J	וטג	ппие	u FIII	iai Ev		Olicor	Kelley	Ann	esley
Fal	I 201	8	٨١١	likort co	1 out		cale of 1 to 5.		
end	d				•		it or chosen as I	N/A.	
W	RT:	105	Title:	Is Rati	ional Mora	ıl Disagreen	nent	CRN:	43213
1	Δ+ +l	ne hegir	nning of	the sem	ester hov	v interested	were you in ta	kina th	is course
1.	5	le begii	illing of	the sem	iestei, iiov	v iiiteresteu	were you in ta	ikilig til	is course
2.	How	would	you rate	your cu	urrent leve	el of interest	?		
	5								
	Plea	se Expla	in:						
3	Do v	ou feel	adequat	ely chal	llenged by	this course?	•		
J.	Yea		auequat	ery Chai	neriged by	tilis course:			
	TCu								
4	Ном	clear w	vere the	followin	na:				
7.	5	Course		IOIIOVVIII	ıg.				
	5	)		formal as	ssignments				
	5	, I			_	assignments			
	5	)		•		assignments and course go	als		
	J	Relation	namp bet	ween ass	ngililielits d	mu course go	ais		
ab	out y	your wr	iting's c	ontent, 1	form, mod		to make appro lage features b		

Composing for different audiences (i.e., by considering their knowledge, needs,

Composing for different purposes (i.e., to discover or develop ideas, to explore

and expectations)

text (e.g., motivating question, thesis, supporting arguments, conclusion)		language choices, to argue)
and practicing the following (1-5 scale):  Developing an Effective Writing Process  Writing to explore and develop ideas  Drafting, reviewing, and revising (changes that affect meaning)  Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)  Managing, Engaging, and Integrating Sources  Locating, evaluating, and keeping track of sources  Summarizing and analysing source material  Integrating sources  Citing sources  Structure and Language Use  Learning and selecting among different possibilities for organizing argumentative essays  Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)  Making sentence-level choices that purposefully enhance meaning for the intender reader  Argument as Conversation  Using critical reading/viewing to understand others' arguments  Posing and addressing an authentic question or problem, and situating it in the larger conversation  Developing and testing one's own arguments  Susing evidence, counterarguments, and logical reasoning to develop and test the thesis  Supporting arguments with credible and relevant evidence	5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
5 Writing to explore and develop ideas 5 Drafting, reviewing, and revising (changes that affect meaning) 5 Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)  **Managing, Engaging, and Integrating Sources** 5 Locating, evaluating, and keeping track of sources 5 Summarizing and analysing source material 5 Integrating sources 5 Citing sources 5 Citing sources  **Structure and Language Use** 5 Learning and selecting among different possibilities for organizing argumentative essays 5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) 5 Making sentence-level choices that purposefully enhance meaning for the intender reader  **Argument as Conversation** 5 Using critical reading/viewing to understand others' arguments 5 Posing and addressing an authentic question or problem, and situating it in the larger conversation 5 Developing and testing one's own arguments 5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis 5 Supporting arguments with credible and relevant evidence		
5 Drafting, reviewing, and revising (changes that affect meaning) 5 Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)  Managing, Engaging, and Integrating Sources 5 Locating, evaluating, and keeping track of sources 5 Summarizing and analysing source material 5 Integrating sources 5 Citing sources  Structure and Language Use 5 Learning and selecting among different possibilities for organizing argumentative essays 5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) 5 Making sentence-level choices that purposefully enhance meaning for the intender reader  Argument as Conversation 5 Using critical reading/viewing to understand others' arguments 5 Posing and addressing an authentic question or problem, and situating it in the larger conversation 5 Developing and testing one's own arguments 5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis 5 Supporting arguments with credible and relevant evidence	De	veloping an Effective Writing Process
<ul> <li>Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)</li> <li>Managing, Engaging, and Integrating Sources</li> <li>Locating, evaluating, and keeping track of sources</li> <li>Summarizing and analysing source material</li> <li>Integrating sources</li> <li>Citing sources</li> <li>Learning and selecting among different possibilities for organizing argumentative essays</li> <li>Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)</li> <li>Making sentence-level choices that purposefully enhance meaning for the intender reader</li> <li>Argument as Conversation</li> <li>Using critical reading/viewing to understand others' arguments</li> <li>Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>Developing and testing one's own arguments</li> <li>Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>Supporting arguments with credible and relevant evidence</li> </ul>	5	Writing to explore and develop ideas
<ul> <li>Managing, Engaging, and Integrating Sources</li> <li>5 Locating, evaluating, and keeping track of sources</li> <li>5 Summarizing and analysing source material</li> <li>5 Integrating sources</li> <li>5 Citing sources</li> <li>Structure and Language Use</li> <li>5 Learning and selecting among different possibilities for organizing argumentative essays</li> <li>5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)</li> <li>5 Making sentence-level choices that purposefully enhance meaning for the intender reader</li> <li>Argument as Conversation</li> <li>5 Using critical reading/viewing to understand others' arguments</li> <li>5 Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>5 Developing and testing one's own arguments</li> <li>5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>5 Supporting arguments with credible and relevant evidence</li> </ul>	5	Drafting, reviewing, and revising (changes that affect meaning)
5 Locating, evaluating, and keeping track of sources 5 Summarizing and analysing source material 5 Integrating sources 5 Citing sources 5 Learning and selecting among different possibilities for organizing argumentative essays 5 Learning and selecting among different possibilities for organizing argumentative essays 5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) 5 Making sentence-level choices that purposefully enhance meaning for the intender reader  Argument as Conversation 5 Using critical reading/viewing to understand others' arguments 5 Posing and addressing an authentic question or problem, and situating it in the larger conversation 5 Developing and testing one's own arguments 5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis 5 Supporting arguments with credible and relevant evidence	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
5 Summarizing and analysing source material 5 Integrating sources 5 Citing sources 5 Citing sources 5 Learning and selecting among different possibilities for organizing argumentative essays 5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion) 5 Making sentence-level choices that purposefully enhance meaning for the intender reader  Argument as Conversation 5 Using critical reading/viewing to understand others' arguments 5 Posing and addressing an authentic question or problem, and situating it in the larger conversation 5 Developing and testing one's own arguments 5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis 5 Supporting arguments with credible and relevant evidence	Ма	naging, Engaging, and Integrating Sources
<ul> <li>5 Integrating sources</li> <li>5 Citing sources</li> <li>5 Learning and selecting among different possibilities for organizing argumentative essays</li> <li>5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)</li> <li>5 Making sentence-level choices that purposefully enhance meaning for the intender reader</li> <li>Argument as Conversation</li> <li>5 Using critical reading/viewing to understand others' arguments</li> <li>5 Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>5 Developing and testing one's own arguments</li> <li>5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>5 Supporting arguments with credible and relevant evidence</li> </ul>	5	Locating, evaluating, and keeping track of sources
<ul> <li>5 Citing sources</li> <li>Structure and Language Use</li> <li>5 Learning and selecting among different possibilities for organizing argumentative essays</li> <li>5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)</li> <li>5 Making sentence-level choices that purposefully enhance meaning for the intender reader</li> <li>Argument as Conversation</li> <li>5 Using critical reading/viewing to understand others' arguments</li> <li>5 Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>5 Developing and testing one's own arguments</li> <li>5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>5 Supporting arguments with credible and relevant evidence</li> </ul>	5	Summarizing and analysing source material
<ul> <li>Structure and Language Use</li> <li>Learning and selecting among different possibilities for organizing argumentative essays</li> <li>Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)</li> <li>Making sentence-level choices that purposefully enhance meaning for the intender reader</li> <li>Argument as Conversation</li> <li>Using critical reading/viewing to understand others' arguments</li> <li>Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>Developing and testing one's own arguments</li> <li>Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>Supporting arguments with credible and relevant evidence</li> </ul>	5	Integrating sources
<ul> <li>Learning and selecting among different possibilities for organizing argumentative essays</li> <li>Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)</li> <li>Making sentence-level choices that purposefully enhance meaning for the intender reader</li> <li>Argument as Conversation</li> <li>Using critical reading/viewing to understand others' arguments</li> <li>Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>Developing and testing one's own arguments</li> <li>Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>Supporting arguments with credible and relevant evidence</li> </ul>	5	Citing sources
essays  5 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)  5 Making sentence-level choices that purposefully enhance meaning for the intender reader  **Argument as Conversation**  5 Using critical reading/viewing to understand others' arguments  5 Posing and addressing an authentic question or problem, and situating it in the larger conversation  5 Developing and testing one's own arguments  5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis  5 Supporting arguments with credible and relevant evidence	Str	ructure and Language Use
text (e.g., motivating question, thesis, supporting arguments, conclusion)  Making sentence-level choices that purposefully enhance meaning for the intended reader  Argument as Conversation  Using critical reading/viewing to understand others' arguments  Posing and addressing an authentic question or problem, and situating it in the larger conversation  Developing and testing one's own arguments  Using evidence, counterarguments, and logical reasoning to develop and test the thesis  Supporting arguments with credible and relevant evidence	5	
reader  Argument as Conversation  5 Using critical reading/viewing to understand others' arguments  5 Posing and addressing an authentic question or problem, and situating it in the larger conversation  5 Developing and testing one's own arguments  5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis  5 Supporting arguments with credible and relevant evidence	5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
<ul> <li>Using critical reading/viewing to understand others' arguments</li> <li>Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>Developing and testing one's own arguments</li> <li>Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>Supporting arguments with credible and relevant evidence</li> </ul>	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
<ul> <li>Posing and addressing an authentic question or problem, and situating it in the larger conversation</li> <li>Developing and testing one's own arguments</li> <li>Using evidence, counterarguments, and logical reasoning to develop and test the thesis</li> <li>Supporting arguments with credible and relevant evidence</li> </ul>	Arg	gument as Conversation
larger conversation  5 Developing and testing one's own arguments  5 Using evidence, counterarguments, and logical reasoning to develop and test the thesis  5 Supporting arguments with credible and relevant evidence	5	Using critical reading/viewing to understand others' arguments
Using evidence, counterarguments, and logical reasoning to develop and test the thesis  Supporting arguments with credible and relevant evidence	5	
thesis  Supporting arguments with credible and relevant evidence	5	Developing and testing one's own arguments
	5	
7. Which skills do you believe will be useful to your future writing?	5	Supporting arguments with credible and relevant evidence
	<b>7. W</b> h	ich skills do you believe will be useful to your future writing?

