

# PHIL 300 (1): Formal Logic

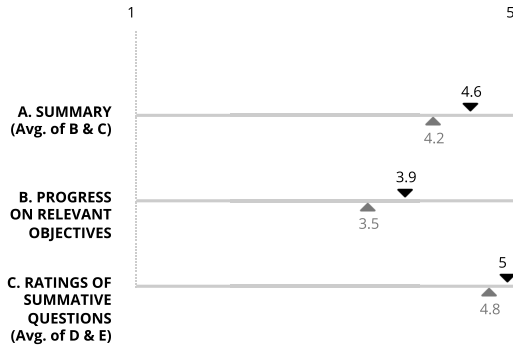
2025-26 Fall Semester | Deke Gould

18 | Students Enrolled  
 12 | 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	4.8	5
E. Excellent Course	4.7	5

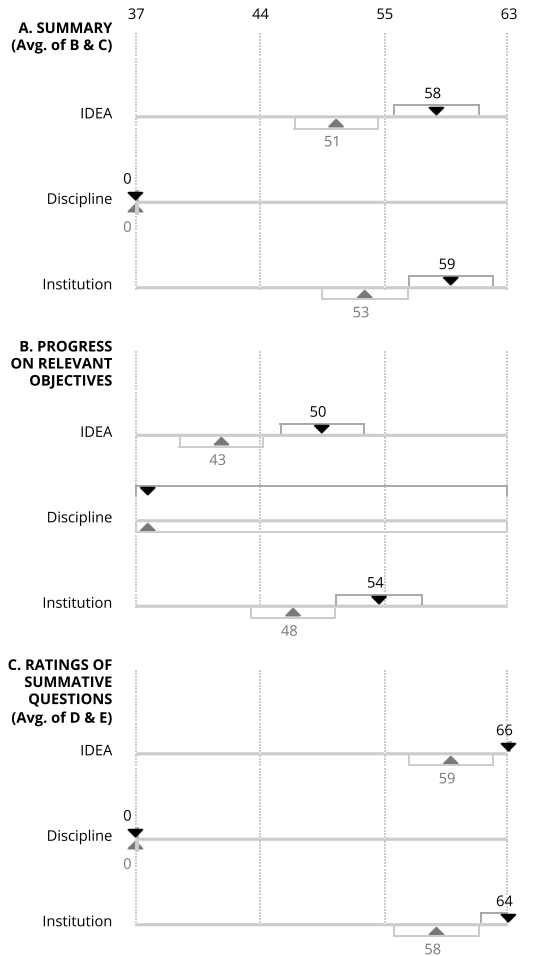
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	63
Discipline		
Institution	57	62
E. Excellent Course		
IDEA	60	68
Discipline		
Institution	58	65

**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	4.1	4.3	9	73	49	54			49	55
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	2.8	3.3	36	27	32	39			38	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.5	4.9	9	91	57	66			58	64
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.6	5	0	91	59	69			58	65
Acquiring skills in working with others as a member of a team	I	3	3.3	27	27	37	42			44	50
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	2.6	3.2	64	27	35	44			40	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.6	4.1	27	64	47	55			49	56
Developing skill in expressing myself orally or in writing	I	2.8	3.2	45	27	33	40			40	48
Learning how to find, evaluate, and use resources to explore a topic in depth	I	2.6	2.7	55	27	26	27			38	43
Developing ethical reasoning and/or ethical decision making	I	3.4	3.8	27	45	42	49			49	55
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.7	5	0	91	63	72			63	67
Learning to apply knowledge and skills to benefit others or serve the public good	I	3.5	3.9	36	55	41	48			48	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.4	3.4	27	45	43	43			50	50

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.2	49		50
Difficulty of subject matter	4.5	71		69

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	45		45
I really wanted to take this course regardless of who taught it.	3.6	44		43
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.	3.7	49		50

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	0% (1 or 2) 92% (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) 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	4.6	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.
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	8% (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 student-faculty interaction outside of class (e.g., office visits, phone calls, email)	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.

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)	3.8	17% (1 or 2) 67% (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	4.6	0% (1 or 2) 92% (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	4.1	0% (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.
Stimulated students to intellectual effort beyond that required by most courses	4.7	0% (1 or 2) 92% (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% (1 or 2) 75% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4	0% (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.

<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Formed teams or groups to facilitate learning	3.9	0% (1 or 2) 67% (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 share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.3	33% (1 or 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	4.3	0% (1 or 2) 83% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	17% (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.
Involved students in hands-on projects such as research, case studies, or real life activities	3.3	33% (1 or 2) 58% (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	4.3	8% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

**Quantitative**

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	8.33% (1)	41.67% (5)	50% (6)	12	0	0.64	4.42
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	16.67% (2)	0% (0)	16.67% (2)	25% (3)	41.67% (5)	12	0	1.42	3.75
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	8.33% (1)	25% (3)	66.67% (8)	12	0	0.64	4.58
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	33.33% (4)	41.67% (5)	25% (3)	12	0	0.76	3.92
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	0% (0)	16.67% (2)	83.33% (10)	12	0	0.37	4.83
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	25% (3)	41.67% (5)	33.33% (4)	12	0	0.76	4.08
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	8.33% (1)	16.67% (2)	75% (9)	12	0	0.62	4.67
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	16.67% (2)	8.33% (1)	33.33% (4)	41.67% (5)	12	0	1.08	4
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	0% (0)	41.67% (5)	58.33% (7)	12	0	0.49	4.58

