

# PHIL 100 (1): Critical Reasoning

2023-24 Fall Semester | Deke Gould

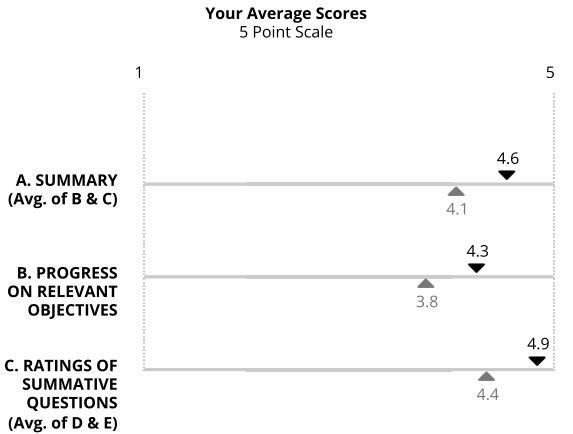
23 | Students Enrolled  
22 | Students Responded  
95.65% | Response Rate

## Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	5
E. Excellent Course	4.2	4.7

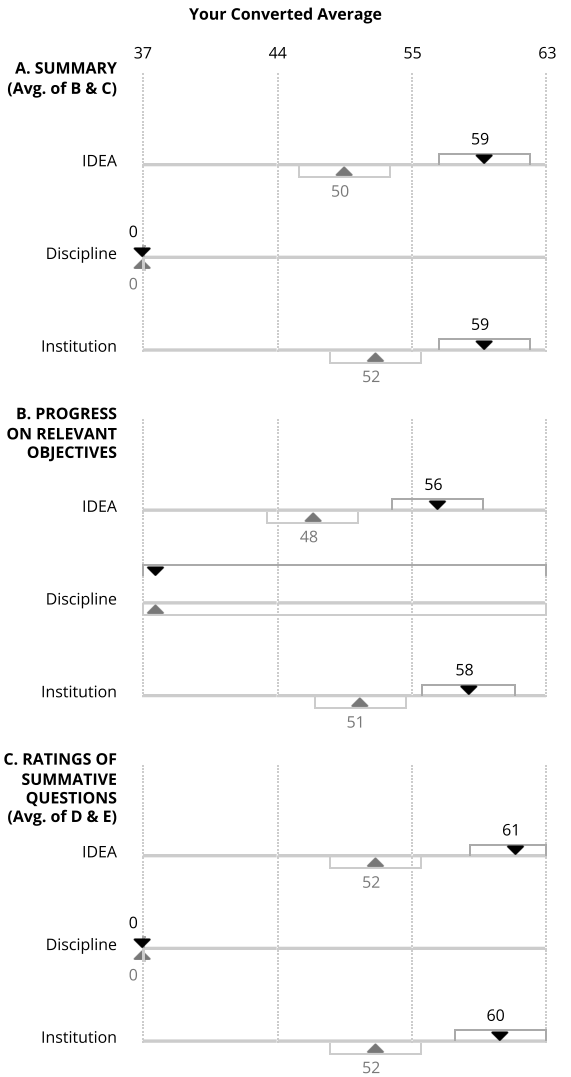
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	61
Discipline		
Institution	54	60
E. Excellent Course		
IDEA	50	60
Discipline		
Institution	50	59

## 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		Discipline		Institution	
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, generalizations, theories)	I	4.3	4.7	0	77	53	62			52	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.4	3.8	23	41	41	47			45	51
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.4	5	5	95	56	68			57	65
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.1	4.6	9	82	50	60			51	60
Acquiring skills in working with others as a member of a team	I	3.5	3.9	23	55	44	51			48	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.1	3.6	32	36	42	49			45	53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.5	3.9	27	64	46	52			47	54
Developing skill in expressing myself orally or in writing	I	4.1	4.7	9	68	53	63			54	62
Learning how to find, evaluate, and use resources to explore a topic in depth	I	3.9	4.4	9	73	49	58			53	60
Developing ethical reasoning and/or ethical decision making	I	3.9	4.4	9	68	50	59			55	61
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.6	5	5	86	61	69			60	66
Learning to apply knowledge and skills to benefit others or serve the public good	I	3.6	4.1	23	59	43	52			49	57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.2	3.4	27	55	41	43			49	52

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.5	53		54
Difficulty of subject matter	3.8	58		58

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	42		43
I really wanted to take this course regardless of who taught it.	3.4	42		41
When this course began I believed I could master its content.	3.5	38		39
My background prepared me well for this course's requirements.	2.8	30		34