. W	hat additional skills do you want to learn?
	ow useful were the following in developing your ability to see and understand writing choices and their effects on readers?
5	Peer responses to your writing
5	Written reflections about your own writing or writing process
5	Class activities/workshops
5	Instructor Feedback (spoken and written)
DI	opco Evalpinu
PI	ease Explain:
	List your FAVORITE readings/viewings in the course (e.g. short stories, novels
critic	cal essays, movies, songs, video clips, artworks, photographs, etc.).
l	
l <b>1. l</b>	List your LEAST FAVORITE readings/viewings in the course.
L <b>2</b> . F	Please rate your instructor from 1-5 on the following:
L <b>2. F</b>	Please rate your instructor from 1-5 on the following:  5 Approachable
L2. F	Please rate your instructor from 1-5 on the following:  5 Approachable  5 Invested in your learning

13. What overall rating would you give the instructor?  5  Please Explain:	
5	
Please Explain:	
14. What overall rating would you give the course?	
5	
Please Explain:	

5 Respectful

Subi	mule	u rm	ai Ev			Kelley	Anr	esley
Fall 201	8	٨॥	likort co		of 11	scale of 1 to E		
end				•		scale of 1 to 5. ent or chosen as	N/A.	
WRT:	105	Title:	Is Ratio	onal Mora	al Disagree	ement	CRN:	43213
1. At th	ne begin	ning of	the sem	ester, hov	w intereste	d were you in t	aking th	is course
5	would y		your cu	rrent leve	el of intere	st?		
Kell	y made th	ie class re	elevant an	d interestin	g			
3. Do v	ou feel a	adequat	elv chall	enged by	this cours	e?		
Yes			.,					
4. How	clear w	ere the	followin	g:				
5	Course o	goals		_				
5	Instruct	ions for f	ormal as	signments				
5	Instruct	ions for i	nformal/l	nomework	assignment	S		
5	Relation	ship betv	ween assi	ignments a	and course g	joals		
about	our wri	ting's co	ontent, f	orm, mod		ou to make appr guage features		
5	Composi	ng for di	fferent au	udiences (i	.e., by cons	idering their knov	vledge, r	eeds,

Composing for different purposes (i.e., to discover or develop ideas, to explore

and expectations)

		language choices, to argue)
	4	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	5	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	5	Locating, evaluating, and keeping track of sources
	5	Summarizing and analysing source material
	5	Integrating sources
	5	Citing sources
	Stru	cture and Language Use
	5	Learning and selecting among different possibilities for organizing argumentative essays
	5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argu	ument as Conversation
	5	Using critical reading/viewing to understand others' arguments
	5	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	5	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whic	ch skills do you believe will be useful to your future writing?
	Writ	ing for a specific audience, organizing sources, developing an effective argument.

