ubmit				1 out		•	Kelley		Annesley	_
all 2020 nd				response	es are on		ale of 1 to 5 or chosen a			
WRTG 105	5-37	F	rivacy	Rights 1	In The I	nter	net Age			
. At the bo	eginning o	of the	semest	er, how	interes	ted v	vere you ir	ı takir	ng this cours	e
A. How wo	·	ite yo	ur curre	ent level	of inter	est?				
Please Ex	kplain: nd, harder th									n
. Do you f	eel adequ	ately	challen	ged by t	this cou	rse?				
. Do you f	eel adequ	ately	challen	ged by t	this coui	rse?				
	-			ged by t	this cou	rse?				
Yea How clea	-			ged by t	this cou	rse?				
Yea 4 Cou	ar were th	e foll	owing:		this cou	rse?				
Yea 4 Cou 4 Inst	ar were th	e follo	owing: al assigi	nments						
Yea 4 Cou 4 Inst 4 Inst	ar were the rse goals tructions fo	e follo	owing: al assigi mal/hon	nments nework a	assignme	nts				

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)
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
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
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	ıment 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
	Supporting arguments with credible and relevant evidence
Whic	ch skills do you believe will be useful to your future writing?

8.	Wha	t additional skills do you want to learn?
		useful were the following in developing your ability to see and understand riting choices and their effects on readers?
		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	se Explain:
		•
10	\ i_	t vous EAVORITE sondings (viewings in the source (o.g. shout steries, novels
		t your FAVORITE readings/viewings in the course (e.g. short stories, novels, essays, movies, songs, video clips, artworks, photographs, etc.).
	Th	ne reading for GDPR
		to one of FAVORITE was discussed in the course
11	L. LIS	t your LEAST FAVORITE readings/viewings in the course.
12	2. Ple	ase rate your instructor from 1-5 on the following:
	5	Approachable
	5	Invested in your learning

	5	Respectful
	5	Knowledgeable about writing
13.	Wha	t overall rating would you give the instructor?
	4	
	Pleas	se Explain:
	real	ly helpful, but a bit harsh on grading
14. '	Wha	t overall rating would you give the course?
	4	
	Plea	se Explain:

51	ıbr	nitted	Fina	II Eva	luation		Kelley	Annesley
Fal	1 202	0	All li	kert scale	2 out of 18 responses are		ale of 1 to 5.	
end	<u>t</u>	Any	y blanks	were left	empty by the	student	or chosen as	N/A.
W	RTG	105-37		Privacy	Rights In Th	ne Inter	net Age	
1.	At th	ne beginnin	ng of th	e semest	er, how inte	rested v	vere you in t	aking this course
2.	How 4	would you	ı rate y	our curre	ent level of i	nterest?		
	Pleas	se Explain:						
3	Do v	ou feel ade	agustel	v challen	ged by this o	course?		
J. 1	DO y	ou reer aue	quatei	y Chanen	ged by tills t	Jour Se:		
4.		clear were		llowing:				
	4	Course goa						
	5	Instructions	s for for	mal assig	nments			
	5	Instruction	s for inf	ormal/hon	nework assigr	iments		
	5	Relationshi	p betwe	en assign	ments and co	urse goal	S	
ab	out y	your writin	g's con	tent, for		d langua	o make appr ige features	opriate choices 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

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	reloping an Effective Writing Process
5	Writing to explore and develop ideas
	Drafting, reviewing, and revising (changes that affect meaning)
5	Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)
Mar	naging, Engaging, and Integrating Sources
4	Locating, evaluating, and keeping track of sources
	Summarizing and analysing source material
4	Integrating sources
5	Citing sources
Stru	icture 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
Arg	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
. Whi	ch skills do you believe will be useful to your future writing?

