

PHIL 100 (1): Critical Reasoning

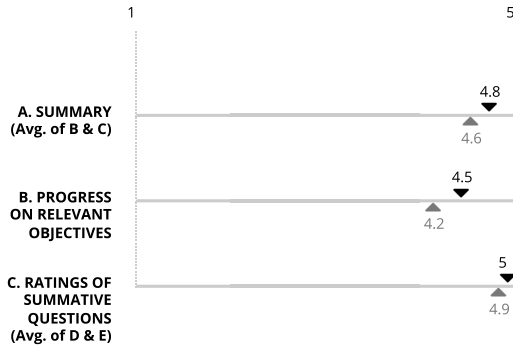
2025-26 Fall Semester | Deke Gould

24 | Students Enrolled
 16 | Students Responded
 66.67% | Response Rate

Summative

▼ | 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	4.9	5
E. Excellent Course	4.8	5

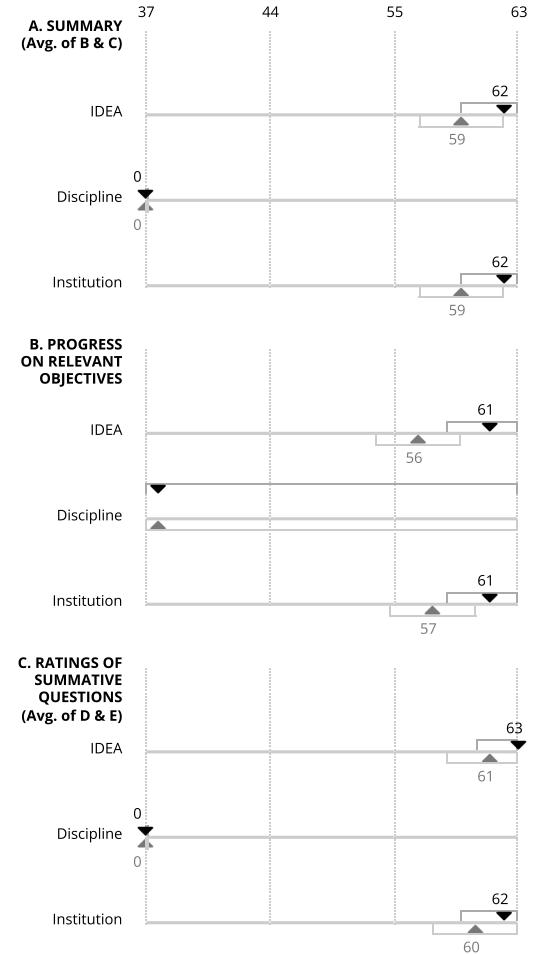
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	60	62
Discipline		
Institution	59	61
E. Excellent Course		
IDEA	61	64
Discipline		
Institution	60	62

Converted Average Buckets
Based on a Bell Curve

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

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.5	4.7	0	100	58	61			57	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.8	4	6	56	48	51			50	53
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.9	5	0	94	66	73			65	69
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.8	5	0	100	64	71			62	67
Acquiring skills in working with others as a member of a team	I	4.2	4.5	6	75	55	60			57	61
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.2	3.3	31	38	43	45			46	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.4	3.6	13	38	46	48			47	51
Developing skill in expressing myself orally or in writing	I	4.3	4.7	0	81	56	63			58	62
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4	4.3	6	63	50	55			54	58
Developing ethical reasoning and/or ethical decision making	I	4.8	5	0	100	64	72			66	69
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.9	5	0	100	67	74			65	69
Learning to apply knowledge and skills to benefit others or serve the public good	I	4.7	5	0	94	62	70			63	67
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.5	3.6	31	50	45	47			52	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.3	50		51
Difficulty of subject matter	3.4	51		53

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	39		40
I really wanted to take this course regardless of who taught it.	4.1	57		53
When this course began I believed I could master its content.	4	53		51
My background prepared me well for this course's requirements.	3.4	42		44

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	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.
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	4.9	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.
Introduced stimulating ideas about the subject	4.6	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.
Inspired students to set and achieve goals which really challenged them	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.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.3	6% (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.

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	6% (1 or 2) 75% (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	4.7	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.
Provided meaningful feedback on students' academic performance	4.4	6% (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	4.6	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	4.9	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.
Created opportunities for students to apply course content outside the classroom	4.6	0% (1 or 2) 81% (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
Formed teams or groups to facilitate learning	4.1	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.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.8	6% (1 or 2) 63% (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	4.8	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.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.9	13% (1 or 2) 63% (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	3.1	38% (1 or 2) 44% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4	13% (1 or 2) 63% (4 or 5)	You employed the method with frequency typical of 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	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	6.25% (1)	12.5% (2)	81.25% (13)	16	0	0.56	4.75
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	6.25% (1)	18.75% (3)	31.25% (5)	43.75% (7)	16	0	0.93	4.13
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	6.25% (1)	18.75% (3)	75% (12)	16	0	0.58	4.69
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Formed teams or groups to facilitate learning	0% (0)	0% (0)	12.5% (2)	62.5% (10)	25% (4)	16	0	0.6	4.13
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Provided meaningful feedback on students' academic performance	0% (0)	6.25% (1)	6.25% (1)	31.25% (5)	56.25% (9)	16	0	0.86	4.38
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	6.25% (1)	25% (4)	68.75% (11)	16	0	0.6	4.63
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	12.5% (2)	25% (4)	18.75% (3)	43.75% (7)	16	0	1.09	3.94
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	16	0	0.33	4.88