. Wha	t additional skills do you want to learn?
	el that I have been presented with all of the pieces I need. The next step is to apply them FA 4 helped a lot.
	useful were the following in developing your ability to see and understan riting choices and their effects on readers?
5	Peer responses to your writing
3	Written reflections about your own writing or writing process
5	Class activities/workshops
5	Instructor Feedback (spoken and written)
Pleas	se Explain:
I do	n't find written feedback from myself on helpful
O. List	vour FAVORITE readings/viewings in the course (e.g. short stories, nove
	your FAVORITE readings/viewings in the course (e.g. short stories, nove essays, movies, songs, video clips, artworks, photographs, etc.).
ritical	
itical	essays, movies, songs, video clips, artworks, photographs, etc.).
itical	essays, movies, songs, video clips, artworks, photographs, etc.).
itical	essays, movies, songs, video clips, artworks, photographs, etc.).
ritical	essays, movies, songs, video clips, artworks, photographs, etc.).
ritical No	essays, movies, songs, video clips, artworks, photographs, etc.).
No.	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  c your LEAST FAVORITE readings/viewings in the course.  e pithy political science paper. It served as a good source to use as an example of
nc No 1. List	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  your LEAST FAVORITE readings/viewings in the course.
nc No	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  c your LEAST FAVORITE readings/viewings in the course.  e pithy political science paper. It served as a good source to use as an example of
No Th	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  c your LEAST FAVORITE readings/viewings in the course.  e pithy political science paper. It served as a good source to use as an example of
1. List	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  E your LEAST FAVORITE readings/viewings in the course.  e pithy political science paper. It served as a good source to use as an example of dience, but was not helpful to discuss like the other documents
1. List	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  E your LEAST FAVORITE readings/viewings in the course.  The pithy political science paper. It served as a good source to use as an example of dience, but was not helpful to discuss like the other documents  ase rate your instructor from 1-5 on the following:
1. List	essays, movies, songs, video clips, artworks, photographs, etc.).  rcoss article for sure.  E your LEAST FAVORITE readings/viewings in the course.  e pithy political science paper. It served as a good source to use as an example of dience, but was not helpful to discuss like the other documents

	5 Knowledgeable about writing
3. '	What overall rating would you give the instructor?
	Please Explain:
	Kelley took a subject that I really was not looking forward to and helped me learn a lot and even enjoy myself. She was always available and willing to help.
	What overall rating would you give the course?  5
	Please Explain:
	I would not change anything about this course. If Kelley was not instructing, the course would be significantly different.

Respectful

JUDI	mue	u riii	ai Eva		_	Kelley	Ann	esley
Fall 201	8	٨॥	likort coalo	3 out o		alo of 1 to F		
end				•		ale of 1 to 5. t or chosen as N	I/A.	
WRT:	105	Title:	Is Ration	nal Moral I	Disagreem	ent	CRN:	43213
4		_		·	interested v	were you in ta	king th	is course
4	Would	you rate	your curr	ent level	oi interest:			
Pleas	se Explai	n:						
3. Do y	ou feel	adequat	ely challer	nged by th	nis course?			
Yes								
4. How	clear w	ere the	following:					
5	Course	goals						
5	Instruct	ions for f	ormal assig	gnments				
5	Instruct	ions for i	nformal/ho	mework as	signments			
5	Relation	ship bet	ween assigr	nments and	d course goa	ls		
about y	our wri	iting's co		m, mode,	and langua	to make appro age features b	-	

Composing for different audiences (i.e., by considering their knowledge, needs,

Composing for different purposes (i.e., to discover or develop ideas, to explore

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and expectations)

		language choices, to argue)
	5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	5	Writing to explore and develop ideas
	4	Drafting, reviewing, and revising (changes that affect meaning)
	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	4	Locating, evaluating, and keeping track of sources
	4	Summarizing and analysing source material
	4	Integrating sources
	5	Citing sources
	Stru	cture and Language Use
	4	Learning and selecting among different possibilities for organizing argumentative essays
	4	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	4	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argı	ument as Conversation
	4	Using critical reading/viewing to understand others' arguments
	4	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	4	Developing and testing one's own arguments
	4	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	4	Supporting arguments with credible and relevant evidence
<b>7.</b> '	Whi	ch skills do you believe will be useful to your future writing?
		eemed like the focus of the class writing-wise (non-Philosophically) was mostly on ing, revision, and drafting. If this class has done anything, it's made me much more

effective at drafting early on and transforming a draft into a full document.

