

RELG 215 (1): Phil & Theology

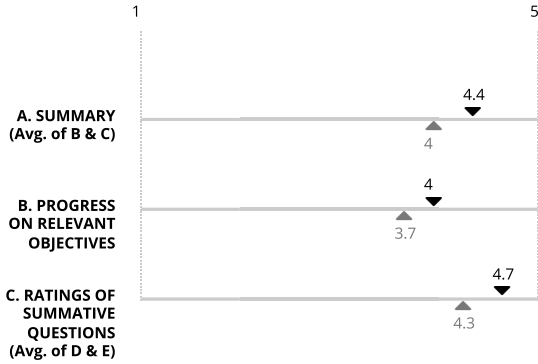
2025-26 Spring Semester | Deke Gould

| | | |
|-----|--|--------------------|
| 25 | | Students Enrolled |
| 19 | | Students Responded |
| 76% | | 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 | 4.5 | 4.8 |
| E. Excellent Course | 4.1 | 4.6 |

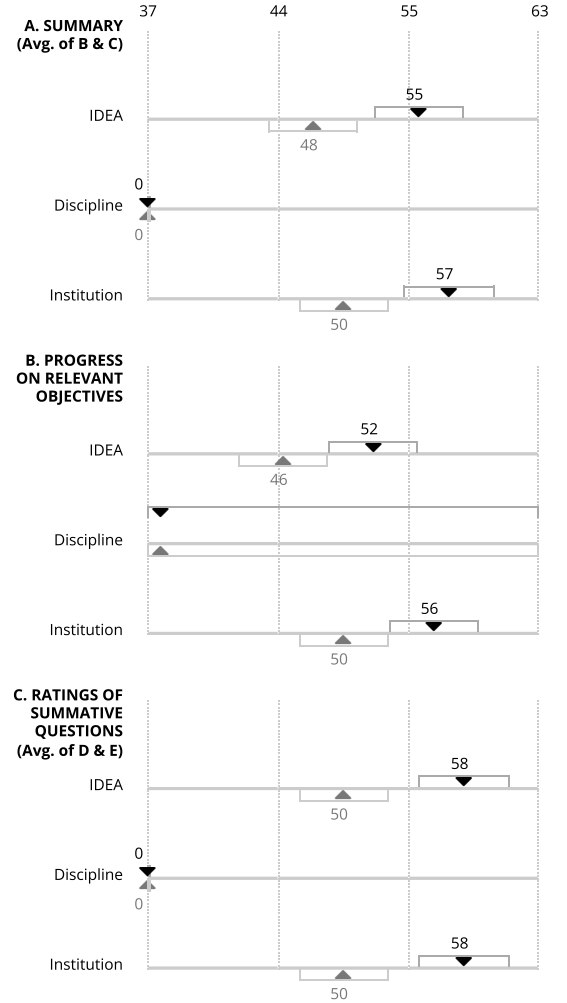
Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 52 | 58 |
| Discipline | | |
| Institution | 52 | 58 |
| E. Excellent Course | | |
| IDEA | 47 | 57 |
| Discipline | | |
| Institution | 48 | 57 |

Converted Average Buckets
Based on a Bell Curve

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

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 | 4.3 | 4.7 | 0 | 79 | 54 | 63 | | | 53 | 61 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | I | 3.9 | 4.2 | 11 | 63 | 49 | 53 | | | 51 | 55 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | I | 4.4 | 4.9 | 5 | 89 | 56 | 66 | | | 56 | 64 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | I | 4 | 4.5 | 0 | 68 | 47 | 57 | | | 50 | 58 |
| Acquiring skills in working with others as a member of a team | I | 2.7 | 2.8 | 47 | 32 | 33 | 34 | | | 40 | 45 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | I | 2.8 | 3.1 | 37 | 32 | 38 | 43 | | | 42 | 49 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | I | 3.5 | 3.7 | 26 | 53 | 46 | 50 | | | 48 | 52 |
| Developing skill in expressing myself orally or in writing | I | 3.8 | 4.3 | 11 | 74 | 50 | 56 | | | 53 | 58 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | I | 3.6 | 3.9 | 16 | 53 | 44 | 49 | | | 50 | 55 |
| Developing ethical reasoning and/or ethical decision making | I | 4.2 | 4.7 | 5 | 79 | 55 | 63 | | | 59 | 64 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | I | 4.3 | 4.6 | 5 | 79 | 56 | 62 | | | 58 | 61 |
| Learning to apply knowledge and skills to benefit others or serve the public good | I | 3.5 | 4 | 21 | 42 | 42 | 50 | | | 49 | 56 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | I | 2.8 | 2.8 | 53 | 37 | 34 | 34 | | | 45 | 47 |

