

Submitted Final Evaluation For

Kelley

Annesley

Fall 2019

1 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

5

Please Explain:

As an engineering major, exploring a topic through psychology was interesting and allowed me to explore different way of thinking

3. Do you feel adequately challenged by this course?

Yes, all assignments required time and preparation especially FA. The professor was also very helpful and the office hours allowed for personalized help for the assignments

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

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

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

language choices, to argue)

4 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a “writer’s toolkit” by learning and practicing the following (1-5 scale):

Developing 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.)

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 intended 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

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

Revising strategies

8. What additional skills do you want to learn?

Time management

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

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

Please Explain:

I dont like peer feedback

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

Critical essays

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

Novels

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

- Approachable
- 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:

Excellent!

14. What overall rating would you give the course?

4

Please Explain:

Exploring the topic from two different schools of thought might also be interesting. (Ex, natural sciences and human sciences)

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1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

3

Please Explain:

This was just a class I had to take so I did not have too much interest in taking it. Though the class itself is interesting, it just doesn't spark my interest.

3. Do you feel adequately challenged by this course?

I do feel slightly challenged by this class as writing is not my strong suit. However, I think the level of difficulty is good.

4. How clear were the following:

4 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

3 Relationship between assignments and course goals

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):

4 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)

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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.)

Managing, Engaging, and Integrating Sources

4 Locating, evaluating, and keeping track of sources

4 Summarizing and analysing source material

3 Integrating sources

4 Citing sources

Structure and Language Use

3 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)

2 Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument 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

4 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?

My ability to use sources in my research papers. The ability to use evidence to support arguments will be helpful in the future.

8. What additional skills do you want to learn?

I want to be able to compose better sentences. I feel like my sentence level clarity isn't the greatest and needs to be improved.

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

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

Please Explain:

The peer feedback was never really too helpful. It did help identify issues with my papers, which was helpful, but sometimes I was still lost on what to do. The written reflections were an okay use of time, but I was always pretty clear on the issues of my paper and writing a reflection pretty much just made me put it down on paper. Instructor Feedback was always very useful and guided most of my revision.

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

Norcross and Brooks on the moral permissibility of eating animals

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

Feldman

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

- Approachable
- 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:

Very kind and was clearly invested in her teaching. Was always prepared for class and provided good feedback all the time.

14. What overall rating would you give the course?

4

Please Explain:

Slight redundancy in the course which did make it boring sometimes. Sometimes topics were confusing but overall the course was clear and well structured.

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1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

5

Please Explain:

I was not exactly sure what the nature of this course was when I initially signed up for and thought that it may be dull. However, because I am a pre med student, I was thoroughly intrigued by the strong focus on moral arguments in medicine (PAS) that was a big part of this class. I would keep this aspect into this course because there are many pre med students at the U of R.

3. Do you feel adequately challenged by this course?

Yes...

It is perhaps slightly too challenging to get an A because even if you get an A on all papers the highest grade you can get is a 97 and the A range is >95...

4. How clear were the following:

4 Course goals

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5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

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5 Summarizing and analysing source material

5 Integrating sources

4 Citing sources

Structure and Language Use

2 Learning and selecting among different possibilities for organizing argumentative essays

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2 Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument as Conversation

2 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

4 Supporting arguments with credible and relevant evidence

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

-putting authors in convo with each other.

-citations!!!

-responding to counter arguments.

8. What additional skills do you want to learn?

-how to write very long pieces such as book.

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

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

Please Explain:

Peer responses were often inadequate, but rarely were useful.

Written reflections were no help at all and served as a time waster.

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

-On the Slippery Slope in the Empire State

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

-The Feldman article. Absolutley terrible; it was a complete bore and truly provided no source for educational enrichment, nor did it seem that the argument in the paper was at all practical, as it had no applicibility.

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:

Prof. Annesely was very nice, approachable and I truly felt that she cared about my success in this course. I have great gratitude to Prof. Annesley for some of the feedback she gave me in my meetings with her during her OH, as it often not only advanced my current writing process but my overall sophistication as a writer. I will carry with me some of the insights she gave me throughout future college writing and writing I will do thereafter.

14. What overall rating would you give the course?

4

Please Explain:

The topic is interesting but the reading are sometimes uninteresting.