. Wh	at additional skills do you want to learn?
I'r	n not sure
	w useful were the following in developing your ability to see and understan writing choices and their effects on readers?
3	Peer responses to your writing
4	Written reflections about your own writing or writing process
4	Class activities/workshops
5	Instructor Feedback (spoken and written)
Ple	ase Explain:
O. Li	st your FAVORITE readings/viewings in the course (e.g. short stories, nove
	al essays, movies, songs, video clips, artworks, photographs, etc.).
-	The more Philosophical readings, specifically the ones pertaining to animal harm.
	The most process committee of the control per
1. Li	st your LEAST FAVORITE readings/viewings in the course.
-	The excessively long research-style social science documents.
2. Pl	ease rate your instructor from 1-5 on the following:
	Approachable
	Invested in your learning
	invested in your realining

Sub	IIIIIIII	C FIII	ai Lva			Kelley	Anr	iesiey
Fall 20	)18			4 out of				
				•		ale of 1 to 5.	1/Λ	
end		Ally blatte	ks were ler	с епірсу бу	the Student	t or chosen as N	N/A.	
WRT	105	Title:	Is Ration	al Moral [	Disagreem	ent	CRN:	43213
1. At	the begi	nning of t	he semes	ter, how i	nterested v	were you in ta	king th	is course
4			your curr	ent level o	of interest?			
	ase Expla					throughout the		
3. Do	you feel	adequate	ely challer	nged by th	is course?			
cc						uired writing clas or us to handle tl		
4. Ho	w clear v	were the f	ollowing:					
5	Course	goals						
5	Instruc	ctions for fo	ormal assig	ınments				
5	Instruc	tions for in	nformal/hoi	mework as	signments			
5	Relatio	nship betw	een assign	nments and	l course goa	ls		
about	t your wr	riting's co	ntent, for		and langua	to make appro age features b		

Composing for different audiences (i.e., by considering their knowledge, needs,

Composing for different purposes (i.e., to discover or develop ideas, to explore

5

4

and expectations)

		language choices, to argue)
	5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	4	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
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	Man	aging, Engaging, and Integrating Sources
	4	Locating, evaluating, and keeping track of sources
	4	Summarizing and analysing source material
	5	Integrating sources
	5	Citing sources
	Stru	cture and Language Use
	5	Learning and selecting among different possibilities for organizing argumentative essays
	3	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argı	ument as Conversation
	4	Using critical reading/viewing to understand others' arguments
	4	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	4	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whi	ch skills do you believe will be useful to your future writing?
		ink that the skills I have learned in language selection, signaling, citations and editing will very useful to my future writing.

3. W	hat additional skills do you want to learn?
	I would like to learn how to write a longer paper than the one that we had in class, and refine some of the skills that we learned.
	ow useful were the following in developing your ability to see and understand r writing choices and their effects on readers?
3	Peer responses to your writing
4	Written reflections about your own writing or writing process
[	Class activities/workshops
[	Instructor Feedback (spoken and written)
Pl	lease Explain:
	I felt that some of the peer responses were not very helpful, while the most helpful parts in this aspect came from instructor feedback and class workshops, like the one we did on FA4.
	List your FAVORITE readings/viewings in the course (e.g. short stories, novel cal essays, movies, songs, video clips, artworks, photographs, etc.).
	My favorite readings were the readings we did on the ethics of eating meat.
L <b>1</b> . I	List your LEAST FAVORITE readings/viewings in the course.
	My least favorite reading in the course was probably the Arras paper.
12. I	Please rate your instructor from 1-5 on the following:
	5 Approachable
	5 Invested in your learning
(	2 voca in your rearring

	5 Knowledgeable about writing
V	What overall rating would you give the instructor?
	5
I	Please Explain:
	I think that Kelley was an awesome teacher with a lot of knowledge, and good intentions. do not really have any complaints about any of her influence on the class.
	What overall rating would you give the course?
	4
ł	Please Explain:
	Please Explain:  I really enjoyed the course, however some of the readings I found to be a little dry. This
	Please Explain:  I really enjoyed the course, however some of the readings I found to be a little dry. This
	Please Explain:  I really enjoyed the course, however some of the readings I found to be a little dry. This course was very enjoyable overall, and gave me a new interest in philosophy.
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	Please Explain:  I really enjoyed the course, however some of the readings I found to be a little dry. This course was very enjoyable overall, and gave me a new interest in philosophy.
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	Please Explain:  I really enjoyed the course, however some of the readings I found to be a little dry. This course was very enjoyable overall, and gave me a new interest in philosophy.

Respectful

<b>J</b> ul	omitte	eu rina				Kelley	Anr	nesley
Fall 2	2018	A II 1:1	komt coolo	5 out of		ala af 1 ta E		
end				•		ale of 1 to 5. or chosen as N	I/A.	
WR	<b>T:</b> 105	Title: I	s Rationa	al Moral Di	sagreem	ent	CRN:	43213
	t the begi	nning of th	e semest	er, how in	terested v	were you in ta	king th	is course
Ţ.	ow would  believe Explain	you rate y	our curre	ent level of	interest?	•		
	•	oke about the		•	_	was able to lear	n more v	riting
`	Yes. I was n	_	d with writi	ng, so I was	able to lool	k at somethings	I learne	d from
	tne past, aid	ong with some	e new ideas	s and skills I	never learr	led about.		
4. H	ow clear v	were the fo	llowing:					
	Course	goals						
4	1 Instruc	ctions for for	mal assigr	nments				
	5 Instruc	ctions for inf	ormal/hom	nework assi	gnments			
	1 Relatio	nship betwe	en assignr	ments and o	course goa	ls		
abou	ut your wi		tent, forn	n, mode, a	nd langua	to make appro age features b		
4	Compos	sing for diffe	erent audie	ences (i.e., l	by conside	ring their know	ledge, r	eeds,

Composing for different purposes (i.e., to discover or develop ideas, to explore

and expectations)

		language choices, to argue)
	4	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	5	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	5	Locating, evaluating, and keeping track of sources
	4	Summarizing and analysing source material
	5	Integrating sources
	4	Citing sources
	Stru	cture and Language Use
	4	Learning and selecting among different possibilities for organizing argumentative essays
	5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argı	ument as Conversation
	4	Using critical reading/viewing to understand others' arguments
	3	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	3	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
<b>7.</b> '	Whi	ch skills do you believe will be useful to your future writing?
		ding an outline, Keeping track of sources, and sentence level revision to help with my lysis

1 116	eed to work on my grammar and everything that encompasses.					
. How useful were the following in developing your ability to see and understan our writing choices and their effects on readers?						
5	Peer responses to your writing					
3	Written reflections about your own writing or writing process					
4	Class activities/workshops					
5	Instructor Feedback (spoken and written)					
Plea	se Explain:					
	dback was very important. when I read my own work I cannot tell where people may get fused, or where a point is not explained. The feedback helps me make my writing more ar.					
Lis	t vour FAVORITE readings/viewings in the course (e.g. short stories, nov					
	t your FAVORITE readings/viewings in the course (e.g. short stories, nov essays, movies, songs, video clips, artworks, photographs, etc.).					
cical	essays, movies, songs, video clips, artworks, photographs, etc.).					
cical						
cical	essays, movies, songs, video clips, artworks, photographs, etc.).					
cical	essays, movies, songs, video clips, artworks, photographs, etc.).					
cical	essays, movies, songs, video clips, artworks, photographs, etc.).					
cical	essays, movies, songs, video clips, artworks, photographs, etc.).					
Lis	t your LEAST FAVORITE readings/viewings in the course.					
Lis	t your LEAST FAVORITE readings/viewings in the course.					
Lis	t your LEAST FAVORITE readings/viewings in the course.					