| Course Description | Your Average | Your Converted Average | | |
|------------------------------|--------------|------------------------|------------|-------------|
| | | IDEA | Discipline | Institution |
| Amount of coursework | 3.6 | 57 | | 57 |
| Difficulty of subject matter | 3.8 | 59 | | 59 |

| Student Description | Your Average | Your Converted Average | | |
|--|--------------|------------------------|------------|-------------|
| | | IDEA | Discipline | Institution |
| As a rule, I put forth more effort than other students on academic work. | 3.8 | 50 | | 49 |
| I really wanted to take this course regardless of who taught it. | 3 | 32 | | 33 |
| When this course began I believed I could master its content. | 3.3 | 35 | | 36 |
| My background prepared me well for this course's requirements. | 3.1 | 36 | | 39 |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|---|
| Found ways to help students answer their own questions | 4.4 | 5% (1 or 2) 84% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Demonstrated the importance and significance of the subject matter | 4.5 | 0% (1 or 2) 79% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Made it clear how each topic fit into the course | 4.3 | 5% (1 or 2) 79% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Explained course material clearly and concisely | 4.4 | 5% (1 or 2) 79% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Introduced stimulating ideas about the subject | 4.6 | 5% (1 or 2) 89% (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 | 16% (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) | 3.7 | 11% (1 or 2) 58% (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) | 4.6 | 0% (1 or 2) 95% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Encouraged students to reflect on and evaluate what they have learned | 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. |
| Provided meaningful feedback on students' academic performance | 3.6 | 21% (1 or 2) 63% (4 or 5) | You employed the method less 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) 89% (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 | 4.3 | 0% (1 or 2) 79% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Created opportunities for students to apply course content outside the classroom | 4 | 5% (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. |

| Collaborative Learning | Your Average | Students Rating | Suggested Action |
|--|---------------------|------------------------------|--|
| Formed teams or groups to facilitate learning | 3 | 37% (1 or 2) 42% (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 | 4.5 | 0% (1 or 2) 84% (4 or 5) | You employed the method more 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 | 5% (1 or 2) 79% (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 | 11% (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 | 2.8 | 42% (1 or 2) 16% (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 | 4.1 | 0% (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. |