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3

2. How would you rate your current level of interest?

5

Please Explain:

I chose this class because it was one of the ones I recognized and weren't filled up, but had no idea what the class content would be. After going through the course and enjoying all of the discussions and topics in class, I became more interested.

3. Do you feel adequately challenged by this course?

Yes.

4. How clear were the following:

4 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

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Structure and Language Use

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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 definitely learned a lot about researching and analyzing other people's arguments, which has helped me with my own level of academic thinking. Learning those skills obviously reflect improved argumentative capabilities, which I also gained from this class.

8. What additional skills do you want to learn?

I wanted to directly write about a disagreement I had with another person or concept. I felt that this class more so taught me to argue and analyze arguments, but I hoped to have the chance to utilize the skills like that.

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

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

Please Explain:

Feedback was helpful in general, but sometimes I would get conflicted with accepting or not accepting other people's suggestions.

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

I liked Fast and Slowing Thinking and all of the PAS articles. I found Strickler quite profound as well. Every video clip showed in the class was interesting.

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

All the readings about revision and writing.

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

- Approachable
- 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:

She was always really accessible and provided great direction for me whenever I was struggling to improve or formulate my thesis for my papers. Kelley has been really instrumental in helping me improve and analyze my argumentative capabilities, skills that are crucial for any academic field.

14. What overall rating would you give the course?

4

Please Explain:

I think that having more concepts, besides PAS, would be a great inclusion for the course. I had to go out of my way to look for different topics to study, and oftentimes, I was the only one in my class who was doing so.

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1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

3

Please Explain:

I found the course somewhat interesting, but probably wouldn't have picked it if it wasn't required.

3. Do you feel adequately challenged by this course?

I felt like this course provided adequate challenge to me and forced me to adapt as a writer to new techniques.

4. How clear were the following:

4 Course goals

4 Instructions for formal assignments

4 Instructions for informal/homework assignments

4 Relationship between assignments and course goals

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):

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4 Integrating sources

4 Citing sources

Structure and Language Use

3 Learning and selecting among different possibilities for organizing argumentative essays

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Argument 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

3 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

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

I feel like the editing and revising strategies I learned were helpful to my future as a writer. I also feel like the logical reasoning I developed from this course will help swell.

8. What additional skills do you want to learn?

Some skills I still want to learn are probably ways to better organize and brainstorm ideas before writing.

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

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

Please Explain:

I found my peers feedback and reflections somewhat helpful, but. not nearly as helpful as the feedback from my instuctor.

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

Norcross on the moral permissibility of eating meat.

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

Feldman

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

- Approachable
- Invested in your learning
-

Organized and prepared

Respectful

Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

My instructor was always prepared for classes and willing to offer time to help her students.

14. What overall rating would you give the course?

Please Explain:

Overall the course was great, but sometimes readings felt repetitive.

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1. At the beginning of the semester, how interested were you in taking this course?

4

2. How would you rate your current level of interest?

4

Please Explain:

I did list this class as one of my second choices when I was figuring out what writing class I wanted to take.

3. Do you feel adequately challenged by this course?

Yes, I do feel adequately challenged by this course.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

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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

4 Summarizing and analysing source material

4 Integrating sources

3 Citing sources

Structure 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)

3 Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument 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

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

Some skills I believe will be useful to my future writing are structuring body paragraphs, finding good evidence, and writing up good explanations and analysis.

8. What additional skills do you want to learn?

Additional skills I want to learn are how to understand the different between reader-based probe and writer-based probe.

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

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

Please Explain:

I felt like my peer feedback was very terrible and very lazy. Rarely, I would agree with what my peer has said to me about my writing and I would actually take it into consideration, but I just believe it did not help me get anywhere with improving my writing. Written reflections were okay for me to explain how I was doing with my formal assignments, but sometimes I feel like my peer and instructor does not honestly take everything I say into consideration, and uses every flaw that I have against me in a serious way. Class activities and workshops were good for me to understand how to structure my essays and what to keep in mind for

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

My favorite readings were about physician-assisted suicide.

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

My least favorite readings were able reasonable disagreements.

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?