13. What overall rating would you give the instructor?  5  Please Explain:	
5	
Please Explain:	
14. What overall rating would you give the course?	
5	
Please Explain:	

5 Respectful

duc	mitte	a Fin	ai Ev		on For	Kelley	Ann	esley
Fall 201	18	٨١١	likort sca	6 out o	of 11 es are on a sc	alo of 1 to 5		
end				•		or chosen as N	N/A.	
WRT:	105	Title	Is Ratio	nal Moral	Disagreem	ent	CRN:	43213
WKI.	103	Titiei	15 Racio	Jilai Morai	Disagreem	CITC	Cititi	73213
<b>1. At t</b>	he begir	nning of	the seme	ester, how	interested v	were you in ta	king th	is course
4			your cu	rrent level	of interest?	•		
	ise Explai		thinking (	oingo T was v				
1 111	ke to take	OII CITUCA	tillikilig s	since I was y	oung.			
3. Do y	ou feel	adequat	ely chall	enged by t	:his course?			
Yes	s. We need	d to read a	lot of har	rd articles, ar	nd write long p	apers.		
				·	5 1	•		
4. How	clear w	ere the	following	g:				
5	Course	goals						
5	Instruct	tions for f	ormal ass	signments				
5	Instruct	tions for i	nformal/h	nomework a	ssignments			
5	Relation	nship bety	ween assi	gnments an	nd course goa	ls		
about	your wr	iting's co	ontent, f		e, and langua	to make appro age features b	-	
5	Compos	ing for di	fferent au	ıdiences (i.e	e., by conside	ring their know	ledge, n	eeds,

Composing for different purposes (i.e., to discover or develop ideas, to explore

and expectations)

		language choices, to argue)
	5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	5	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
		Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	5	Locating, evaluating, and keeping track of sources
	5	Summarizing and analysing source material
	5	Integrating sources
	5	Citing sources
	Stru	cture and Language Use
	5	Learning and selecting among different possibilities for organizing argumentative essays
	5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argı	ument as Conversation
	5	Using critical reading/viewing to understand others' arguments
	5	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	5	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whi	ch skills do you believe will be useful to your future writing?
		ability to cite correctly; to locate the source with help; and to pick up important detail in long article

	ability to write a formal more scientific paper, and presentation skill					
How useful were the following in developing your ability to see and understant our writing choices and their effects on readers?						
5	Peer responses to your writing					
5	Written reflections about your own writing or writing process					
5	Class activities/workshops					
5	Instructor Feedback (spoken and written)					
leas	e Explain:					
The	peer feedback is guided with the questions, so a lot of structure, which I like.					
List	your FAVORITE readings/viewings in the course (e.g. short stories, no					
ical	essays, movies, songs, video clips, artworks, photographs, etc.).					
ical	your FAVORITE readings/viewings in the course (e.g. short stories, no essays, movies, songs, video clips, artworks, photographs, etc.). ke the Feldman reading.					
I li	essays, movies, songs, video clips, artworks, photographs, etc.).  ke the Feldman reading.					
I lii	essays, movies, songs, video clips, artworks, photographs, etc.).					
I li	essays, movies, songs, video clips, artworks, photographs, etc.).  ke the Feldman reading.  your LEAST FAVORITE readings/viewings in the course.					
List I d	essays, movies, songs, video clips, artworks, photographs, etc.).  ke the Feldman reading.  your LEAST FAVORITE readings/viewings in the course.					
List I d	essays, movies, songs, video clips, artworks, photographs, etc.).  ke the Feldman reading.  your LEAST FAVORITE readings/viewings in the course.  on't like the book actually.					

	5 Respectful
	5 Knowledgeable about writing
. W	hat overall rating would you give the instructor?
	5
Р	lease Explain:
	Kelley is a really good instructor
	iteliey is a really good mistractor
. W	hat overall rating would you give the course?
	5
Р	lease Explain:
	I've learned a lot in this course.

Subi	IIIIII	u FII	iai L				<b>O</b> I	Kelle	<u>y                                    </u>	Anr	iesiey
Fall 201	8	Δ.	11 191	_	7 out o						
end			II likert s inks were		•					Ι/Δ	
Criu		Ally blu	TIKS WCIC	. ICIT C	лирсу Б	y the 3	tuuciit	OI CITOS	211 U3 IV	·/ /\.	
WRT:	105	Title	: Is Rat	tional	Moral	Disag	reeme	ent		CRN:	43213
4		_						-	u in ta	king th	is course
4	would  Se Expla		e your o	curren	t level	of inte	erest?				
	•		, but I ve	ery ofte	n find c	onflicts	betwee	n logic ar	nd mora	als or rea	ason.
3. Do v	ou feel	adequa	tely cha	illenae	ed bv t	this co	urse?				
Yes			ectly cite		J. J., C						
103											
4. How	clear w	vere the	followi	ing:							
5	Course	goals									
5	Instruc	tions for	formal a	ssignn	nents						
5	Instruc	tions for	informal	l/home	ework a	ıssignm	ents				
5	Relatio	nship be	tween as	ssignm	ents an	nd cours	se goal	S			
about y	your wr ce, pur	iting's o	ell this c content, nd mode	form, e/geni	, mode re (1 –	e, and I 5 scal	angua e):	ge feat	ures b	ased o	n
4	Compos	sing for d	different	audien	ices (i.e	e., by co	onsider	ing their	r know	ledge, r	ieeds,

Composing for different purposes (i.e., to discover or develop ideas, to explore

and expectations)

		language choices, to argue)
	3	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	5	Writing to explore and develop ideas
	4	Drafting, reviewing, and revising (changes that affect meaning)
	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	5	Locating, evaluating, and keeping track of sources
	5	Summarizing and analysing source material
	4	Integrating sources
	4	Citing sources
	Stru	cture and Language Use
	4	Learning and selecting among different possibilities for organizing argumentative essays
	4	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argu	ument as Conversation
	5	Using critical reading/viewing to understand others' arguments
	4	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	5	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whic	ch skills do you believe will be useful to your future writing?
	The	summarizing sources will be extremely useful for my future writing.