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	8.33% (1)	16.67% (2)	41.67% (5)	33.33% (4)	12	0	0.91	4
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	25% (3)	50% (6)	25% (3)	12	0	0.71	4
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	16.67% (2)	16.67% (2)	8.33% (1)	41.67% (5)	16.67% (2)	12	0	1.36	3.25
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	8.33% (1)	16.67% (2)	33.33% (4)	41.67% (5)	12	0	0.95	4.08
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	8.33% (1)	25% (3)	33.33% (4)	0% (0)	33.33% (4)	12	0	1.36	3.25
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	16.67% (2)	33.33% (4)	50% (6)	12	0	0.75	4.33
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	8.33% (1)	8.33% (1)	33.33% (4)	50% (6)	12	0	0.92	4.25
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	0% (0)	33.33% (4)	66.67% (8)	12	0	0.47	4.67

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)		9.09% (1)	0% (0)	18.18% (2)	18.18% (2)	54.55% (6)	11	0	1.24	4.09									
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		27.27% (3)	9.09% (1)	36.36% (4)	9.09% (1)	18.18% (2)	11	0	1.4	2.82									
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		0% (0)	9.09% (1)	0% (0)	27.27% (3)	63.64% (7)	11	0	0.89	4.45									
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		0% (0)	0% (0)	9.09% (1)	27.27% (3)	63.64% (7)	11	0	0.66	4.55									
Acquiring skills in working with others as a member of a team		9.09% (1)	18.18% (2)	45.45% (5)	18.18% (2)	9.09% (1)	11	0	1.04	3									
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		36.36% (4)	27.27% (3)	9.09% (1)	0% (0)	27.27% (3)	11	0	1.62	2.55									
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		18.18% (2)	9.09% (1)	9.09% (1)	27.27% (3)	36.36% (4)	11	0	1.5	3.55									
Developing skill in expressing myself orally or in writing		18.18% (2)	27.27% (3)	27.27% (3)	9.09% (1)	18.18% (2)	11	0	1.34	2.82									
Learning how to find, evaluate, and use resources to explore a topic in depth		27.27% (3)	27.27% (3)	18.18% (2)	9.09% (1)	18.18% (2)	11	0	1.43	2.64									
Developing ethical reasoning and/or ethical decision making		9.09% (1)	18.18% (2)	27.27% (3)	18.18% (2)	27.27% (3)	11	0	1.3	3.36									
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		0% (0)	0% (0)	9.09% (1)	9.09% (1)	81.82% (9)	11	0	0.62	4.73									
Learning to apply knowledge and skills to benefit others or serve the public good		18.18% (2)	18.18% (2)	9.09% (1)	9.09% (1)	45.45% (5)	11	0	1.62	3.45									
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		0% (0)	27.27% (3)	27.27% (3)	27.27% (3)	18.18% (2)	11	0	1.07	3.36									
<i>The Course:</i> On the next two items, compare this course with others you have taken at this institution.		<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>									
Amount of coursework		9.09% (1)	0% (0)	54.55% (6)	36.36% (4)	0% (0)	11	0	0.83	3.18									
Difficulty of subject matter		0% (0)	0% (0)	0% (0)	54.55% (6)	45.45% (5)	11	0	0.5	4.45									
<i>For the following items, choose the option that best corresponds to your judgment.</i>		<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>									
As a rule, I put forth more effort than other students on academic work.		9.09% (1)	0% (0)	27.27% (3)	45.45% (5)	18.18% (2)	11	0	1.07	3.64									
I really wanted to take this course regardless of who taught it.		9.09% (1)	18.18% (2)	18.18% (2)	18.18% (2)	36.36% (4)	11	0	1.37	3.55									
When this course began I believed I could master its content.		9.09% (1)	18.18% (2)	27.27% (3)	9.09% (1)	36.36% (4)	11	0	1.37	3.45									
My background prepared me well for this course's requirements.		0% (0)	27.27% (3)	9.09% (1)	27.27% (3)	36.36% (4)	11	0	1.21	3.73									
Overall, I rate this instructor an excellent teacher.		0% (0)	0% (0)	9.09% (1)	0% (0)	90.91% (10)	11	0	0.57	4.82									
Overall, I rate this course as excellent.		0% (0)	0% (0)	9.09% (1)	9.09% (1)	81.82% (9)	11	0	0.62	4.73									
<b>\$226-\$250</b>	<b>More than \$250</b>	<b>\$0</b>	<b>\$1-\$25</b>	<b>\$26-\$50</b>	<b>\$51-\$75</b>	<b>\$76-\$100</b>	<b>\$101-\$125</b>	<b>\$126-\$150</b>	<b>\$151-\$175</b>	<b>\$176-\$200</b>	<b>\$201-\$225</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>				
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or online access codes required for this class?		27.27% (3)	63.64% (7)	0% (0)	9.09% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	11	0	0.79	1.91				
Used other texts of resources in place of the one assigned	Obtained the course packet	All materials were on Moodle	No textbooks were required	Skipped the materials (didn't buy or borrow)	Other	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	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
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)	0% (0)	16.67% (2)	8.33% (1)	41.67% (5)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	8.33% (1)	0% (0)	0% (0)	12	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)	18.18% (2)	0% (0)	81.82% (9)	11	0	0.77	4.64			
	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)	0% (0)	100% (11)	11	0	0	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?	30% (3)	20% (2)	10% (1)	20% (2)	10% (1)	10% (1)	0% (0)	0% (0)	10	0	1.7	6.1