4

Please Explain:

I really enjoyed having this instructor for my writing class. She did a good job with talking about the readings and having discussions about them, and giving me some more information on how to improve my writing. I think she needs to do a better job with trying not to take every single minor flaw way too seriously to the point where my grades are going to be terrible because of it. I think she needs to do a better job with expanding on her feedback comments, when she says that something needs to be more clear and explicit. I know I need my essay to be clear and explicit, but sometimes it feels like my clearness and explicitness is not clear enough for my instructor. And I wish she would be aware that everyone has different writing styles, and I do not want here to seriously use that against

14. What overall rating would you give the course?

4

Please Explain:

I think this course was good and something new for me to take. I enjoyed the discussions that I have had in the class. I think this course needs to bring in more topics about other moral issues and not just stick to just the same topic for a couple of weeks.

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end

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2. How would you rate your current level of interest?

4

Please Explain:

A writing class will never be terribly exciting to me, but the instructor really made a unique and interesting class

3. Do you feel adequately challenged by this course?

Yes, the essays and topics were a good challenge, and the course itself discusses challenging ideas and topics that I really enjoyed being pushed by

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

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Managing, Engaging, and Integrating Sources

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5 Summarizing and analysing source material

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5 Citing sources

Structure and Language Use

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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

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

A lot of revision skills that we went over I think will be very useful. I think one thing that helped me the most was being pushed by the instructor to fully explain everything and expand upon ideas that I had only mentioned in the work. It really helped me get ideas from my head to the paper.

8. What additional skills do you want to learn?

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

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

Please Explain:

by far the most useful was instructor feedback. This is where I was fully able to understand how I could go about making my work stronger. She did a great job helping me to understand why a certain part was weak so that I was able to see the way to improve it rather than just stating that it needs work. I could really feel the difference in my work after editing based on this feedback.

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

Feldman rational religious disagreement

Thinking fast and slow

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

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

- Approachable
- 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:

Professor Annesley was excellent. The course was well taught, had clear relevance and was made to be very interesting. She challenged us and disputed ideas well in order to help us grow as writers and thinkers while also being respectful. The feedback she gave on writing was extremely useful and helped me to grow as a writer.

14. What overall rating would you give the course?

5

Please Explain:

Move feedback back a little to give more time for the first draft.

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5

Please Explain:

Going in, I knew I would learn a lot about argumentative writing. Surely, I learned so much not only about this but also about revising strategies, doing research, annotated bibliographies and citing. I also feel like I gained so much in rigor when writing.

3. Do you feel adequately challenged by this course?

I felt challenged all semester long. The class is challenging enough to keep you interested but not too challenging to completely demotivate you. This balance nurtured my interest in this course all semester long.

4. How clear were the following:

5

Course goals

5

Instructions for formal assignments

5

Instructions for informal/homework assignments

5

Relationship between assignments and course goals

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):

5

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

5

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)

6. How well has this course enabled you to develop a “writer’s toolkit” by learning and practicing the following (1-5 scale):

Developing 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.)

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 intended reader

Argument as Conversation

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?

The argumentative template we learned allowed me to gain in clarity when writing. I also learned a lot about revising strategies.

8. What additional skills do you want to learn?

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

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

Please Explain:

The peer-responses I received were often short, useless criticisms which did not in any way help me in my revising process. Oftentimes, I would simply refer to instructor feedback (which allowed me to perceive the patterns of flaws in my paper).

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

Norcross' article about the moral impressibility of eating meat through the analogy of puppy killing/ torturing was the most interesting one for me. Although I disagree with his reasoning, the way he introduced his idea was creative and really captured my attention as a reader.

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

The Strickler article was very long and used a lot of incomprehensible jargon. Although it did bring up a lot of very interesting point about disagreements, the vocabulary used impeded full comprehension of the text.

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

- Approachable
- 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:

Throughout the semester, Kelley was very invested in my education. She was very accessible and approachable

14. What overall rating would you give the course?

5

Please Explain:

Overall, I feel like I learned a lot about argument structure. I feel like this will help me not only in future papers, but also when engaging in a conversation that involves debating.

If I were to change anything, I would

Submitted Final Evaluation For

Kelley

Annesley

Fall 2019

9 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

5

2. How would you rate your current level of interest?

4

Please Explain:

The course description piqued my interest from even before the beginning of the school year. Although it didn't turn out to be quite what I imagined (I suppose I imagined more discussion on contemporary disagreements in online forums), I ultimately enjoyed this class as a whole.

