# FREN101 02 AU15

| Disagree=2, Strongly Disagree=1   | Pei |    |     |   |    |        |
|---|-----|----|-----|---|----|--------|
| Questions:  | SA  | Α  | SMA | D | SD | Median |
| 4. "I learned a great deal in this course."   | 40  | 60 | 0   | 0 | 0  | 4.3    |
| 5. The tests/paper assignments and/or projects provided you adequate opportunity to convey the learning expected in the course. | 50  | 40 | 10  | 0 | o  | 4.5    |

|   |    | cent |    |   |   |        |
|---|----|------|----|---|---|--------|
| Questions:  | E  | VG   | G  |   | P | Median |
| 7. The instructor's effectiveness in teaching the subject matter was: | 70 | 10   | 20 | 0 | 0 | 4.8    |
| 8. The course as a whole was:   | 40 | 50   | 10 |   | 0 | 4.3    |

| Question:                                   | Grade       | %  | Grade       | %   | Grade        | % | Grade       | % | Median |
|---|-------------|----|-------------|-----|--------------|---|-------------|---|--------|
|   | A (4.0)     | 20 | B (3.0)     | 20  | C (2.0)      | 0 | D (1.0)     | 0 |        |
| 9. What grade do you expect in this course? | A-<br>(3.7) | 60 | B- (2.7)    | 0   | C -<br>(1.7) | 0 | D-<br>(0.7) | 0 | 3.7    |
|   | B+<br>(3.3) | 0  | C+<br>(2.3) | l O | D+<br>(1.3)  | 0 | F (0)       | 0 |        |

| For medians: Strongly Encourage=5, Encourage=4, Somewhat Encourage=3, Discourage=2, Strongly Discourage=1 | Pei | cer | ntage | s |    |        |
|---|-----|-----|-------|---|----|--------|
| Question:   | SE  | E   | SME   |   | SD | Median |
| 10. Would you encourage other students to take this course?   | 40  | 50  | 10    | 0 | 0  | 4.3    |

**Students Enrolled: 11** 

Questionnaires Returned: 10

Form Used: Pilot Form



| ırse: <u> </u>      | 180m 101   |                   | Section: _         | 0.5                 | Date: \\\ \\ \\ \ \ \ \ \ \ \ \ \ \ \ \ \ \  |       |
|---------------------|--|-------------------|--------------------|---------------------|--|-------|
| the stude           | ent: Please give you   | r considered, can | did responses to   | the questions below | Your comments will be important  | to th |
|                     | and improvement of   |                   |                    |                     |  |       |
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|                     |  |                   |                    |                     | course deepened your critical or analyt<br>and ability to pursue further work in th  |       |
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| opi                 | T parties  | conso             | ore.               | n end th            | ive were many  |       |
|                     | 31   |                   |                    |                     |  |       |
|                     |  |                   |                    |                     | 4  |       |
| approp              |  |                   |                    |                     | bute to your learning? Consider, <u>as</u><br>dio work, debates, discussions, present  | atio  |
| HEIG W              |  | or to Ako         | finit is           |                     | vor scients ton  |       |
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| 4. "I learn         | lean on  | d grow.           | Somewhat Ag        |                     |  |       |
| 4. "I learn         | led a great deal in this   | d grow.           |                    |                     |  |       |
| l. "I learn<br>Stro | ned a great deal in this   | s course."  Agree | Somewhat Ag        | gree Disagr         | ee Strongly Disagree   |       |
| 1. "I learn<br>Stro | ned a great deal in this   | s course."  Agree | Somewhat Ag        | gree Disagr         | ee Strongly Disagree O  vey the learning expected in the course  |       |