Quantitative

| <i>Describe the frequency of your instructor's teaching procedures.</i> | 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) | 5.26% (1) | 10.53% (2) | 26.32% (5) | 57.89% (11) | 19 | 0 | 0.87 | 4.37 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 0% (0) | 0% (0) | 5.26% (1) | 26.32% (5) | 68.42% (13) | 19 | 0 | 0.58 | 4.63 |
| Encouraged students to reflect on and evaluate what they have learned | 0% (0) | 0% (0) | 5.26% (1) | 15.79% (3) | 78.95% (15) | 19 | 0 | 0.55 | 4.74 |
| Demonstrated the importance and significance of the subject matter | 0% (0) | 0% (0) | 21.05% (4) | 10.53% (2) | 68.42% (13) | 19 | 0 | 0.82 | 4.47 |
| Formed teams or groups to facilitate learning | 15.79% (3) | 21.05% (4) | 21.05% (4) | 36.84% (7) | 5.26% (1) | 19 | 0 | 1.19 | 2.95 |
| Made it clear how each topic fit into the course | 0% (0) | 5.26% (1) | 15.79% (3) | 21.05% (4) | 57.89% (11) | 19 | 0 | 0.92 | 4.32 |
| Provided meaningful feedback on students' academic performance | 10.53% (2) | 10.53% (2) | 15.79% (3) | 31.58% (6) | 31.58% (6) | 19 | 0 | 1.31 | 3.63 |
| Stimulated students to intellectual effort beyond that required by most courses | 0% (0) | 0% (0) | 10.53% (2) | 15.79% (3) | 73.68% (14) | 19 | 0 | 0.67 | 4.63 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 0% (0) | 10.53% (2) | 26.32% (5) | 26.32% (5) | 36.84% (7) | 19 | 0 | 1.02 | 3.89 |
| Explained course material clearly and concisely | 0% (0) | 5.26% (1) | 15.79% (3) | 15.79% (3) | 63.16% (12) | 19 | 0 | 0.93 | 4.37 |

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasionally | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
|--|------------------------------------|-------------------------------|--------------------------|-------------------------------|------------------------------------|----------|------------|-----------|----------|
| <i>The Instructor:</i> | | | | | | | | | |
| Related course material to real life situations | 0% (0) | 0% (0) | 21.05% (4) | 26.32% (5) | 52.63% (10) | 19 | 0 | 0.8 | 4.32 |
| Created opportunities for students to apply course content outside the classroom | 0% (0) | 5.26% (1) | 26.32% (5) | 36.84% (7) | 31.58% (6) | 19 | 0 | 0.89 | 3.95 |
| Introduced stimulating ideas about the subject | 0% (0) | 5.26% (1) | 5.26% (1) | 10.53% (2) | 78.95% (15) | 19 | 0 | 0.81 | 4.63 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 0% (0) | 42.11% (8) | 42.11% (8) | 5.26% (1) | 10.53% (2) | 19 | 0 | 0.93 | 2.84 |
| Inspired students to set and achieve goals which really challenged them | 5.26% (1) | 10.53% (2) | 15.79% (3) | 26.32% (5) | 42.11% (8) | 19 | 0 | 1.21 | 3.89 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 0% (0) | 0% (0) | 15.79% (3) | 21.05% (4) | 63.16% (12) | 19 | 0 | 0.75 | 4.47 |
| Asked students to help each other understand ideas or concepts | 0% (0) | 5.26% (1) | 15.79% (3) | 26.32% (5) | 52.63% (10) | 19 | 0 | 0.91 | 4.26 |
| Gave projects, tests, or assignments that required original or creative thinking | 0% (0) | 0% (0) | 31.58% (6) | 26.32% (5) | 42.11% (8) | 19 | 0 | 0.85 | 4.11 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 5.26% (1) | 5.26% (1) | 31.58% (6) | 31.58% (6) | 26.32% (5) | 19 | 0 | 1.08 | 3.68 |
| <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) | 21.05% (4) | 26.32% (5) | 52.63% (10) | 19 | 0 | 0.8 | 4.32 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 0% (0) | 10.53% (2) | 26.32% (5) | 26.32% (5) | 36.84% (7) | 19 | 0 | 1.02 | 3.89 |
| Learning to apply course material (to improve thinking, problem solving, and decisions) | 0% (0) | 5.26% (1) | 5.26% (1) | 36.84% (7) | 52.63% (10) | 19 | 0 | 0.81 | 4.37 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 0% (0) | 0% (0) | 31.58% (6) | 36.84% (7) | 31.58% (6) | 19 | 0 | 0.79 | 4 |
| Acquiring skills in working with others as a member of a team | 31.58% (6) | 15.79% (3) | 21.05% (4) | 15.79% (3) | 15.79% (3) | 19 | 0 | 1.45 | 2.68 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 26.32% (5) | 10.53% (2) | 31.58% (6) | 21.05% (4) | 10.53% (2) | 19 | 0 | 1.32 | 2.79 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 5.26% (1) | 21.05% (4) | 21.05% (4) | 26.32% (5) | 26.32% (5) | 19 | 0 | 1.23 | 3.47 |
| Developing skill in expressing myself orally or in writing | 5.26% (1) | 5.26% (1) | 15.79% (3) | 47.37% (9) | 26.32% (5) | 19 | 0 | 1.04 | 3.84 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 5.26% (1) | 10.53% (2) | 31.58% (6) | 21.05% (4) | 31.58% (6) | 19 | 0 | 1.18 | 3.63 |
| Developing ethical reasoning and/or ethical decision making | 0% (0) | 5.26% (1) | 15.79% (3) | 31.58% (6) | 47.37% (9) | 19 | 0 | 0.89 | 4.21 |
| Learning to analyze and critically evaluate ideas, arguments, and points of view | 0% (0) | 5.26% (1) | 15.79% (3) | 21.05% (4) | 57.89% (11) | 19 | 0 | 0.92 | 4.32 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 0% (0) | 21.05% (4) | 36.84% (7) | 10.53% (2) | 31.58% (6) | 19 | 0 | 1.14 | 3.53 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 31.58% (6) | 21.05% (4) | 10.53% (2) | 10.53% (2) | 26.32% (5) | 19 | 0 | 1.61 | 2.79 |
| <i>The Course: 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 | 5.26% (1) | 0% (0) | 36.84% (7) | 47.37% (9) | 10.53% (2) | 19 | 0 | 0.88 | 3.58 |
| Difficulty of subject matter | 0% (0) | 0% (0) | 31.58% (6) | 57.89% (11) | 10.53% (2) | 19 | 0 | 0.61 | 3.79 |