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.6	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.
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.
Made it clear how each topic fit into the course	4.7	5% (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.
Explained course material clearly and concisely	4.7	5% (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	4.6	0% (1 or 2) 91% (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	3.9	14% (1 or 2) 68% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	3.8	18% (1 or 2) 68% (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)	3.6	23% (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.
Encouraged students to reflect on and evaluate what they have learned	4.7	5% (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.
Provided meaningful feedback on students' academic performance	4.3	5% (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	4.4	5% (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.
Related course material to real life situations	4.5	5% (1 or 2) 91% (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	4.2	9% (1 or 2) 82% (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
Formed teams or groups to facilitate learning	3.4	23% (1 or 2) 45% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.8	18% (1 or 2) 64% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.5	0% (1 or 2) 82% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.8	9% (1 or 2) 55% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	3.6	9% (1 or 2) 55% (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) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DN	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	36.36% (8)	63.64% (14)	22	0	0.48	4.64
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	22.73% (5)	18.18% (4)	31.82% (7)	27.27% (6)	22	0	1.11	3.64
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.55% (1)	0% (0)	18.18% (4)	77.27% (17)	22	0	0.7	4.68
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	4.55% (1)	22.73% (5)	72.73% (16)	22	0	0.55	4.68
Formed teams or groups to facilitate learning	0% (0)	22.73% (5)	31.82% (7)	27.27% (6)	18.18% (4)	22	0	1.03	3.41
Made it clear how each topic fit into the course	0% (0)	4.55% (1)	0% (0)	18.18% (4)	77.27% (17)	22	0	0.7	4.68
Provided meaningful feedback on students' academic performance	4.55% (1)	0% (0)	9.09% (2)	36.36% (8)	50% (11)	22	0	0.96	4.27
Stimulated students to intellectual effort beyond that required by most courses	4.55% (1)	0% (0)	9.09% (2)	22.73% (5)	63.64% (14)	22	0	0.98	4.41
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	9.09% (2)	0% (0)	36.36% (8)	13.64% (3)	40.91% (9)	22	0	1.24	3.77
Explained course material clearly and concisely	0% (0)	4.55% (1)	0% (0)	13.64% (3)	81.82% (18)	22	0	0.69	4.73

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>SD</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	4.55% (1)	4.55% (1)	27.27% (6)	63.64% (14)	22	0	0.78	4.5
<b>Created opportunities for students to apply course content outside the classroom</b>	9.09% (2)	0% (0)	9.09% (2)	22.73% (5)	59.09% (13)	22	0	1.2	4.23
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	9.09% (2)	22.73% (5)	68.18% (15)	22	0	0.65	4.59
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	4.55% (1)	4.55% (1)	36.36% (8)	36.36% (8)	18.18% (4)	22	0	0.98	3.59
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	13.64% (3)	18.18% (4)	36.36% (8)	31.82% (7)	22	0	1.01	3.86
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	9.09% (2)	9.09% (2)	18.18% (4)	18.18% (4)	45.45% (10)	22	0	1.34	3.82
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	18.18% (4)	18.18% (4)	63.64% (14)	22	0	0.78	4.45
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	9.09% (2)	27.27% (6)	63.64% (14)	22	0	0.66	4.55
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	4.55% (1)	13.64% (3)	13.64% (3)	31.82% (7)	36.36% (8)	22	0	1.19	3.82

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	22.73% (5)	27.27% (6)	50% (11)	22	0	0.81	4.27
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	22.73% (5)	36.36% (8)	18.18% (4)	22.73% (5)	22	0	1.07	3.41
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	4.55% (1)	0% (0)	45.45% (10)	50% (11)	22	0	0.72	4.41
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	9.09% (2)	9.09% (2)	45.45% (10)	36.36% (8)	22	0	0.9	4.09
<b>Acquiring skills in working with others as a member of a team</b>	4.55% (1)	18.18% (4)	22.73% (5)	36.36% (8)	18.18% (4)	22	0	1.12	3.45
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	9.09% (2)	22.73% (5)	31.82% (7)	22.73% (5)	13.64% (3)	22	0	1.16	3.09
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	13.64% (3)	13.64% (3)	9.09% (2)	36.36% (8)	27.27% (6)	22	0	1.37	3.5
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	9.09% (2)	22.73% (5)	22.73% (5)	45.45% (10)	22	0	1.02	4.05
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	9.09% (2)	0% (0)	18.18% (4)	36.36% (8)	36.36% (8)	22	0	1.16	3.91
<b>Developing ethical reasoning and/or ethical decision making</b>	4.55% (1)	4.55% (1)	22.73% (5)	36.36% (8)	31.82% (7)	22	0	1.06	3.86
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	4.55% (1)	9.09% (2)	9.09% (2)	77.27% (17)	22	0	0.83	4.59
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	9.09% (2)	13.64% (3)	18.18% (4)	31.82% (7)	27.27% (6)	22	0	1.27	3.55
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	18.18% (4)	9.09% (2)	18.18% (4)	40.91% (9)	13.64% (3)	22	0	1.31	3.23
<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>
<b>Amount of coursework</b>	0% (0)	4.55% (1)	59.09% (13)	22.73% (5)	13.64% (3)	22	0	0.78	3.45
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	36.36% (8)	50% (11)	13.64% (3)	22	0	0.67	3.77