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| 8      |         |           |              |                       |            |             |           |          |     |              |         |       |            |   |
| The in | structe | or's effe | ctivene      | ess in tea            | ching th   | e subject n | natter wa | ıs:      |     |              |         |       |            |   |
|        | Excelle | ent       |              | Very                  | Good       |             | Goo       | d        |     | Fair         |         |       | Poor       |   |
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| The co | ourse a | s a who   | le was       | :                     |            |             |           |          |     |              |         |       |            |   |
|        | Excell  | ent       |              | Very                  | Good       |             | Good      | d        |     | Fair         |         |       | Poor       |   |
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| Expec  | ted Gr  | ade in t  | he Cou       | rse                   |            |             |           |          |     |              |         |       |            |   |
|        | Α       |           | A-           | B+                    | В          | B-          | C+        | С        | C-  | D+           | D       | D-    | F          |   |
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| Would  | d you e | ncoura    | ge othe      | r studen              | ts to take | this cour   | se?       |          |     |              |         |       |            |   |
| Stroi  | ngly Er | courag    | е            | Ence                  | ourage     | Son         | newhat E  | ncourage |     | Discourage   | Str     | ongly | Discourage |   |
|        | 0       |           |              | i                     | <b>3</b>   |             | 0         |          |     | 0            |         | (     | 0          |   |
| WHY    | did yo  | u make    | the red      | commen                | lation ab  | ove?        |           |          |     |              |         |       |            |   |
|        |         | >         | Ċ            | yov                   | 10/0/      | + 10        | , lec.    | n o      | n   | en le        | P 510 G | 7 rt. | French     | 1 |
| L.     | ) i Fig | \ \ \     | , we         | ,<br>,<br>,<br>,<br>, | oni S      | the c       | Nau       | to 90    |     |              | : O     | 3     | <u></u> -  |   |
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| structor:     | Lu  | icy ·              | Swamson   | Λ,                     |  |
|---------------|---|--------------------|---|------------------------|--|
| urse:         | FREN  | 10/10              | Section:  | 02                     | Date: 2/11/15  |
|               |   | f learning and te  | ndid responses to the<br>aching at Lafayette Co<br>EASE FILL OUT THE    | ollege.                | our comments will be important to the  |
|               | encil only.<br>s, ball point, or felt ti<br>arks that fill the circle |                    | Erase cleanly any mark Make no stray marks or Do not fold, tear, or mul | this form.             | CORRECT INCORRECT 🔗 😭  |
| abilities, fa | i: What have you le<br>ctual knowledge, u<br>VO PACN                  | inderstanding of c | ourse? Consider, <u>as app</u><br>concepts, creativity, com             | munication skills, and | rse deepened your critical or analytical ability to pursue further work in the subjection. |
|               |   | ZI IMORO           |   | TOTO VITE              |  |
| abou          | ut Frenc  | ih and             | acquire   | scills o               | is vall.   |
| -             |   | 02                 |   | -1                     |  |
| other class   |   | oted a             |   | e scirric e            | ort did you expend as compared to your   |
| _             |   |                    |   |                        |  |
| appropria     |   |                    |   |                        | te to your learning? Consider, <u>as</u><br>work, debates, discussions, presentations      |
|               | he lab  | assigni            | norvas cur  | e interes              | sting to do  |
| The           | -conversa   | tion b             | etween  | team "                 | nembers in   |
| Ca            | iss is v  | eny us             | eful in   | practic                | ng the correl  |
| . "[ learned  | a great deal in this  | course"            | ***************************************                                 |                        |  |
|               | a great dear in this<br>Sly Agree                                     | Agree              | Somewhat Agree  | e Disagree             | Strongly Disagree  |
| 5. The tests/ | paper assignment  | s and/or projects  | provided you adequate   | opportunity to convey  | the learning expected in the course.   |
| Strong        | ly Agree  | Agree              | Somewhat Agree  |                        | Strongly Disagree  |