3. 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?
3	Peer responses to your writing
3	Written reflections about your own writing or writing process
4	Class activities/workshops
4	Instructor Feedback (spoken and written)
ח	anna Evalain.
PI	ease Explain:
	'.
	ist your FAVORITE readings/viewings in the course (e.g. short stories, novels. al essays, movies, songs, video clips, artworks, photographs, etc.).
11 1	ist your LEAST FAVORITE readings/viewings in the course.
	ist your LLAST TAVORITE readings/ viewings in the course.
	None a water was in atom they forced at Provider for User.
L2. P	Please rate your instructor from 1-5 on the following:
L2. P	4 Approachable
L2. P	

/hat overal	rating woul	d you give tl	he instructor	?	
5					
Please Explai	າ:				
What overal	rating woul	d you give tl	he course?		
		d you give tl	he course?		
4 Please Explai	ո։		he course? th grading, it se	eems harsh.	
4 Please Explai	ո։			eems harsh.	
4 Please Explai	ո։			eems harsh.	
Please Explai I wish Kelley	า: was just a bit n	nore lenient wil			
Please Explai I wish Kelley	า: was just a bit m	nore lenient wit	th grading, it se		

Respectful

Subi	mitted Fin	al Eva	luation For	Kelley	Annesley
Fall 202	Al		3 out of 15 responses are on a so empty by the student		۹.
WRTG	105-37	Privacy	Rights In The Inter	net Age	
4			er, how interested vertical entire that the second	•	ing this course
4	would you rate	your curre	int level of interest:		
3. Do y		jed as I did no	ged by this course? ot have much backgrour		ad to learn the
4. How	clear were the	following:			
5	Course goals				
5	Instructions for	formal assigr	nments		
5	Instructions for	informal/hon	nework assignments		
5	Relationship bet	ween assigni	ments and course goa	ls	
about	your writing's c	ontent, forr	se has enabled you t m, mode, and langua nre (1 – 5 scale):		

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
	4	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
	4	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)
	4	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Arg	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
7.	Whi	ch skills do you believe will be useful to your future writing?
		ink all the skills will be useful. Organizing my writing as well as paying attention to the ience and even citations.

8. '	What additional skills do you want to learn?
	I think I would like to learn how to begin my drafting in a more organized way. I do not know if this is realistic since my thinking does happen during drafting.
	How useful were the following in developing your ability to see and understand ur writing choices and their effects on readers?
	Peer responses to your writing
	Written reflections about your own writing or writing process
	4 Class activities/workshops
	5 Instructor Feedback (spoken and written)
	Please Explain:
	List your FAVORITE readings/viewings in the course (e.g. short stories, novels
Cri	My favorite were the readings from the book as well as the podcast and some of the readings
	that explored privacy rights on Blackboard were super interesting
11.	. List your LEAST FAVORITE readings/viewings in the course.
	My least favorite readings were the ones on revising and editing but they were useful
12	. Please rate your instructor from 1-5 on the following:
⊥∠ ,	5 Approachable
	5 Invested in your learning

Please	e Explain:
Kelley	was always there to help at any stage. There was no limit to the amount of help she give and it was always super helpful. She definitely made this class much better than
What	overall rating would you give the course?
4	overall rating would you give the course? Explain:
Please I wou focus	e Explain:
Please I wou focus	e Explain: Ild have liked there to be more discussions about the topics of the readings. I think we ed a lot on the writing process which I definitely needed and was helpful but more
Please I wou focus	e Explain: Ild have liked there to be more discussions about the topics of the readings. I think we ed a lot on the writing process which I definitely needed and was helpful but more

Knowledgeable about writing

Respectful

5

		_		
Submitted F	Final Evaluation		Kelley	Annesley
Fall 2020 end Any	4 out of All likert scale responses a blanks were left empty by t	are on a sca		A.
WRTG 105-37	Privacy Rights In	The Inter	net Age	
1. At the beginning	g of the semester, how in	terested v	vere you in tak	ing this course
2. How would you 5	rate your current level of	finterest?		
Please Explain:				
had. 3. Do you feel aded	quately challenged by this	s course?		
yes.				
4. How clear were	the following:			
5 Course goals	5			
5 Instructions	for formal assignments			
	for informal/homework assi			
5 Relationship	between assignments and o	course goal	S	

5	Composing for different audiences (i.e., by considering their knowledge, need	ls,
	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)
	ow well has this course enabled you to develop a "writer's toolkit" by learnin practicing the following (1-5 scale):
D	eveloping 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.)
M	anaging, Engaging, and Integrating Sources
5	Locating, evaluating, and keeping track of sources
5	Summarizing and analysing source material
5	Integrating sources
5	Citing sources
Si	ructure 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
A	rgument 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. W	hich skills do you believe will be useful to your future writing?
	structuring my arguments and essays. Citations both in-text and in a bibliography. Audience