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)	9.09% (2)	40.91% (9)	31.82% (7)	18.18% (4)				22	0	0.89	3.59			
I really wanted to take this course regardless of who taught it.			9.09% (2)	13.64% (3)	27.27% (6)	27.27% (6)	22.73% (5)				22	0	1.23	3.41			
When this course began I believed I could master its content.			9.09% (2)	9.09% (2)	22.73% (5)	45.45% (10)	13.64% (3)				22	0	1.12	3.45			
My background prepared me well for this course's requirements.			22.73% (5)	13.64% (3)	36.36% (8)	13.64% (3)	13.64% (3)				22	0	1.3	2.82			
Overall, I rate this instructor an excellent teacher.			0% (0)	0% (0)	9.09% (2)	22.73% (5)	68.18% (15)				22	0	0.65	4.59			
Overall, I rate this course as excellent.			0% (0)	13.64% (3)	13.64% (3)	13.64% (3)	59.09% (13)				22	0	1.11	4.18			
\$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 on-line access codes required for this class?			13.64% (3) 0% (0)	27.27% (6) 0% (0)	18.18% (4)	18.18% (4)	9.09% (2)	0% (0)	0% (0)	4.55% (1)	9.09% (2)	0% (0) 22	0	2.33	3.59		
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	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 class-mates or friends	Used interli-brary loan	Used library reserve copy	Did not acquire be-cause costs were too high					
			No text-books were required	Skipped the materials (didn't buy or borrow)	Other								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).		8.57% (3) 0% (0)	22.86% (8) 0% (0)	14.29% (5) 0% (0)	25.71% (9) 0% (0)	5.71% (2) 0% (0)	8.57% (3) 5.71% (2)	5.71% (2)	2.86% (1)	0% (0)	0% (0) 35	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)	9.09% (2)	36.36% (8)	54.55% (12)				22	0	0.66	4.45			
			They nega-tively impacted my learning	They had no impact on my learning	They had a small posi-tive 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 text-books, course packets, additional materials, and/or online access codes help you succeed in this class?		0% (0)	4.55% (1)	9.09% (2)	40.91% (9)	45.45% (10)				22	0	0.81	4.27	
			A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F				N	DNA	SD	M
What final grade do you expect to re-ceive in this class?			9.09% (2)	31.82% (7)	22.73% (5)	13.64% (3)	4.55% (1)	18.18% (4)	0% (0)	0% (0)				22	0	1.6	5.73