**Qualitative**

Comments -
<ul style="list-style-type: none"> <li>I really appreciate Dr. Gould's dedication to both logic and his students. He is always available for questions, and he ensures every student is following during his lectures. I really appreciate the group work sections he put together as they aided immensely in my understanding of the course material. I also appreciated the way he graded the quizzes he gave, letting us go through and correct our own mistakes together was definitely helpful to see exactly where we went wrong.</li> <li>I feel like this subject matter is really essential and that anybody who is interested in reasoning well should take it. I think that all the notes and quizzes should definitely be kept, but I think that student engagement could be encouraged more by having everybody present a problem or two that they're struggling with in class at some point. The forum should solve this in principle, but I think people tend to take things more seriously in person, and online feedback never quite compares. Plus, not everyone participates on the forum. I just feel like people were too shy to come forth with their struggles and I don't think that is helpful for learning.</li> <li>It was helpful to complete excercises independently in class, then go over them together. I did not find the discussion board to be very helpful for my understanding of the subjects</li> <li>Dr.Gould is really funny but the class material is so hard and he isn't helpful when struggling I feel even when I went office hours I still did not get the help I wanted I felt he's a bit carless about helping and just wants you to practice on your own moves fast with material which makes it hard to catch up overall I would take him again because I enjoyed his class.</li> <li>It was an amazing class. Very tough to grasp topics at the beginning but once you got it once it always stuck with you. Overall really great teacher and very knowledgeable</li> <li>One thing about this course that I think should be kept is the quizzes and the group work. I thought the group interaction and logic work together was very helpful and a good way to practice the material in class. I also think the quizzes were a good way to see where we were at and have progress checks. One thing I would change about the course is to have more quizzes, like maybe weekly. Or maybe some non graded group quizzes every other week or something like that. And then of course a graded individual quiz on the corresponding weeks. I don't think the graded quizzes should be group work, but ungraded ones should. Overall though I think this course was structured well and gave the ability to master the content. It was also very fun and a well taught class as well.</li> <li>The only thing I'd change about the course itself is the speed at which we went over some content--occasionally, we'd move a bit faster than was comfortable for my pace. Other than that, this course was fantastic. I personally love the tangents that connect concepts of logic/philosophy to history and our general understanding of the world, as they make the content more engaging and emphasize the presence logic has in our daily lives.</li> <li>I appreciate the most being able to work on practice problems as a class together and the forum opportunity to ask for help. However, it's been very difficult to keep up with recent content of Predicate logic. As some students show mastery and full comprehension of the content, it feels like going through examples and the content is faster than I'm able to keep up with. And created a more challenging experience with figuring out what questions to ask and what more I can do to understand. I take hours to practice and review my notes, yet it always feels like I'm not learning quickly enough, which makes the quizzes very stressful. In the future, having practice quizzes that are reviewed and provided feedback on, could be a helpful addition to the course so students can see what errors they are making and why it's incorrect. Plus it could help prompt new questions. I also think working in small groups was a good way to practice by working with each other, but I wonder if there is a way to improve the benefit of this exercise when two partners are both struggling with the material and are stuck on a problem... (?) Overall, I really do like this class and I want to learn, but it's defeating when one feels behind in their understanding. So future opportunities to continue practicing like the one suggested could be helpful for future students. Especially for those without any logic or philosophy experience prior to this course.</li> <li>The off-the-record quizzes you started doing towards the end of the semester I found to be a nice change, and more aligned with your stated intention for them, that being just to see where you stand with the material. One gripe that I have is that its difficult to balance taking notes while also trying to pay attention to things you write on the board. But aside from that, I have nothing else. Great job!</li> <li>I enjoyed taking the class very much. The material was fairly challenging but the extra credit opportunities helped make the course more accessible without compromising on the rigor of the content. I would have liked to have more opportunities to engage with the philosophy of logic articles. Perhaps some lectures to set the lay of the land as far as philosophy of logic is concerned would have helped improve the understanding of and engagement with the assigned articles. All in all, I felt that the design of the course worked for me and I learned a lot.</li> <li>Helped me more than any teachers or professors I've had in the past, I appreciate it greatly. Thank you so much Professor Gould.</li> </ul>
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"> <li>Same textbook as PHIL-100. Also mosgt materials were provided.</li> <li>no</li> <li>N/A</li> </ul>