| <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) | 15.79% (3) | 21.05% (4) | 31.58% (6) | 31.58% (6) | 19 | 0 | 1.06 | 3.79 |
| I really wanted to take this course regardless of who taught it. | 26.32% (5) | 10.53% (2) | 21.05% (4) | 26.32% (5) | 15.79% (3) | 19 | 0 | 1.43 | 2.95 |
| When this course began I believed I could master its content. | 5.26% (1) | 10.53% (2) | 42.11% (8) | 31.58% (6) | 10.53% (2) | 19 | 0 | 0.98 | 3.32 |
| My background prepared me well for this course's requirements. | 15.79% (3) | 15.79% (3) | 26.32% (5) | 26.32% (5) | 15.79% (3) | 19 | 0 | 1.29 | 3.11 |
| Overall, I rate this instructor an excellent teacher. | 0% (0) | 10.53% (2) | 0% (0) | 21.05% (4) | 68.42% (13) | 19 | 0 | 0.94 | 4.47 |
| Overall, I rate this course as excellent. | 0% (0) | 15.79% (3) | 10.53% (2) | 26.32% (5) | 47.37% (9) | 19 | 0 | 1.1 | 4.05 |

| | \$201-\$225 | \$226-\$250 | More than \$250 | \$0 | \$1-\$25 | \$26-\$50 | \$51-\$75 | \$76-\$100 | \$101-\$125 | \$126-\$150 | \$151-\$175 | \$176-\$200 | N | DNA | SD | M |
|---|-------------|-------------|-----------------|------------|------------|------------|-----------|------------|-------------|-------------|-------------|-------------|----|-----|------|------|
| About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or online access codes required for this class? | 26.32% (5) | 5.26% (1) | 10.53% (2) | 15.79% (3) | 21.05% (4) | 15.79% (3) | 5.26% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 19 | 0 | 1.97 | 3.68 |