| 6. | INSTRUCTION: How effect<br>development of skills, facili | ive was the instruction. he | ctor in fostering learning? Co | nsider <u>as appropriate</u><br>ots, course material, and | the instructor's ability to enaid their significance.  | ble the |
|----|--|-----------------------------|--------------------------------|---|--|---------|
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|    | and she is   | s vent                      | milling to                     | ancive  | rour que   | esti o  |
|    |  |                             |                                |   | = 0.5  |         |
| 7. | The instructor's effectivene                             | ess in teaching the         | subject matter was:            |   |  |         |
|    | Excellent  | Very Good                   | Good                           | Fair  | Poor   |         |
|    | 0  | 0                           | <b>©</b>                       | 0   | 0  |         |
| 8. | The course as a whole was                                | :                           |                                |   |  |         |
|    | Excellent  | Very Good                   | Good                           | Fair  | Poor   |         |
|    | 0  | <b>@</b>                    | 0                              | 0   | 0  |         |
| 9. | Expected Grade in the Cou                                | rse                         |                                |   |  |         |
|    | Α Α-   | B+ B                        | B- C+ C                        | C- D+ I   | D- F   |         |
|    |  | 0 0                         | 0 0 0                          | 0 0 0   | 0 0  |         |
| 0. | Would you encourage othe                                 | r students to take          | this course?                   |   |  |         |
|    | Strongly Encourage                                       | Encourage                   | Somewhat Encourage             | Discourage  | Strongly Discourage  |         |
|    | 0  | •                           | 0                              | 0   | Ο  |         |
|    | WHY did you make the rec                                 | commendation abo            | ove?                           |   | <b>A</b> 4   | ()      |
|    | This into  | oductor                     | f course                       | is vent   | useful and   |         |
|    |  |                             | )                              | <u> </u>  | <u> </u>   |         |
|    | 1/0 /00  | ment be                     | isic trenda                    | languas   | e skills =   | Ih mugh |
|    |  | al                          | alof                           |   | ***  |         |
|    | J. 1 1)  | VC (                        |                                | 2   |  |         |

| urse:        | French 101  |   | Section:  | 02                             |                                 | Date: 12/11/15  |                   |
|--------------|---|---|---|--------------------------------|---------------------------------|---|-------------------|
|              | student: Please give you  | of learning and te                        |   | College.                       |                                 | comments will be important  | to the            |
| Do n         | a No. 2 pencil only.<br>ot use ink, ball point, or felt (<br>e solid marks that fill the circ |   | Erase cleanly any ma<br>Make no stray mark<br>Do not fold, tear, or 1 | on this form.                  |                                 | USE NO. 2 PENCIL ONL  |                   |
| 1. LE        | ARNING: What have you<br>ilities, factual knowledge,  | learned from this c<br>understanding of c | ourse? Consider, <u>as a</u><br>concepts, creativity, c               | ppropriate, ho<br>ommunication | ow the course<br>skills, and ab | deepened your critical or analy<br>lity to pursue further work in t | rtical<br>ne subj |
|              | 1 learned a l   | ol in the n                               | me sport of   | this sen                       | rester.                         | r learned riow to   |                   |
|              | communicare   | in riench                                 | and no hou  | d a con                        | versan                          | an. It has enhance  | PO                |
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| ********     | 70.71   |   |   |                                |                                 |   | W                 |
|              |   |   |   |                                |                                 |   | 111 12            |
| 2 VO         | ILIR PARTICIPATION: Ho  | w would von acces                         | your own effort in t  | he course? Hou                 | u much affart                   | did you expend as compared to                                       |                   |
|              | ner classes?  | w would you asses:                        | s your own enort in t   | ne course: nov                 | v much enort                    | did you expend as compared to                                       | your              |
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| -            |   |   |   |                                |                                 |   |                   |
| -            |   |   |   |                                |                                 |   |                   |
|              |   |   |   |                                |                                 | your learning? Consider, <u>as</u>                                  | 1 8               |
| fie          | ld work, or group work.   | ings, writing assign                      | iments, problem sets  | , ilims, iabs, gr              | ilis, studio wo                 | rk, debates, discussions, presen                                    | tations           |
|              | The tests were  | e sair and                                | the place   | LIPCAN                         | er and                          | project assisted  | me                |
|              | learning.   |   | 121-13  |                                |                                 | 41.27   | 11.               |
|              |   |   |   |                                |                                 |   |                   |
| ,00-11       |   |   | 0. 10. 10.  |                                |                                 | Table 100   |                   |
|              | 19,000  | odal amesya li                            | I Keelleally Keel   | SHEET HE                       | 97 m 1 m                        | ya Agresion   |                   |
|              | - 170   |   |   |                                |                                 |   |                   |
| <b>4.</b> "I | learned a great deal in th  | is course."                               |   |                                |                                 |   |                   |
|              | Strongly Agree  | Agree                                     | Somewhat Ag   | ree                            | Disagree                        | Strongly Disagree   |                   |
|              | •   | 0   | 0   |                                | 0                               | 0   |                   |
| 5. Th        | ne tests/paper assignmen  | its and/or projects                       | provided you adequa   | te opportunity                 | to convey the                   | e learning expected in the cours                                    | e.                |
|              |   |   |   | -                              | -                               |   |                   |
|              | Strongly Agree  | Agree                                     | Somewhat Ag   | ree                            | Disagree                        | Strongly Disagree   |                   |