Nor	ne.
	useful were the following in developing your ability to see and understand
4	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)
lea	se Explain:
Му	first peer response wasn't great, so it really depends on who you get.
Per	sonal reflections were super helpful when considering strengths and weaknesses.
All	workshops were super helpful.
	tructor feedback is effective and if the feedback is taken into consideration it really helps
Lis ical	
Lis ical	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to
Lis ical	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to
Lis go Lis	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to bood discussion.
Lis go Lis	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to bood discussion. t your LEAST FAVORITE readings/viewings in the course. don't really have a favorite or least favorite. All the sources were pretty good and led to
Lis go Lis	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to bood discussion. t your LEAST FAVORITE readings/viewings in the course. don't really have a favorite or least favorite. All the sources were pretty good and led to
Lis go	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to bood discussion. t your LEAST FAVORITE readings/viewings in the course. don't really have a favorite or least favorite. All the sources were pretty good and led to
Lis go	t your FAVORITE readings/viewings in the course (e.g. short stories, novel essays, movies, songs, video clips, artworks, photographs, etc.). don't really have a favorite or least favorite. All the sources were pretty good and led to bood discussion. t your LEAST FAVORITE readings/viewings in the course. don't really have a favorite or least favorite. All the sources were pretty good and led to bood discussion.

going to take more classes similar to this one in the future for my humanities cluster.		Knowledgeable about writing
Please Explain: Kelley was a great instructor. I felt really comfortable reaching out for help and asking questions. I felt welcome to express any ideas and participate in all discussions. What overall rating would you give the course? 5 Please Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I going to take more classes similar to this one in the future for my humanities cluster.		
Please Explain: Kelley was a great instructor. I felt really comfortable reaching out for help and asking questions. I felt welcome to express any ideas and participate in all discussions. What overall rating would you give the course? 5 Please Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I going to take more classes similar to this one in the future for my humanities cluster.		
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What overall rating would you give the course? 5 Please Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I going to take more classes similar to this one in the future for my humanities cluster.	Р	lease Explain:
Please Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I going to take more classes similar to this one in the future for my humanities cluster.		
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I would recommend keeping Kelley as the professor. She's really great and the reason I going to take more classes similar to this one in the future for my humanities cluster.	W	hat overall rating would you give the course?
going to take more classes similar to this one in the future for my humanities cluster.		
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I a
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I a
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I a
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I a going to take more classes similar to this one in the future for my humanities cluster.
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I a going to take more classes similar to this one in the future for my humanities cluster.
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I agoing to take more classes similar to this one in the future for my humanities cluster.
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I agoing to take more classes similar to this one in the future for my humanities cluster.
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I a
	P	lease Explain: I would recommend keeping Kelley as the professor. She's really great and the reason I agoing to take more classes similar to this one in the future for my humanities cluster.

Respectful

ubm	litted F	·ına	I EVa	luatio		Kelley	Annesley
II 2020		All li	kert scale	5 out of responses		ale of 1 to 5.	
d	Any			-		t or chosen as	N/A.
/RTG 1	.05-37		Privacy	Rights In	The Inter	net Age	
At the	beginning	of th	e semes	ster, how in	nterested v	were you in t	taking this cour
4							
How v	vould vou	rate v	our curr	ent level o	f interest?	•	
5	, , ,	,					
	Evelaie.						
	Explain:						
Tirket	the instruct	ion an	d articles e	enough that i	it made my i	nterest in the t	opic grow.
							opic grow.
Do you	u feel adeq think I was	uatel	y challe iged to cha	nged by th	is course?	d incorporate m	nany new
Po you Yes. I techn and the	u feel adeq think I was iques to mak	Juatel challer e my v	y challe ged to cha	nged by th ange my writ nificantly bet	is course? ing style and ter. It is alw	d incorporate mays a challenge	nany new
Yes. I techn and the smooth	u feel adeq think I was iques to mak nerefore swit th transition.	luatel challer e my v ching d	y challer ged to cha vriting sign criteria by	nged by the ange my writ nificantly bet which writing	is course? ing style and ter. It is alw	d incorporate mays a challenge	nany new s switching schools
Yes. I techn and the smooth	think I was iques to mak nerefore swith transition.	challer e my v ching d	y challer ged to cha vriting sign criteria by	nged by the ange my writ nificantly bet which writing	is course? ing style and ter. It is alw	d incorporate mays a challenge	nany new s switching schools
Yes. I techn and the smooth	u feel adeq think I was iques to mak nerefore swit th transition.	challer e my v ching c	y challer ged to cha vriting sign criteria by	nged by the ange my writ nificantly bet which writing	is course? ing style and ter. It is alw	d incorporate mays a challenge	nany new s switching schools
Yes. I techn and the smooth of	u feel adeq think I was iques to mak nerefore swit th transition. Elear were Course goals	challer e my v ching o	y challer ged to chavriting sign criteria by	nged by the ange my writ nificantly bet which writing	is course? ing style and ter. It is alw g is graded b	d incorporate mays a challenge	nany new s switching schools