| | Purchased new at a bookstore | Purchased used at a bookstore | Purchased new from an online bookseller | Purchased used from an online bookseller | Purchased an electronic version (Kindle, etc.) | Rented my books | Borrowed from classmates or friends | Used interlibrary loan | Did not acquire because costs were too high | Used library reserve copy | Used other texts of resources in place of the one assigned | N | DNA | SD | M | |
|--|------------------------------|-------------------------------|---|--|--|-----------------|-------------------------------------|------------------------|---|---------------------------|--|--------|-----|----|---|---|
| Obtained the course packet | | | | | | | | | | | | | | | | |
| All materials were on Moodle | | | | | | | | | | | | | | | | |
| No textbooks were required | | | | | | | | | | | | | | | | |
| Skipped the materials (didn't buy or borrow) | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | |
| How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply). | 5.26% (1) | 0% (0) | 21.05% (4) | 31.58% (6) | 5.26% (1) | 10.53% (2) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 19 | 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) | 5.26% (1) | 10.53% (2) | 84.21% (16) | 19 | 0 | 0.52 | 4.79 |

| | 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) | 15.79% (3) | 10.53% (2) | 73.68% (14) | 19 | 0 | 0.75 | 4.58 |

| | 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? | 26.32% (5) | 42.11% (8) | 26.32% (5) | 5.26% (1) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 19 | 0 | 0.85 | 6.89 |

| | Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree | Strongly Disagree | N | DNA | SD | M |
|--|----------------|----------------|----------------------------|-------------------|-------------------|----|-----|------|------|
| Personal Reflection: Indicate the extent to which you agree or disagree with this statement: In this course, I made progress in reflecting on my own values, religious beliefs and/or vocation (sense of meaningful and purposeful work.) | 47.37% (9) | 42.11% (8) | 10.53% (2) | 0% (0) | 0% (0) | 19 | 0 | 0.67 | 4.37 |