Qu	
	icker writing, or even just how to start quicker. That's my biggest hurdle, getting started
	v useful were the following in developing your ability to see and understa vriting choices and their effects on readers?
5	Peer responses to your writing
4	Written reflections about your own writing or writing process
4	Class activities/workshops
5	Instructor Feedback (spoken and written)
Plea	ase Explain:
	•
itica P	st your FAVORITE readings/viewings in the course (e.g. short stories, now I essays, movies, songs, video clips, artworks, photographs, etc.).
•	uppies & Pigs by Norcross, first one to present an thought experiment that made me
T	uestion treatment of animals.
. Lis	uestion treatment of animals.
Т	the NPR piece about the immigration crisis was a really good one as well  st your LEAST FAVORITE readings/viewings in the course.
T	the NPR piece about the immigration crisis was a really good one as well  st your LEAST FAVORITE readings/viewings in the course.  the first two on PAS were very simple, informal pieces. It's not that I disliked reading the
T I T	the NPR piece about the immigration crisis was a really good one as well  st your LEAST FAVORITE readings/viewings in the course.  the first two on PAS were very simple, informal pieces. It's not that I disliked reading their just would've wished for something a little more captivating.
T I T	the NPR piece about the immigration crisis was a really good one as well  st your LEAST FAVORITE readings/viewings in the course.  the first two on PAS were very simple, informal pieces. It's not that I disliked reading the just would've wished for something a little more captivating.  they are however great for starting the course  ease rate your instructor from 1-5 on the following:
T I T	the NPR piece about the immigration crisis was a really good one as well  st your LEAST FAVORITE readings/viewings in the course.  the first two on PAS were very simple, informal pieces. It's not that I disliked reading their just would've wished for something a little more captivating.  they are however great for starting the course  asse rate your instructor from 1-5 on the following:  Approachable

	5 Knowledgeable about writing
13.	What overall rating would you give the instructor?
	Please Explain:
	Please Explain:
14.	What overall rating would you give the course?
	5
	5
	5
	5
	Please Explain:
	Please Explain:

Respectful

Submitte	d Final I			Kelley	Annesley
Fall 2018 end		8 out of the scale response the scale response the scale response the scale response to	es are on a sca		/A.
<b>WRT:</b> 105	Title: Is R	ational Moral	Disagreeme	ent	<b>CRN:</b> 43213
4 2. How would	_	·		vere you in ta	king this course
Please Expla	ain:				
understand	how that was go	topic of the cours ing to be applied sted in everything	especially with	the heavier foci	is we had on
3. Do you feel	adequately c	hallenged by t	this course?		
		enging compared what I had less e			
4. How clear v	were the follo	wing:			
4 Course	goals				
5 Instruc	ctions for forma	l assignments			
5 Instruc	ctions for inform	nal/homework a	ssignments		
4 Relatio	nship between	assignments ar	nd course goals	5	
about your wi	riting's conten		e, and langua		priate choices ased on

Composing for different audiences (i.e., by considering their knowledge, needs,

Composing for different purposes (i.e., to discover or develop ideas, to explore

and expectations)

		language choices, to argue)
	4	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	4	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	3	Locating, evaluating, and keeping track of sources
	5	Summarizing and analysing source material
	5	Integrating sources
	4	Citing sources
	Stru	cture and Language Use
	4	Learning and selecting among different possibilities for organizing argumentative essays
	4	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	4	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argı	ument as Conversation
	3	Using critical reading/viewing to understand others' arguments
	4	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	4	Developing and testing one's own arguments
	4	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whi	ch skills do you believe will be useful to your future writing?

All of them. Mostly the argument and organizational strategies we learned, because they can be applied to all disciplines and I think help my communicate in my daily life and absorb all

information better.

3. Y	hat additional skills do you want to learn?
	low useful were the following in developing your ability to see and understan r writing choices and their effects on readers?
	5 Peer responses to your writing
	Written reflections about your own writing or writing process
	4 Class activities/workshops
	5 Instructor Feedback (spoken and written)
	lease Explain:
	icase Explain.
10	List your FAVORITE readings/viewings in the course (e.g. short stories, nove
	cal essays, movies, songs, video clips, artworks, photographs, etc.).
	The feldman article was interesting and it was helpful to tackle such a long piece, because I
	hadn't done that before and now it is less scary. We were all confused so there was good discussion. I also liked thinking fast and slow. I liked how we read many different styles of
	writing about PAS. The NPR show was also really interesting.
L1.	List your LEAST FAVORITE readings/viewings in the course.
	I didn't like the stuff about the eating meat argument as much.
12.	Please rate your instructor from 1-5 on the following:
	5 Approachable
	5 Invested in your learning

that overall rating would becomes lease Explain:	you give the	instructor?	
lease Explain:			
hat overall rating would	you give the	course?	
lease Explain:			
1			

Respectful

Sub	mitte	d Fin	al Evaluation For	Kelley	Annesley
Fall 20	18	ΔΙΙ	9 out of 11 likert scale responses are on a se	cale of 1 to 5	
end			iks were left empty by the studen		N/A.
WRT	105	Title:	Is Rational Moral Disagreem	nent	<b>CRN:</b> 43213
2. Hove	w would  ase Explainable vas very in the course	you rate  n: terested if allowed to what I expression	the semester, how interested  your current level of interest  n taking this course in the beginning me to get a glimpse of what it would expected, even surpassing my expecinged.	<b>?</b> , because reading d be like. I can de	the description finitely say that
I c	w clear w Course Instruct	comes to nem in an em	ely challenged by this course? how I am able to respond to certain effective manner.  following: formal assignments nformal/homework assignments ween assignments and course good	topics, and learn	ing how to
			II this course has enabled you		-

