0)	28.13% (9) 0% (0)	9.38% (3) 0% (0)	6.25% (2) 3.13% (1)	0% (0)	0% (0)	0% (0)	0% (0) 32	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?	11.76% (2)	17.65% (3)	17.65% (3)	23.53% (4)	29.41% (5)					17	0	1.37	3.41
	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)	5.88% (1)	5.88% (1)	41.18% (7)	47.06% (8)					17	0	0.82	4.29
	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?	29.41% (5)	17.65% (3)	17.65% (3)	17.65% (3)	11.76% (2)	5.88% (1)	0% (0)	0% (0)		17	0	1.58	6.18

Qualitative

Comments -
<ul style="list-style-type: none">Loved the class wish it was more beginning of the class work like a warm up other then quizzes for understandingThroughout this Critical Reasoning Course, Dr. Gould did a great job of thoroughly explaining the course work and how to properly formulate arguments. Although this us a requirement for my Philosophy major, I feel more prepared to take on more courses in the Philosophy department and to be more prepared to take the LSAT in the next few years as I prepare to apply for Law School. Understanding arguments and how to recognize certain concepts has helped me prepare for the future. Overall, Dr. Gould did an amazing job of this!This class was very challenging for me, but you did a great job teaching it. My favorite thing you did was the quizzes because they were no pressure and helped me decide what topics I needed to study more and overall just made me feel much more prepared.Very clear at all timeI do want to say that I really struggled at first upon reading the marterial and trying to understand it, but the more time you spent on lectures and repeating infomation and going through the POL web tutor helped me understand the material and engage with the material.It has been a great course and I overall enjoyed the subject matter and the way it has been taught.The structure of the course is very good. The distribution of grading is also fair. The exam are fair. The low stakes quizzes every week helped a lot as well as Connecting concepts to real life situations. Asking to spread the good word made me feel responsible to spread what I learned to others. The assignments helped me use the knowledge learned outside of the classroom in the real world. This class helped me understand and evaluate arguments with the help of logic. Overall, I really liked this class.Overall, I enjoyed this course and it challenged me at times. Dr. Gould was always very clear and concise in his teachings which I really liked. I found it easy to learn from him and he came to the classroom with a very positive attitude and a smile which also made him easy to learn from as it kept you engaged. I also found it easy to learn from Dr. Gould's methods of teaching; he often gave us "toy examples" or little analogies to remember things by which I found helpful. This class was outlined clearly and had no surprises; I was able to follow the syllabus all the way until the last week. I found this concrete process helpful for me as I could do work in advance if something ever came up. I would recommend.I think that the grading system for this class was a bit discouraging. When you can only get a 70, 80, or other increment of 10% on an assignment, it can feel as though you are not making much progress over the course of the semester. Also, I think that the student forum is not the best test of acquired knowledge; I understand the use for it, but I think that I struggled to gage where I was in the class because there was no other weekly homework aside from this. Also, I think this class is far beyond a 100 level course. I think the course matter is important, but I personally invested more time into this class than I have in any others. Beyond these issues, I did learn a lot from this class and I understand why it is important to know logic.Personally I love the way that this class is taught, and professor Gould is a wonderful professor who does great at making sure the material is clear to everyone. The in class practice problems and quick quizzes help to gain a better understanding of what has been mastered and what needs more work. With this and discussing the answers after, understanding is stronger and I feel like I can see where my errors were easier. I love this class obviously due to the subject matter but also the way it is taught with extra information, tangent notes and fun stories that get you very interested in the topic at hand.First, keep the quizzes. I think they offer great checkpoints and practice for students as logic is something that must be trained continuously. Second, I really enjoyed the Stone Reader book for this class as the articles were short and simple enough to find their core arguments. The other two books were less engaging, but that could be because of time pressure. Perhaps assign the Lynch books (or similar) earlier in the course so students can digest and grapple with the text? Additionally, reading KIAS earlier likely would have made the fallacy spotting report easier to attack (and less uncomfortable, for I did not see the purpose of reading Fox News until Lynch). Third, and most importantly, I think this class would benefit from more group work. I've found that this material is best done in small groups (2-4). While lectures and practice problems in class certainly require a typical classroom layout, maybe some once every week/2 weeks we could've broken off into groups to do practice problems together. Generally, I found that when I was explaining a problem to my peers, or being explained to, I understood concepts better. Plus, being in small groups allows students to talk more freely so that more simple mistakes can be spotted and corrected. Overall, I really enjoyed this class and believe it to be manageable and engaging for both majors and non-majors (i.e., this class wasn't too difficult for non-majors and not too easy for majors if one put in the proper amount of effort. This material is something everyone can learn).Overall, you did a great job teaching this class. I liked the way you set it up the most out of anything. I really liked how we did some background reading on our own time, and then after that you would teach the material in your own terms in class. After that, as you know, we would hammer a bunch of practice problems. I feel that this was a really good way to teach the class, and it helped me learn the material really well. One suggestion I would have is to go explain the assignments a little bit more early in the year. I remember the first few weeks being in this class, I was still slightly confused on what exactly was expected of us for the assignments. I definitely should have asked about that in class, but I think a lot of people had the same questions as me, and it would have been helpful to go over what is expected of us early in the class. One other suggestion that I would give relates to the practice problems that we do together in class. It is nice to do them with the whole class every once in a while, but I think I have an idea that would be very helpful. I think that it would be nice to put the problem up on the screen, give everyone a few minutes to answer the problem, and then go over the answer together. This way, everyone can work individually on the problem, and see if they were on the right track or not. Overall, I feel that you did a really good job instructing the class, and you definitely helped me learn the material pretty quickly.I would have liked more emphasis on the real-world applications of the course content (e.g. Stone Reader reconstructions, and Fallacy Spotting reports) by having more in-class time to discuss them, and maybe more assignments to practice with (though that's probably not a popular opinion).The assignments need clear directions or more specific details about what the assignment requires. Maybe including examples of what the assignment should be structured like, would help students better understand how to do the assignment.
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? -
<ul style="list-style-type: none">The Power of Logic and Stone Reader were both very useful. The other two I felt aren't as important because its just for a class discussion for the last couple of days in class. In my mind, I don't think that's quite worth the money.If we are not using the whole book maybe provide what we need on Moodle.It feels slightly wasteful to have bought the Lynch books, only for them to be used for a single extra credit assignment (even if I enjoyed reading them).I didn't mind being the POL or The Stone Reader because we used those for every class, however, the smaller assignments that paired with the other books was a little too much for how little we used them. I am not saying the assignments or the books were insignificant but buying all these books for one class was very expensive.