Qualitative

Comments -

- While I appreciate Gould's personality and energy brought to the class, I believe that he is one of the most, if not the most, unclear professors when it comes to expectations. As someone who is very confident in my writing skills, I was always told to elaborate more on anything I wrote despite clearly addressing the prompt, and this scenario does not just apply to me, as anyone in the class I spoke with had similar issues. I could write pages and pages on in class writing assignments, and it still was never enough which made it feel impossible to perform well no matter what I did. Additionally, I believe that Gould picks and chooses favorites as I was never late to class, showed up, and always actively listening yet there were others in the class who were not up to the same standard (frequently late, using AI materials, on their phone, sleeping) and these people got a better grade in class participation than I did despite participating as often or having disrespectful behavior. I'm aware of my own short comings as someone who has certain mental problems, yet this grading system seemed very unfair regardless. Furthermore, it was clear I knew the material as I did very well on every single quiz yet it felt like the effort I put into a class that was just for my gen-ed requirement didn't matter and now my GPA and post-undergrad chances will suffer as a result. I know I will still receive a grade better than most in the class and yet I still feel as though Gould made a simple entry level class that most take for a requirement one of my most stressful aspects of my coursework this semester. Other friends of mine also reported that he seems to hold prejudice towards male students and from what I gathered from others, this was seemingly a valid concern. I will not say with certainty I believe this accusation to be true, but it may be possible that there exists an unconscious bias. As a person, he seems amazing, but as a professor, I think there is at least some improvement needed. I loved the content of the course and found it very interesting, but I think the grading was lacking especially when considering how few points each assignment held.
- Thank you for the time and effort you have put into this course! It has been extremely and interesting to be able to have an entire semester dedicated to discussions like this. I look forward to taking other courses with you in the future.
- This class challenged everything I believed growing up in Indiana terrified of religion. Through lecture and outside of class reinforcement, Dr. Gould raised my confidence in a way I have never experienced. He also showed me what real community looks like on and off campus. This class truly changed my life, for so many reasons, and all of it was because of Dr. Gould. The way he carries himself, and interacts with students is nothing shy of entirely respectful and caring. Never have I felt more supported, assured, and comfortable in my writing and sharing in class. The assignments Gould gave us were always very clear, easy to understand with clear expectations outlined, then my feedback was always incredibly helpful and directly applicable to my later assignments. This class is one I will remember my whole life, I feel lucky and honored to have been here in the front row engaging with Deke Gould three times a week. No professor so far has been more helpful, kind, attentive, and personable. This class was one I would wake up early for, one I left class basically skipping alongside my friend with my mind racing in the best way possible. I have nothing to say but how much I loved this class and professor. Dr. Gould is someone who I am so lucky to be in a room with, nonetheless to be treated as an equal who I can truly engage and exchange learning with. The conversations had in this class fostered my personal growth within me I did not know was possible from the way I grew up. Beyond that, to be treated and respected as an adult whose words are worth hearing and learning from was life changing. I remember going to Rozz-Tox to a movie he screened and a philosophy discussion afterwards. I stayed well past the cafe closed, outside talking to Gould and his friends and mine. Even when Gould left, I could tell just from his friends how wonderful of a person he has to be to cultivate such a community. This was instrumental to my development and what getting to college meant for me, what it signified. Here I was, somewhere I worked so hard to get to and everything was better than I could have possibly imagined. This class is one that will stick with me for years and years to come and I couldn't be happier.
- Dr. Gould is the only reason I was excited for this class. I planned on it months in advance, because I knew I had an REF, and I was thankful he'd get me through it, and at least make it a bit better. Little did I know, this class was a joy. Although other student's engagement did not satisfy me, my engagement with these ideas and those who did seek engagement outside of class has been stellar; hour long, impulsive discourses have become a common thing for me, and I'm proud of this. I learned a lot in this course, and although I'm not religious because I was forced into it so much growing up, this class did not at all feel forced or torturous. I also now understand what people are thinking, and the flaws of sooooo many arguments. I would've appreciated more atheist frameworks, and epistemology, but I don't know what I'd take out to make more room for it. Dr. Gould is a delight, he makes every class a joy, where I enter excited to engage, learn, or listen. Even when the conversation in class lulls on the student's side, he gets it back in gear. I am glad I took this class, and I wish that this stuff was more common knowledge. Especially given the school restrictions facing public schools today, I am very glad to be here and in Dr. Gould's RELG215, and think this class should be kept and varied amongst other philosophy professors if needed to be kept regular.
- Great job being an exceptional professor. I will say that I really struggled to understand the readings which is why it was hard to engage in class discussions. But the way the class is conducted is really effective and great.
- Dr Gould is one of the most intelligent professors I have ever met. He continued to challenge us each and everyday in this class. As the topics would get extremely complex and confusing he would encourage collaboration of the class to work as a whole to help better understand many of these concepts. As we broadened our scope, I found myself diving deeper into what we were learning. I would go into office hours just to get a chance to talk about these topics more. He strongly believes that his own opinion does not hold any weight over how we should learn and promotes us to think entirely critically of what we actually think.
- Deke Gould was an amazing professor. I am not going to lie, I did not want to take this course at first. I had previously taken a logic class, and I ended up hating it. When I saw this would be the only class that would fit in my schedule and would fulfill the REF requirement, I was bummed out. I was a little intimidated on the first day, especially with the hard readings that we had to do, but over time, I began to appreciate this course a lot, and eventually I ended up liking it. I am really glad that I took this class, and I would recommend it to others. Dr. Gould is a great professor, and I love how down-to-earth he was, and how clear he explained the course material.
- Dr. Gould made what is technically a requirement for Augustana feel like something engaging and intellectually stimulating. The way I looked forward to attending this class and learning new ideas is something I haven't experienced much when taking other required courses here at Augustana. I will say, the only thing I believe he can improve on is giving more substantial feedback on papers/exams. It often felt vague when he wrote things like "more here," because I was unsure what he was looking for. Maybe including something like "More about... here" would be more helpful. Despite this, Dr. Gould still made class extremely enjoyable and the material fascinating, even when it didn't seem like it would be.
- More direct feedback for essays would be appreciated, so one can recognize the faults between two essay assignments and see where improvement is needed for future writing assignments. This would reduce confusion when comparing essay assignments to see where issues/misunderstandings lie.

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
- Glad to keep this text.