Composing for different audiences (i.e., by considering their knowledge, needs,

Composing for different purposes (i.e., to discover or develop ideas, to explore

audience, purpose, and mode/genre (1 - 5 scale):

and expectations)

	language choices, to argue)
5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
	well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
Dev	eloping an Effective Writing Process
5	Writing to explore and develop ideas
5	Drafting, reviewing, and revising (changes that affect meaning)
5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
Man	aging, Engaging, and Integrating Sources
4	Locating, evaluating, and keeping track of sources
5	Summarizing and analysing source material
5	Integrating sources
5	Citing sources
Stru	cture and Language Use
4	Learning and selecting among different possibilities for organizing argumentative essays
5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
5	Making sentence-level choices that purposefully enhance meaning for the intended reader
Argı	ument as Conversation
5	Using critical reading/viewing to understand others' arguments
5	Posing and addressing an authentic question or problem, and situating it in the larger conversation
5	Developing and testing one's own arguments
5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
 5	Supporting arguments with credible and relevant evidence

## 7. Which skills do you believe will be useful to your future writing?

I believe that the skills I have learned in this class, which include learning how to write for different audiences, as well as certain revising strategies have really helped me, and will continue to help me, because it allowed me to have a clear purpose for my writing, and write ultimately at a higher level.

	on't think there's anything else that I desperately want to learn, just improving upon all ose strategies in general.
	useful were the following in developing your ability to see and understarting choices and their effects on readers?
3	Peer responses to your writing
4	Written reflections about your own writing or writing process
5	Class activities/workshops
5	Instructor Feedback (spoken and written)
lea	se Explain:
	und that anything directly given by the instructor was more helpful than anything else, bably because I trusted her judgement more.
	t your FAVORITE readings/viewings in the course (e.g. short stories, noversays, movies, songs, video clips, artworks, photographs, etc.).
cal I	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin
cal I	essays, movies, songs, video clips, artworks, photographs, etc.).
cal I	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin
cal I	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin
cal I	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin
I w	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin
I w	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most
Lis	essays, movies, songs, video clips, artworks, photographs, etc.). enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.
Lis	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most
I w	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most
Lis	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most
Lis	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most
Lis Ta	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  alking about reasonable disagreements to the extent that we did was not the most
Lis	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  It your LEAST FAVORITE readings/viewings in the course.  alking about reasonable disagreements to the extent that we did was not the most njoyable.
Lis Ple	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most njoyable.  ease rate your instructor from 1-5 on the following:  Approachable
Lis Ta er	essays, movies, songs, video clips, artworks, photographs, etc.).  enjoyed talking about things from the book related to this course, and applying it to thin e did in class ("Thinking Fast and Slow").  t your LEAST FAVORITE readings/viewings in the course.  elking about reasonable disagreements to the extent that we did was not the most njoyable.  ease rate your instructor from 1-5 on the following:

	5 Organized and prepared
	5 Respectful
	5 Knowledgeable about writing
13.	What overall rating would you give the instructor?
	5
	3
	Please Explain:
	She succeeded in every aspect, in my opinion.
14.	What overall rating would you give the course?
	5
	Please Explain:
	Similar to the instructor, the course overall was very informative and enjoyable.

Sı	ıbmitte	ed Fin		uation F	or	Kelley	Ann	esley
Fal	l 2018		likert scale r	10 out of 11 responses are or empty by the st			I/A.	
W	<b>RT:</b> 105	Title:	Is Rational	l Moral Disagı	reeme	ent	CRN:	43213
	4	_		er, how interes		ere you in ta	king th	is course
2.	4 Please Expla	•	your currer	nt level of inte	erest?			
3	after looking we cover in accompany	g through a class are s the materi	all the course o uper interestin al. However, it	a writing course. options, this was ing, and I love the still a writing of	my firs	t choice. I think	that the	
<b>J</b> .	Yes, there is	s a high sta	andard for succ	cess in this coursents. I can't just sl	e. I fee			
4.	How clear	were the	following:					
	5 Course	goals						
	5 Instru	ctions for f	ormal assign	ments				
	4 Instru	ctions for i	nformal/hom	ework assignme	ents			
	5 Relation	nship bet	ween assignm	nents and cours	e goals	S		
5.	Please rate	how we	II this course	e has enabled	vou t	o make appro	priate (	choices

about your writing's content, form, mode, and language features based on

Composing for different audiences (i.e., by considering their knowledge, needs,

Composing for different purposes (i.e., to discover or develop ideas, to explore

audience, purpose, and mode/genre (1 - 5 scale):

and expectations)

		language choices, to argue)
	3	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	5	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
	5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	5	Locating, evaluating, and keeping track of sources
	5	Summarizing and analysing source material
	4	Integrating sources
	5	Citing sources
	Stru	cture and Language Use
	4	Learning and selecting among different possibilities for organizing argumentative essays
	5	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
	4	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argu	ument as Conversation
	4	Using critical reading/viewing to understand others' arguments
	5	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	4	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whi	ch skills do you believe will be useful to your future writing?

I feel far more prepared to find, understand, and evaluate relevant academic and non-academic sources in order to join the conversation on a topic. I also believe that I have

developed robust revision strategies to help strengthen my future writing.

8.	What	additional	skills do	vou	want to	learn?
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I would love to learn more about the best way to actually integrate academic sources into a paper, I think that is currently one of my weaknesses.

# 9. How useful were the following in developing your ability to see and understand your writing choices and their effects on readers?

- 4 Peer responses to your writing
- 4 Written reflections about your own writing or writing process
- 4 Class activities/workshops
- 5 Instructor Feedback (spoken and written)

#### Please Explain:

I think that overall the class structure was quite helpful in the development of my writing. However, by far the best and most helpful feedback I received was by going to office hours to meet with the instructor. I would suggest that in the future, the instructor highly recommend or even require that students have one on one time with Kelley and a draft of their paper.

# 10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical essays, movies, songs, video clips, artworks, photographs, etc.).

I think that the readings we discussed in class were most interesting when you could tell that the instructor and the other students were excited about them. The epistemological pieces that discussed reasonable disagreement and had Kelley up drawing on the board were super engaging because she was so engaged. The pieces about the ethics of eating meat had some incredibly detailed and rich discussions with the entire class. Trust that the readings that excite you will also excite the class.