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|    |                    |           |             |           |          |            |          |     |            |     |            |           |     |       |
|    | The instructor's e | ffectiven | ess in teac | hing the  | subject  | matter was | s:       |     |            |     |            |           |     |       |
|    | Excellent          |           | Very        | Good      |          | Good       | d     ≡  |     | Fair       |     | 1          | oor       |     |       |
|    | •                  |           |             | )         |          | 0          |          |     | 0          |     |            | 0         |     |       |
|    | The course as a w  | hole was  | :           |           |          |            |          |     |            |     |            |           |     |       |
|    | Excellent          |           | Very        | Good      |          | Good       | l        |     | Fair       |     |            | Poor      |     |       |
|    | 0                  |           | 6           | 9         |          | 0          |          |     | 0          |     |            | 0         |     |       |
|    | Expected Grade i   | n the Cou | ırse        |           |          |            |          |     |            |     |            |           |     |       |
|    | Α                  | A-        | B+          | В         | B-       | C+         | С        | C-  | D+         | D   | D-         | F.        |     |       |
|    | <b>@</b>           | 0         | 0           | 0         | 0        | 0          | 0        | 0   | 0          | 0   | 0          | 0         |     |       |
|    | Would you encou    | rage oth  | er student  | s to take | this cou | rse?       |          |     |            |     |            |           |     |       |
|    | Strongly Encour    | age       | Enco        | urage     | So       | mewhat E   | ncourage |     | Discourage |     | Strongly D | iscourage | 3   |       |
|    | <b>(2)</b>         |           | (           | )         |          | 0          |          |     | 0          |     | С          | )         |     |       |
|    | WHY did you ma     | ke the re | commend     | ation ab  | ove?     |            |          |     |            |     |            |           |     |       |
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| urs | e: Frencin   | 101  | Section:  | 1.0                                       | Date: 12/1  | 1/15                   |
|-----|--|--|---|---|---|------------------------|
|     |  | of learning and te   | ndid responses to the quest<br>aching at Lafayette College.<br>EASE FILL OUT THE FORM                                       |   | comments will be im   | portant to the         |
| D   | se a No. 2 pencil only.<br>o not use ink, ball point, or felt t<br>lake solid marks that fill the circ   |  | Erase cleanly any marks you wi<br>Make no stray marks on this for<br>Do not fold, tear, or mutilate th                      | rm.                                       | USE NO. 2 PEN   | CIL ONLY               |
|     |  |  | ourse? Consider, <u>as appropria</u><br>oncepts, creativity, communica  |   |   |                        |
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|     | given af   | ter pac  | neek.   | ,   | ests wer  | e give                 |
|     | given af   | ter pac  | va class  | ,   |   | e give                 |
| 3.  | appropriate, lectures, read field work, or group work.   | ORMAT: How did th  | CICESS  NOOK.  The various components of the comments, problem sets, films, lab   | ourse contribute to                       | ests wer  | e give                 |
| 3.  | appropriate, lectures, read  | ORMAT: How did th  | ne various components of the caments, problem sets, films, lab  | ourse contribute to                       | ests wer  | e give                 |
| 3.  | appropriate, lectures, read field work, or group work.   | ORMAT: How did the   | ne various components of the coments, problem sets, films, lab  | ourse contribute to os, drills, studio wo | o your learning? Consider, debates, discussions   | e give                 |
| 3.  | appropriate, lectures, read field work, or group work.  Pour Industry  | ORMAT: How did the   | NCOL.  NCOL.  The various components of the comments, problem sets, films, lab  COLLYPTOCHUMINAL                            | ourse contribute to os, drills, studio wo | o your learning? Considerk, debates, discussions  | er, as s, presentation |
| 3.  | appropriate, lectures, read field work, or group work.  Pour Industry  | ORMAT: How did the lings, writing assign   | class NCOK.  The various components of the comments, problem sets, films, lab  Class  Teally No.  PROFIUMITY  ON BY TO      | ourse contribute to os, drills, studio wo | o your learning? Consider, debates, discussions  CCLLDSE  JVE SPELLI                            | er, as                 |
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| 4.  | appropriate, lectures, read field work, or group work.  Pout now a company of the | ORMAT: How did the lings, writing assign to the lings of the lines of  | revarious components of the comments, problem sets, films, lab  | ourse contribute to os, drills, studio wo | o your learning? Consider, debates, discussions  OCULISE  ME SPEILI  OCULISE  Strongly Disagree | er, as s, presentation |
| 4.  | appropriate, lectures, read field work, or group work.  Pout now a company of the | ORMAT: How did the lings, writing assign to the lings of the lines of  | class Neck.  The various components of the comments, problem sets, films, lab  Class  Class  A Dy Tr  Class  Somewhat Agree | ourse contribute to os, drills, studio wo | o your learning? Consider, debates, discussions  OCULISE  ME SPEILI  OCULISE  Strongly Disagree | er, as s, presentation |