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	16	0	0.33	4.88
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	18.75% (3)	6.25% (1)	75% (12)	16	0	0.79	4.56
Introduced stimulating ideas about the subject	0% (0)	0% (0)	12.5% (2)	18.75% (3)	68.75% (11)	16	0	0.7	4.56
Involved students in hands-on projects such as research, case studies, or real life activities	18.75% (3)	18.75% (3)	18.75% (3)	25% (4)	18.75% (3)	16	0	1.39	3.06
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	12.5% (2)	31.25% (5)	56.25% (9)	16	0	0.7	4.44
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	6.25% (1)	31.25% (5)	37.5% (6)	25% (4)	16	0	0.88	3.81
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	6.25% (1)	6.25% (1)	87.5% (14)	16	0	0.53	4.81
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	12.5% (2)	25% (4)	12.5% (2)	50% (8)	16	0	1.12	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	6.25% (1)	6.25% (1)	37.5% (6)	50% (8)	16	0	0.85	4.31

<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)	0% (0)	50% (8)	50% (8)	16	0	0.5	4.5						
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		0% (0)	6.25% (1)	37.5% (6)	25% (4)	31.25% (5)	16	0	0.95	3.81						
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		0% (0)	0% (0)	6.25% (1)	0% (0)	93.75% (15)	16	0	0.48	4.88						
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81						
Acquiring skills in working with others as a member of a team		0% (0)	6.25% (1)	18.75% (3)	25% (4)	50% (8)	16	0	0.95	4.19						
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		12.5% (2)	18.75% (3)	31.25% (5)	12.5% (2)	25% (4)	16	0	1.33	3.19						
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		6.25% (1)	6.25% (1)	50% (8)	12.5% (2)	25% (4)	16	0	1.12	3.44						
Developing skill in expressing myself orally or in writing		0% (0)	0% (0)	18.75% (3)	37.5% (6)	43.75% (7)	16	0	0.75	4.25						
Learning how to find, evaluate, and use resources to explore a topic in depth		6.25% (1)	0% (0)	31.25% (5)	12.5% (2)	50% (8)	16	0	1.17	4						
Developing ethical reasoning and/or ethical decision making		0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81						
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	16	0	0.24	4.94						
Learning to apply knowledge and skills to benefit others or serve the public good		0% (0)	0% (0)	6.25% (1)	18.75% (3)	75% (12)	16	0	0.58	4.69						
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		12.5% (2)	18.75% (3)	18.75% (3)	6.25% (1)	43.75% (7)	16	0	1.5	3.5						
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>		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)	6.25% (1)	62.5% (10)	31.25% (5)	0% (0)	16	0	0.56	3.25						
Difficulty of subject matter		0% (0)	18.75% (3)	37.5% (6)	31.25% (5)	12.5% (2)	16	0	0.93	3.38						
<i>For the following items, choose the option that best corresponds to your judgment.</i>		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)	0% (0)	68.75% (11)	18.75% (3)	12.5% (2)	16	0	0.7	3.44						
I really wanted to take this course regardless of who taught it.		0% (0)	0% (0)	25% (4)	37.5% (6)	37.5% (6)	16	0	0.78	4.13						
When this course began I believed I could master its content.		0% (0)	6.25% (1)	18.75% (3)	43.75% (7)	31.25% (5)	16	0	0.87	4						
My background prepared me well for this course's requirements.		0% (0)	25% (4)	25% (4)	37.5% (6)	12.5% (2)	16	0	0.99	3.38						
Overall, I rate this instructor an excellent teacher.		0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	16	0	0.24	4.94						
Overall, I rate this course as excellent.		0% (0)	0% (0)	6.25% (1)	6.25% (1)	87.5% (14)	16	0	0.53	4.81						
\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175	\$176-\$200	\$201-\$225	N	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?		6.25% (1)	6.25% (1)	25% (4)	18.75% (3)	18.75% (3)	12.5% (2)	0% (0)	6.25% (1)	0% (0)	0% (0)	16	0	2.34	4.56	
Used other texts of resources in place of the one assigned		Purchased new at a bookstore	Purchased used at a bookstore	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).		0% (0)	16.67% (3)	5.56% (1)	55.56% (10)	5.56% (1)	0% (0)	5.56% (1)	0% (0)	0% (0)	0% (0)	18	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?	12.5% (2)	6.25% (1)	25% (4)	43.75% (7)	12.5% (2)	16	0	1.17	3.38			
	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)	50% (8)	50% (8)	16	0	0.5	4.5			
	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?	25% (4)	18.75% (3)	18.75% (3)	25% (4)	0% (0)	12.5% (2)	0% (0)	0% (0)	16	0	1.6	6.06