### 11. List your LEAST FAVORITE readings/viewings in the course.

It's a bit of a cheap answer to say that the long readings were my least favorite. However, the truth of the matter is that students have other classes and other commitments, and super long and dense papers are by nature difficult to engage with. Just take that into account.

### 12. Please rate your instructor from 1-5 on the following:

- 5 Approachable
- 5 Invested in your learning

	5 Organized and prepared
	5 Respectful
	5 Knowledgeable about writing
13.	What overall rating would you give the instructor?
	5
	Please Explain:

Kelley is a super approachable, incredibly engaging instructor, with whom I would gladly take many more courses. She managed to make me excited to come to a writing course, which I never thought was possible. I'm now hoping to dive further into philosophy, in order to

## 14. What overall rating would you give the course?

expand upon the ideas I discovered through this course.

5

#### Please Explain:

Again, I never thought I would enjoy a writing course as much as I did this one. The engaging curriculum but also the freedom to explore what I found interesting made for writing of which I am proud. I would highly recommend this course.

Submitte	ed Fin	al Evalua		Kelley	Annesley
Fall 2018	All	likert scale respo	out of 11 nses are on a sca	ale of 1 to 5.	
end	Any blan	ks were left empt	y by the student	or chosen as N	I/A.
<b>WRT:</b> 105	Title:	Is Rational Mo	ral Disagreeme	ent	<b>CRN:</b> 43213
1. At the beging	inning of	the semester, h	ow interested v	vere you in ta	king this cours
2. How would 4 Please Expla		your current le	vel of interest?		
could see it	being appli	chat we did and skil ed to better my ow ely challenged b	n writing, which w		and useful. I
Yes, I feel t	hat the pro	mpts and tasks we ed critical thinking a r help/clarification w	have been given wand analysis in mar	ny cases, withou	
4. How clear	were the	following:			
5 Course	goals				
5 Instru	ctions for f	ormal assignment	īs		
5 Instru	ctions for i	nformal/homewor	k assignments		
5 Relation	onship betw	ween assignments	and course goal	S	

5. Please rate how well this course has enabled you to make appropriate choices about your writing's content, form, mode, and language features based on audience, purpose, and mode/genre (1 – 5 scale):

Composing for different audiences (i.e., by considering their knowledge, needs, and expectations)

4 Composing for different purposes (i.e., to discover or develop ideas, to explore

		language choices, to argue)
	5	Composing in different modes/genres (e.g., blogging, academic analysis, presentations)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Dev	eloping an Effective Writing Process
	4	Writing to explore and develop ideas
	5	Drafting, reviewing, and revising (changes that affect meaning)
	4	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
	Man	aging, Engaging, and Integrating Sources
	4	Locating, evaluating, and keeping track of sources
	5	Summarizing and analysing source material
	4	Integrating sources
	5	Citing sources
	Stru	cture and Language Use
	4	Learning and selecting among different possibilities for organizing argumentative essays
	4	Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)
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	Argu	ument as Conversation
	4	Using critical reading/viewing to understand others' arguments
	5	Posing and addressing an authentic question or problem, and situating it in the larger conversation
	5	Developing and testing one's own arguments
	5	Using evidence, counterarguments, and logical reasoning to develop and test the thesis
	5	Supporting arguments with credible and relevant evidence
7.	Whi	ch skills do you believe will be useful to your future writing?

## **7.**

The skills workshops we did will be very useful to my future writing, I believe, as these really allowed me to hone in on certain skills and master them. I also think that all of the ongoing work we did with writing for certain audiences and revising strategies will be very helpful.

. Wha	at additional skills do you want to learn?
I w skil	ant to continue to learn about effective source use and more in depth stylistic writing lls
	v useful were the following in developing your ability to see and understan vriting choices and their effects on readers?
4	Peer responses to your writing
4	Written reflections about your own writing or writing process
5	Class activities/workshops
5	Instructor Feedback (spoken and written)
Plea	se Explain:
vie wri For	nought that all of the above were helpful ways for me to step back from my writing and w it as a whole, as well as become aware of things that I may not have noticed during my ting process. They also helped me to build on my writing as I progressed through the mal Assignments 1-4 based on how the feedback/my goals and focuses in writing
cha	anged or didn't change.
0. Lis	
O. Lisritica	st your FAVORITE readings/viewings in the course (e.g. short stories, nove I essays, movies, songs, video clips, artworks, photographs, etc.).
0. Lis	st your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.).  ommers, Haidt, the book that we read excerpts from  st your LEAST FAVORITE readings/viewings in the course.
0. Lis	st your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.).  ommers, Haidt, the book that we read excerpts from  st your LEAST FAVORITE readings/viewings in the course.
0. Lis ritica  1. Lis	st your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.).  ommers, Haidt, the book that we read excerpts from  st your LEAST FAVORITE readings/viewings in the course.  rras, Brock, Strickler  ease rate your instructor from 1-5 on the following:

- 5 Organized and prepared5 Respectful
- 5 Knowledgeable about writing

#### 13. What overall rating would you give the instructor?

5

#### Please Explain:

Kelley is a great instructor for this course. Not only is it evident that she has very high level writing skills herself, but she is always able and willing to work with her students, whether that be through extending a deadline in the case of unique circumstances, or finding a time that works for the student to meet and offer help/guidance in their writing. She is caring and understanding towards her students, and shows a clear desire to help them improve their writing and offer clear, constructive advice on how they may do so. She kept the class environment respectful and focused, yet also laidback, comfortable, and sometimes fun! She showed interest in what we felt our class time should be used for in cases where there options, and did her best to tailor the lessons to what we felt we needed the most support in.

#### 14. What overall rating would you give the course?

4

#### Please Explain:

At first, I wasn't quite sure about this course because of how philosophical some of the readings were - but as we moved through readings with more diverse topics, as well as the IA's and FA's, I could see it becoming more helpful in my writing, as well as more interesting to me. The only thing I may suggest to change is to make clear in the description the philosophical scope through which a lot of the topics are viewed. Though this course wasn't exactly what I expected, I do not regret taking it! I learned so much about my writing, how to improve upon it and move forward, philosophy, and even some about how we think and form opinions as humans.