Qualitative

Comments -

- This class was more difficult than it should be, especially since it's only a 100-level class. The only people I knew doing very well in the class were upperclassmen who had taken previous philosophy classes. The class itself was interesting and engaging, but the majority of the concepts were challenging to grasp and apply.
- I greatly enjoyed this class (more than I thought I would, admittedly) and found its content to be extremely useful both in and out of academics. Dr. Gould is an excellent professor; his passion for the subject makes the class engaging and he works hard to make sure his students understand the class content. I found the non-graded practice quizzes to be extremely helpful, as were the practice exam sheets. My only critique would be that feedback from assignments is sometimes very vague; I suppose that could be to make us think about what we need to fix, but it would be helpful to have a bit more detailed feedback/guidance. Overall, I think this is a very excellent and useful class for ALL majors and I am very impressed by Dr. Gould's knowledge and style of teaching.
- I enjoyed how clear and concise he was with all the content and concepts. Although Dr. Gould can sometimes have a tone and I'm not sure if it means he is upset or not. I do love how he insists on participation and not having technology out or on. I love how he insists on respect in his classroom and following his classroom rules.
- Get a bleeping haircut you Hippie, 2.0
- I think this class could be easier
- The class is really interesting, the assignments really helped me with my writing and this translated to my other classes.
- I think Dr. Gould's approach was amazing. He was tough but fair. Dr Gould addressed student concerns and was always looking to be clear. Dr. Gould is a extremely valuable asset in academia and at Augustana college. He should be treated as such.
- Nothing to really change honestly. I thoroughly enjoyed the energy in the room most days, learning something so practical, and enjoying coming to class. The methods made it much easier for me to learn, and if i did not understand right away you would make it much clearer and easy to understand. I have never enjoyed a class more than this one, wish i could take it again!
- Dr. Gould is super knowledgeable about the topic and also frequently makes class entertaining with his asides and tangents.
- Overall, I enjoyed the class because of Dr. Gould. I struggled with the material, but I think that's more of my own doing than his. I really enjoyed that the class was conversational. The only thing I wish is that we did more group work because when we did do group work, I found myself understanding the material better from the help of my classmates.
- I love how the professor explains every detail of this course, he knows how to keep the class from getting too boring, and he is also an understanding professor. However, if I had a chance to go back to the day I would not register for this class, it's really hard for me to fully understand even though I spent a lot more time in this class than in my others classes, as an international student difficult for me sometimes to hear what's the professor talking about. I would love it if he gave more details feedback on each assignment, I know it's hard for professors to write a lot of feedback but in this case, sometimes I struggle for my next assignment. The professor also said that he would give a lot of opportunities for extra credit but honestly, I noticed only 2 papers that he gave is the symposium day and the extra credit paper. Overall, I would rate this course about 6.5/10.
- Keep the quizzes for no credit. Keep the response boards every week. The readings were a bit much some weeks when we had assignments due. I can tell he knew the material way better than the average person so I feel like he flew threw some of the in class material, making it hard to keep up in his class. 1. Logic was a fun class 2. It was hard, but I the class atmosphere made me push myself harder to learn. 3. Hence, I enjoyed my time here and would recommend this class to others. (Sorry if it's INVALID)
- Overall, I enjoyed taking this class with Dr. Gould. I feel like I was able to learn a lot in the semester, and I have noticed the impact it has already had on my thought processes in different real-life scenarios. I am glad I took this course because it has allowed me to focus on whether the reasoning behind an action or a decision makes sense logically. My writing has also improved significantly. I'm able to be clearer in my work and develop my messages more efficiently and effectively. I found the class discussions and student engagements important to my learning and retainability.
- The quizzes helped me understand where I was as a student in the subject, the lessons related to philosophy but not within the course were extremely beneficial to my growth knowledge as a human rather than just logic.
- I enjoy the progress quizzes. The two things I struggle with is like the equations and putting arguments in well crafted form. Maybe go more in depth in the future on the equations, those tripped me up the most and I guarantee I can't do well on that. I also appreciate your teaching style it's very relaxed and allows for knowledge to format without tight suffocating restrictions. This class and your teaching has made philosophy a greater interest in my life than it previously would have. Thank you
- Excellent.
- Keep up the good work , Dr.Gould.
- I think Dr.Goulds class was one of my favourite classes ever, Dr.Gould has a way of explaining and wording his teachings into a way I can understand. I was originally a little worried to take philosophy because of my autism, it is difficult for me to actually understand what an argument is and why a fight(debate) is necessary. There were times in the course where it really did happen to feel like a broken record just repeating itself over and over like a broken record sort of just repeating itself over and over sort of like what a broken record would do. All Jokes aside Dr.Gould is genuinely an amazing teacher, professor, and professional someone who I could imagine talking to or debating certain topics for hours because again of the way he is able to explain certain information, the class is a perfect concoction of humor, lessons, presentations, and the occasional psychotic break. Which is to say honestly a perfect class. Remember: "Hippie. Together. Strong" Some movie about smart apes or something like that
- a very engaging, intelligent professor that is extremely passionate about what he teaches. definitely the reason i turned to philosophy as my major.
- I don't have any suggestions on how to improve the course, I really like how it was structured. I especially like the progress quizzes
- Dr. Gould is an excellent professor. He has done the most to help advance my academic and professional career. Augustana College is lucky to have him.

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 borrowed
- Other Got help from a friend



**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 appreciated that Dr. Gould informed students about sources to find used books for a cheaper price than new, but it would have been nice if information regarding required books was sent out several weeks prior to class; I ended up spending much more than I would have liked because I was unaware the books had to be physical copy/there were used options available/etc.
- No
- Giving us the website to find used books was very helpful.
- No
- I wish power of logic would be more to the point rather than rambling but that isn't something we can change
- No
- Assign less readings, it was hard with my other class work load and extracurriculars
- No
- I did not think that the Rulebook for Arguments was necessary for the class.