3. Do you feel adequately challenged by this course?

Yes. This was a very difficult class to perform well. Quite the jump from the standard expected from us in High School English.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

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

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

language choices, to argue)

3 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a “writer’s toolkit” by learning and practicing the following (1-5 scale):

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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.)

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

3 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

Argument 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

4 Using evidence, counterarguments, and logical reasoning to develop and test the thesis

4 Supporting arguments with credible and relevant evidence

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

All of the above skills. I feel like anywhere I go and whatever field I choose, these sorts of skills are important to learn and be at least adequate in. Without being able to develop your own argument in words, and back up your argument with evidence, how could you ever convince anyone of anything?

8. What additional skills do you want to learn?

I wish less to learn, and more to become better at resisting procrastination. But in terms of writing I wish to learn how to better get my points across to the reader.

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

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

Please Explain:

I found that the teachers feedback was definitively the most helpful. But having a peer provide me their take on what I wrote was also very helpful. I also found going to office hours to be extremely helpful as well.

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

I enjoyed Norcross "Puppies, Pigs, and People", and also Johnson "...Having a Bad Morning".

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

"Reasonable Religious Disagreements" by Feldman, Strickler's "Deliberate with the Enemy...".

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

- Approachable
- 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:

I found how approachable she was to be one of the best parts of the class. If I ever had questions or problems with an assignment, I was always able to ask and have an answer provided. Knowing that she was always interested in what we were writing about and invested in having us learn and become better writers helped push me to do better in this course.

14. What overall rating would you give the course?

5

Please Explain:

I wonder, this shouldn't be too difficult to actually pull off. But it maybe be easier for the students and maybe the presenter to have all of their questions in one place? Possibly making some sort of Google Questionnaire where it would route to various spreadsheets that could be accessed by the student where all of their feedback was in one sheets rather than a folder. It would be a small change, not sure if it would even matter. But might be beneficial in the long run?

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Kelley

Annesley

Fall 2019

10 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

5

2. How would you rate your current level of interest?

5

Please Explain:

I feel like the topic and nature of this class has enabled me to continually pursue the topics I've deemed interesting. Because the final papers, FA3 and FA4, both hinge on rational disagreements, there's a lot I can actually discuss. This has allowed me to legitimately be invested in the papers I write, and by extension, the class as a whole.

3. Do you feel adequately challenged by this course?

Yes, I think it's sufficiently challenging, especially given the overhead that FA3 entails, as you're expected to come up with a conclusion to a rational disagreement preemptively.

4. How clear were the following:

3

Course goals

5

Instructions for formal assignments

5

Instructions for informal/homework assignments

4

Relationship between assignments and course goals

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):

5

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

5

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

language choices, to argue)

4 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

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Developing 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.)

Managing, Engaging, and Integrating Sources

4 Locating, evaluating, and keeping track of sources

5 Summarizing and analysing source material

5 Integrating sources

5 Citing sources

Structure and Language Use

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

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

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

All of the above, but I think the most useful skills that I've acquired and developed are the ability to make sentence-level and paragraph-level decisions that make my arguments clearer to the reader.

8. What additional skills do you want to learn?

If given more time, I would've liked to learn about other ways of writing papers. However, given the duration of this class only spanning 1 semester, I don't really fault Kelley for not teaching other forms of writing. Being able to hone and perfect my argumentative writing skills has been invaluable.

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

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

Please Explain:

I didn't particularly find my own reflections useful, but maybe that's because I generally tended to reflect on my work and self-evaluate pretty frequently during my own writing process. This would've eliminated the need for a formal reflection, since I've already gotten a rough idea of what I need to hone in; writing a reflection just converts my thoughts into reader based prose.

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

"Why Isaac Bashevis Singer, Truman Capote, Joseph Conrad and Virginia Woolf (among others) were having a bad morning" Alex Johnson, "Puppies, Pigs, and People: Eating Meat and Marginal Cases" Alastair Norcross.

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

Dahlman and Niekerk's writings. They're kind of poor demonstrations of good arguments.