Qualitative

Comments -

- I really like the stucture of the class. It makes logical sense and helped me get a better grasp of the content. One thing I would change is the application to the real world. This could be shown by taking relevant arguments and completing them in class.
- The Forms were something i felt did not add a lot to the class specifically, maybe a paper or two to the clas would be more beneficial
- Overall, the course planning was excellent. I wouldn't change anything regarding the material. Each chapter that we learned was critical. The only thing I would change is the number of books that I had to get. I spent over \$100 on books.
- I really enjoyed this class, Professor Gould is an outstanding human being who does a great job at not only challenging his students, but also demanding excellence out of them and I really appreciate that. He does a great job of making sure everything is clear in the class and he just has an amazing personality that makes coming to class enjoyable. Although I may have struggled to grasp concepts in this class he did a great job at helping and teaching us that it's not all about the grade you get but the challenges you face to become more successful. Some things I would change are going more in depth with notes in class, some thing I would not change is the web tutor excursions for students.
- Overall, I enjoyed the course a lot and thought it was very beneficial. I think the format of the first couple chapters worked very well and was very clear on the expectations. When we got to later material, specifically around the square of opposition, it was a little confusing working on that before we started Venn diagrams and discovered the square of opposition was proved unhelpful. I feel like a little more clarity in that section would be helpful, because I had challenges in understanding the validity of those arguments using square of opposition before Venn diagrams, and then we stopped using them and Venn diagrams made much more sense to me. I think the actual content and workload of the class is very appropriate and manageable. I thoroughly appreciated the class and would recommend it!
- Keep the Same: In this course, I found the web tutor practices directly following the notes in class significantly beneficial. Learning the material in class after becoming familiar with it on our own, then actually applying it was a very productive cycle and means of learning. I would keep this cycle the same, as it allows for full understanding and learning of the content, leading to mastery with more practice following the practice in class. Change: In this course, I believe that there could be more out of class assignments/ resources to practice and master the material. When studying, I often find myself wanting more resources to master the material other than the Web Tutor. The Web Tutor is very helpful, but when they're all completed, there are not many other resources other than past quizzes/notes.
- I honestly loved taking this class! It was super fun and beneficial in my opinion. Dr. G is amazing!! Really passionate about what he teaches and I really found the class interesting. I hardly missed the class unless I had do but I did look forward to coming every session. The content was a little tricky since I had no background involving logic but he was very patient and helpful throughout the semester. I would rate the class a hard 10/10 and recommend to other students!! :)
- It was a very good course. The professor was very well spoken and went very in depth with the material that we were learning providing real life examples and make sure that we understood the material by always encouraging us to ask questions about the material if its confusing or not and what he should do to help improve our understanding
- I really liked the Quizzes, they really challenged what we learned, and I also really liked when we broke into groups, as it not only helped me, but it also helped others as well.
- I really enjoyed this call but one note to make is that if you slack off or don't pay attention well during class you will fall behind. This course is not too difficult but sometimes it can be challenging.
- Definitely my favorite class all semester!
- In general, I appreciated that the course felt structured and easy to follow. I liked how most of the practice problems were easily accessible and gave immediate feedback. One thing I would criticize is it felt like everything we learned was in a vacuum. Everything we did was basically just from a textbook. There were a few extra credit assignments that required us to apply what we learned to other outside sources, however it was just extra credit so wasn't really required. I think having some sort of project in which we apply what we learn could have been beneficial, whether it be just analyzing the arguments of articles, or even creating our own arguments then sharing and analyzing them with classmates.
- Keep: The web tutor was one of the most crucial parts of my success in this class. It allowed me to practice the material and learn directly from my mistakes, which helped me improve continuously. The graded quizzes were also extremely helpful; they prepared me very well for the midterm, and I feel confident that they have prepared me for the final as well. I also believe your overall teaching style should stay the same, you made the class enjoyable, clear, and interesting enough to keep students engaged. Change: I think adding a few more out-of-class assignments could help reinforce the material throughout the semester. Additionally, incorporating a weekly discussion topic into the Students-Only Forum could give students more opportunities to talk about the concepts rather than only posting questions about exercises. Overall, I really enjoyed this class and I was finally able to enjoy learning about philosophy. I believe what I learned will stay with me throughout my academic journey.
- He is an excellent teacher, I feel like I didn't do my best in the class and it was due to a lot of familial issues I had this semester. But overall, he is really good, there was barely any flaws

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? -

- No
- n/a
- I felt the readings were great
- Maybe putting an optional option for books that way if students can't afford them then they don't have to buy only because some text we barely used. For me it was a struggle to get some of the text with shipping and finding them, but after all I was able to purchase all of it.
- n/a