| 6. | INSTRUCTION: How effective development of skills, factoring | ective was the instructor<br>cilitate discussion, help y | in fostering learn<br>ou to understand | ing? Consider<br>concepts, cou | as appropi<br>rse materia | iate the instru<br>I, and their sig    | actor's ability<br>nificance. | to enable the |
|----|---|--|--|--------------------------------|---------------------------|--|-------------------------------|---------------|
|    | Very ?  | ffective.  | She -                                  | Mad                            | 2 5                       | Urce                                   | ever                          | 1 CARE        |
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| 7. | The instructor's effective                                  | eness in teaching the subj                               | ect matter was:                        |                                |                           |  |                               |               |
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| rse: Freyul   | , 701  | Se                              | ection:  |          | Date: 12-11-15  |        |
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| 7. | The instructor's eff | ectiveness in teaching th   | e subject matter was:         |                             |                    |     |
|    | Excellent            | Very Good                   | Good                          | Fair                        | Poor               |     |
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6. INSTRUCTION: How effective was the instructor in fostering learning? Consider as appropriate the instructor's ability to enable the

| rse:            | kench lul  |  | Section   | n: <u>02</u>  |                                    | Date:                                 | 12/11/15                                    |                    |
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| 6. | INSTRUCTION: How effective was the instructor in fostering learning? Consider as appropriate the instructor's ability to enable the development of skills, facilitate discussion, help you to understand concepts, course material, and their significance. |                    |                     |            |                     |  |  |  |  |
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| 7. | The instructor's effectivene  |                    |                     |            |                     |  |  |  |  |
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| onga gr                    | ng throug                  | to hor to          | eaching      | Style.              |
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|                            |                            |                    | en. 12.12.22 |                     |
|                            |                            |                    |              |                     |
| The instructor's effective | eness in teaching the subj | ect matter was:    |              |                     |
| Excellent                  | Very Good                  | Good               | Fair         | Poor                |
| 0                          | 0                          | •                  | 0            | 0                   |
| The course as a whole w    | as:                        |                    |              |                     |
| Excellent                  | Very Good                  | Good               | Fair         | Poor                |
| 0                          | 0                          | <b>(</b>           | 0            | 0                   |
| Expected Grade in the Co   | ourse                      |                    |              |                     |
| A A-                       | B+ B B-                    | C+ C               | C- D+ D      | D- F                |
| Would you encourage ot     | her students to take this  | course?            |              |                     |
| Strongly Encourage         | Encourage                  | Somewhat Encourage | Discourage   | Strongly Discourage |
| 0                          | •                          | 0                  | 0            | 0                   |
| WHY did you make the r     | recommendation above?      |                    |              |                     |
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| ourse: Fren  | 101                  |  | Section: <u>02</u>   |                     | Date: 12/11/15  | L         |
|--|----------------------|--|--|---------------------|---|-----------|
|  |                      | of learning and tead                     | iid responses to the quest<br>thing at Lafayette College.<br>ASE FILL OUT THE FORM                   |                     | comments will be importan   | it to the |
| Use a No. 2 pencil<br>Do not use ink, ba<br>Make solid marks | ıll point, or felt t |  | Erase cleanly any marks you w<br>Make no stray marks on this fo<br>Do not fold, tear, or mutilate th | rm.                 | USE NO. 2 PENCIL ON INCORRECT   | - 11      |
|  |                      |  |  |                     | e deepened your critical or anal<br>sility to pursue further work in t    |           |
|  | have                 | learned                                  | the basics   | 04 Fr.              | enck.   |           |
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|  | -1/10                | Anteores                                 | d each oc  | ALVI CITY           | Faction de  |           |
| 3. COURSE CON appropriate.                                   | TENT AND FO          | DRMAT: How did the ings, writing assignm | various components of the cents, problem sets, films, lal  | course contribute s | to your learning? Consider, <b>as</b><br>ork, debates, discussions, prese | ntation   |
| field work, or   | group work.          |  |  |                     |   |           |
|  | he hon               | ADIAIDYK O                               | und classing   | VK hall             | sed with hay  |           |
| Speak  | ing, ie              | aid that                                 | and writing  | va sky              | ia. The   |           |