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

- Approachable
- Invested in your learning
-

- Organized and prepared
- Respectful
- Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

I LOVE KELLEY <3

14. What overall rating would you give the course?

Please Explain:

I think a formal addressing of the eponymous question, "Is rational moral disagreement possible?" would've been fun.

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11 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

4

2. How would you rate your current level of interest?

3

Please Explain:

Coming into the class I thought we were going to discuss the moral disagreements in today's political discourse and polarization. While I ended up finding the different philosophical arguments really interesting, it wasn't exactly what I expected.

3. Do you feel adequately challenged by this course?

Yes and no. While I found the content challenging, I wish my writing was critiqued more harshly in order to prepare me for future papers in other classes.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

4 Instructions for informal/homework assignments

2 Relationship between assignments and course goals

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):

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

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

language choices, to argue)

3 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a “writer’s toolkit” by learning and practicing the following (1-5 scale):

Developing an Effective Writing Process

4 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.)

Managing, Engaging, and Integrating Sources

3 Locating, evaluating, and keeping track of sources

4 Summarizing and analysing source material

4 Integrating sources

3 Citing sources

Structure 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)

Making sentence-level choices that purposefully enhance meaning for the intended reader

Argument 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

3 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

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

I think that the practice of drafting and revising has really helped me develop my ideas for the papers I wrote in this class as well in the ones I wrote in other courses this semester.

8. What additional skills do you want to learn?

I want to continue to develop organization skills and focusing on developing more extensive outlines before drafting.

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

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

Please Explain:

I thought that we often spent too much time focusing on the philosophical side of articles rather than on the writing techniques that could be incorporated in our own writing. I also wish we could discuss more politically relevant issues because the topic of the class could be very relevant to that.

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

Norcross (puppy Killing)

Podcast

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

The interpretation of how students write their thesis.

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

- Approachable
- 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:

In class, Kelley was always punctual and was always incentivized to complete our goals set out. Outside, Kelley answered all my questions and was honest when evaluating my arguments. She is very approachable and I was never intimidated to ask any questions. She was most of all, very invested in my writing and helped me improve my writing skills and developing ideas. Kelley also never got bothered if we went overtime during office hours meetings and helped me with other papers and applications outside of class. Even with a very rowdy class, Kelley was able to make the class focus on the goals without losing the general interest of the class which I'm sure is an extremely hard thing to do.

14. What overall rating would you give the course?

4

Please Explain:

I enjoyed taking the course.

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Annesley

Fall 2019

12 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

3

2. How would you rate your current level of interest?

5

Please Explain:

At the beginning I was moderately interested based on the title and course description, but after taking the course I can say that I became much more interested as the course went on.

3. Do you feel adequately challenged by this course?

Yes. There were certain weaknesses in writing that I was definitely forced to work on and refine.

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

5 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)

4 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

6. How well has this course enabled you to develop a “writer’s toolkit” by learning and practicing the following (1-5 scale):

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3 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

Structure and Language Use

3 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

Argument 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

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?

Most importantly, being able to create sound arguments with a structure that enhances the flow of ideas and leads the reader to understand exactly what your line of reasoning.

8. What additional skills do you want to learn?

I want to keep learning better ways of organizing papers, especially longer ones with a more complex argument.

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

- 2 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)

Please Explain:

By far the most helpful was the instructor feedback because it really pinpointed what I needed to work on in my writing. The class activities were pretty good for learning concrete things such as how to cite. Reflecting on my own writing was sort of helpful for identifying what I think I needed to work on myself. Peer feedback overall was not that helpful because it is hard to assign students to thoroughly analyze others writing in a way that they actually feel inclined to try hard to do.

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

Feldman, "Reasonable Religious Disagreement", Norcross "Puppies, Pigs, and People...", Brooks "Is Eating Meat Ethical?", Stanovich et. al "Myside Bias, Rational Thinking, and Intelligence", Johnson "...Having a Bad Morning", Strickler's "Deliberate with the Enemy? Polarization, Social Identity, and Attitudes Toward Disagreement."

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

Schwegler&Shamoon "Aims and Process of Research Paper", Rosenwasser and Stephen "Making a Thesis Evolve", Excerpt from Reason and Argument, Gage, "Asking Questions, Generating Ideas." Rosenwasser and Stephen, "Using Sources Analytically: The Conversation Model"

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:

Professor Annesley was a very good writing instructor, especially for me who does not particularly like writing. I can confidently say that I am a much better writer after taking her class and particularly about the class' topic, I am more interested in philosophy.

14. What overall rating would you give the course?

5

Please Explain:

I think the course would be very interesting for anyone no matter the field of study because it really gives you things to think about in your daily life.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2019

13 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

4

2. How would you rate your current level of interest?

4

Please Explain:

I really like the subject matter we are addressing and the freedom to explore any moral issue for the final paper. Honestly, if not for the intellectual exhaustion that comes with finals season this would be a five.

3. Do you feel adequately challenged by this course?

Yes, while the grading for this course does not force students to put out their absolute best work for the grade, it still does force us to write good essays and the relevance of the interestingness and relevance of the subject matter provides motivation to want to produce the best work possible even if it wasn't required for an A on the assignment.

4. How clear were the following:

5 Course goals

4 Instructions for formal assignments

5 Instructions for informal/homework assignments

5 Relationship between assignments and course goals

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):

4 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)

4 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

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Developing an Effective Writing Process

4 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.)

Managing, Engaging, and Integrating Sources

4 Locating, evaluating, and keeping track of sources

5 Summarizing and analysing source material

4 Integrating sources

5 Citing sources

Structure 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

Argument 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

4 Supporting arguments with credible and relevant evidence

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

Formatting convincing arguments with use of counterarguments and warrants and such.

8. What additional skills do you want to learn?

how to more effectively keep track of sources.

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

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

Please Explain:

I felt like the peer feedback and reflections didn't often reveal to me much I didn't already know, although sometimes the former helped reveal where my writing was confusing.

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

having a bad morning, arras

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

gage, swegler

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

- Approachable
- Invested in your learning
-

- 5 Organized and prepared
- 4 Respectful
- Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

She's a great teacher, who presents interesting understandable lectures.

14. What overall rating would you give the course?

5

Please Explain:

This was an interesting course and while i wish we had more time to handle a lot of the issues and discussions that was clearly not possible within the timeframe.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2019

14 out of 14

All likert scale responses are on a scale of 1 to 5.

end

Any blanks were left empty by the student or chosen as N/A.

43596

Is Rational Moral Disagreement Possible?

1. At the beginning of the semester, how interested were you in taking this course?

5

2. How would you rate your current level of interest?

5

Please Explain:

While the course did not end up being exactly what I thought it would be, it was still incredibly interesting.

3. Do you feel adequately challenged by this course?

Yes. The workload was challenging at times, but was generally manageable.

4. How clear were the following:

4 Course goals

5 Instructions for formal assignments

2 Instructions for informal/homework assignments

2 Relationship between assignments and course goals

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):

3 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)

3 Composing in different modes/genres (e.g., blogging, academic analysis, presentations)

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Developing an Effective Writing Process

5 Writing to explore and develop ideas

4 Drafting, reviewing, and revising (changes that affect meaning)

3 Editing Strategies (changes that don’t affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

4 Locating, evaluating, and keeping track of sources

4 Summarizing and analysing source material

3 Integrating sources

4 Citing sources

Structure and Language Use

3 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

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

The most useful skill I gained from this class is using logic and reasoning in order to be able to critically evaluate other's arguments, and my own, in order to find flaws in the argument.

8. What additional skills do you want to learn?

I would like to learn potential strategies for keeping track of sources, to avoid needing to re-read when possible.

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

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

Please Explain:

We were given ample opportunities to both give and receive feedback. This feedback was very useful.

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

Thinking Fast and Slow, Norcross,

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

Schwegler & Shamon (by far the worst), Gage, Sommers',

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

- Approachable
- Invested in your learning
-

5 Organized and prepared

4 Respectful

5 Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

The instructor was very easy to talk to, and gave very detailed feedback on our writing.

14. What overall rating would you give the course?

4

Please Explain:

I did highly enjoy the course, but it wasn't exactly what I understood it to be based on the course description. I had thought that we were going to spend more time discussing disagreement in general, but instead we focused on specific disagreements (although these were very interesting).

The main change I would recommend is to not have the reflections not be due at the same time as the FA's. I think if I had an additional day to do the reflections (as opposed to