| 1  | grow                 | 10 10 15 F                               | - was had  | Shell 1             | h learning  |           |
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|  | with the             |  |  |                     | no Armonina   |           |
|  |                      |  |  |                     |   |           |
| 4. "I learned a g  | reat deal in th      | is course."                              |  |                     |   |           |
| Strongly A   | \gree                | Agree                                    | Somewhat Agree   | Disagree            | Strongly Disagree   |           |
| 0  |                      |  | 0  | 0                   | 0   |           |
| 5. The tests/pap   | oer assignmen        | ts and/or projects pr                    | ovided you adequate opport   | tunity to convey th | e learning expected in the cour   | se.       |
| Strongly A   | \gree                | Agree                                    | Somewhat Agree   | Disagree            | Strongly Disagree   |           |
|  |                      | $\circ$                                  | $\circ$  | $\circ$             |   |           |

| 6. | . INSTRUCTION: How effective was the instructor in fostering learning? Consider as appropriate the instructor's ability to enable the development of skills, facilitate discussion, help you to understand concepts, course material, and their significance. |                          |  |  |                     |      |  |  |  |
|----|---|--------------------------|--|--|---------------------|------|--|--|--|
|    | Prof.   | Syranson                 |  |  | ismatica            | (d   |  |  |  |
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|    |   |                          | 0  |  |                     |      |  |  |  |
| 7. | The instructor's effecti  | veness in teaching the s | ubject matter was:   |  |                     |      |  |  |  |
|    | Excellent   | Very Good                | Good   | Fair   | Poor                |      |  |  |  |
|    |   | 0                        | 0  | 0  | 0                   |      |  |  |  |
| 8. | The course as a whole   | was:                     |  |  |                     |      |  |  |  |
|    | Excellent   | Very Good                | Good   | Fair   | Poor                |      |  |  |  |
|    | 0   |                          | 0  | 0  | 0                   |      |  |  |  |
| 9. | Expected Grade in the   | Course                   |  |  |                     |      |  |  |  |
|    | A A-  | B+ B                     | B+ C+ C  | C- D+ D  | D- F                |      |  |  |  |
|    | 0 0   | 0                        | 0 0 0  | 0 0 0  | 0 0                 |      |  |  |  |
| 0. | Would you encourage   | other students to take t | his course?  |  |                     |      |  |  |  |
|    | Strongly Encourage  | Encourage                | Somewhat Encourage   | Discourage   | Strongly Discourage |      |  |  |  |
|    | <b>®</b>  | 0                        | 0  | 0  | 0                   |      |  |  |  |
|    | WHY did you make the  | e recommendation abov    | ve?  |  |                     |      |  |  |  |
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| ourse:            | French 101  |  | Section:  | 02   | Date: _                                     | 12/11/15  |
|-------------------|---|--|---|--|---|---|
|                   | ndent: Please give you<br>n and improvement o   | f learning and te                        |   | College.   | Your comments                               | will be important to th                                 |
| Do not            | o. 2 pencil only.<br>use ink, ball point, or felt ti<br>olid marks that fill the circ |  | Erase cleanly any mar<br>Make no stray marks o<br>Do not fold, tear, or m |  | CORRECT •                                   | E NO. 2 PENCIL ONLY INCORRECT Ø                         |
| l. LEAR<br>abilit | NING: What have you lies, factual knowledge,  | earned from this c<br>understanding of c | ourse? Consider, <u>as ap</u><br>concepts, creativity, co                 | propriate, how the o                             | ourse deepened yoursu                       | our critical or analytical<br>e further work in the sub |
| m                 | Thave leady listening,  | 4 1 4                                    | basics of t   | 1. 11  | languag                                     | e. I've develop   |
|                   |   |  |   |  |   |   |
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|                   | My effort<br>wrses Tre contribute   | 4  | ursc is pro   | 1  | gratest                                     | y for me k  |
| appr              |   | RMAT: How did th                         | ne various components<br>nments, problem sets, l                          | of the course contri<br>ilms, labs, drills, stud | oute to your learni<br>lio work, debates, ( | ng? Consider, <u>as</u><br>discussions, presentation    |
| neid              | work, or group work.  | Special                                  | lly verbal o  | divities,  | ontributes                                  | d to m  |
| 1-                | earning. And  | port o                                   | of French 1   | relped me  | to leavy                                    | tled  |
|                   |   | alimse bi                                |   |  | izagona librari                             |   |
| 4. "I lea         | rned a great deal in thi  | s course."                               |   |  |   |   |
| S                 | trongly Agree   | Agree                                    | Somewhat Agro   | ee Disagre                                       | e Strongly                                  | Disagree  |
| S. The            | tests/paper assignment  | s and/or projects                        | provided you adequate   | e opportunity to conv                            | ev the learning ex                          | sected in the course                                    |
|                   |   |  |   |  |   | pected in the course.                                   |

| 6.  | INSTRUCTION: How effective was the instructor in fostering learning? Consider as appropriate the instructor's ability to enable the development of skills, facilitate discussion, help you to understand concepts, course material, and their significance. |              |         |                  |      |            |     |                    |             |  |  |
|-----|---|--------------|---------|------------------|------|------------|-----|--------------------|-------------|--|--|
|     | Professor   |              |         | a great          | _    | ^          |     | 10001130           |             |  |  |
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|     | The course  | 2312         |         |                  |      |            |     | E8/                |             |  |  |
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| _   | essa i a a h ma a h   |              | 1.      |                  |      |            |     |                    |             |  |  |
| 7.  | The instructor's effectiven   | <del>-</del> | subject |                  |      | Coin       |     | Door               |             |  |  |
|     | Excellent   | Very Good    |         | Good             |      | Fair       |     | Poor               |             |  |  |
|     |   | U            |         | O                |      | O          |     | O                  |             |  |  |
|     | The second of the leaves  | -            |         |                  |      |            |     |                    |             |  |  |
| ช.  | The course as a whole was   |              |         | Cood             |      | Fair       |     | Page               |             |  |  |
|     | Excellent   | Very Good    |         | Good             |      | Fair       |     | Poor               |             |  |  |
|     | <b>(2)</b>  | O            |         | O                |      | 0          |     | 0                  |             |  |  |
| 9.  | Expected Grade in the Cou   | ırse         |         |                  |      |            |     |                    |             |  |  |
|     | A A-  | B+ B         | B-      | C+ C             | C    | D+         | D   | D- F               |             |  |  |
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|     |   |              |         | _                |      |            |     |                    |             |  |  |
| .0. | Would you encourage other   |              |         |                  |      | <b>D</b> . |     | lu Di-             |             |  |  |
|     | Strongly Encourage  | Encourage    | So      | mewhat Encourage |      | Discourage | 2.  | trongly Discourage |             |  |  |
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|     | WHY did you make the re   |              |         |                  | ,    | 1 11       | 7   | 7                  |             |  |  |
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|     | more difficu  | ist lor au   | C. PIE  | 3.               | 0    | U          |     |                    |             |  |  |
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|     |   |              |         |                  |      |            |     |                    |             |  |  |