5	Composing for different audiences (i.e., by considering their knowledge, need	ls,
	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)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
	Deve	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
	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)
	5	Making sentence-level choices that purposefully enhance meaning for the intended reader
	Argι	ıment 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?
		revision strategies, reader vs. writer based prose, and audience consideration.

. Wha	at additional skills do you want to learn?
Tha	at remains to be seen
	vuseful were the following in developing your ability to see and understand vriting choices and their effects on readers?
2	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)
Plea	se Explain:
cod	er feedback was often not too helpful, especially when considering the academic honesty le and how much that interfered with the whole process. Instructor Feedback was very pful.
ritica	t your FAVORITE readings/viewings in the course (e.g. short stories, nove l essays, movies, songs, video clips, artworks, photographs, etc.).
ritica	l essays, movies, songs, video clips, artworks, photographs, etc.).
TI R	l essays, movies, songs, video clips, artworks, photographs, etc.). homson readings evision type readings et your LEAST FAVORITE readings/viewings in the course.
TI R	l essays, movies, songs, video clips, artworks, photographs, etc.). homson readings evision type readings
TI R	l essays, movies, songs, video clips, artworks, photographs, etc.). homson readings evision type readings et your LEAST FAVORITE readings/viewings in the course.
TI R	l essays, movies, songs, video clips, artworks, photographs, etc.). homson readings evision type readings et your LEAST FAVORITE readings/viewings in the course.
TI R	homson readings evision type readings et your LEAST FAVORITE readings/viewings in the course. /A
1. Lis	l essays, movies, songs, video clips, artworks, photographs, etc.). homson readings evision type readings et your LEAST FAVORITE readings/viewings in the course. /A ease rate your instructor from 1-5 on the following:
TI R	l essays, movies, songs, video clips, artworks, photographs, etc.). homson readings evision type readings et your LEAST FAVORITE readings/viewings in the course. //A ease rate your instructor from 1-5 on the following: Approachable

5 Please E	verall rating would you give the instructor? Explain:
Very kn	owledgeable about writing, very nice and professional, made topics understandable a very clear schedule.
What or	verall rating would you give the course?
5 Please E	
5 Please E	Explain: Ipful, especially in terms of transitioning to college expectations. The assignments

5 Respectful

• • • • • • • • • • • • • • • • • • • •			
Submitted Fir	nal Evaluation For	Kelley	Annesley
Fall 2020	6 out of 15 I likert scale responses are on a sc	ale of 1 to 5.	
	nks were left empty by the student		′A.
WRTG 105-37	Privacy Rights In The Inter	net Age	
4	the semester, how interested v	-	ing this course
2. How would you rate	e your current level of interest?	•	
Please Explain:			
3. Do you feel adequa	tely challenged by this course?		
Yes. I am always chall	enged by writing, so this course was	very much challen	ging for me :)
4. How clear were the	following:		
5 Course goals			
4 Instructions for	formal assignments		
5 Instructions for	informal/homework assignments		
5 Relationship bet	ween assignments and course goa	ls	

5. Please rate how well this course has enabled you to make appropriate choices

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

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

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

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.)
ı	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
9	Stru	cture 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)
	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
	4	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?
		ing styles and audience. But, I don't know how much writing I'll be doing in the future as

Writing specifically in the field I'm planning to enter upon graduation. How useful were the following in developing your ability to see and understaur 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: To be honest, I did not get the best peer feedback when we did peer revision, but because of that, I began to meet with my teacher more which was very helpful. Her feedback was always insightful and greatly helped my writing process. List your FAVORITE readings/viewings in the course (e.g. short stories, nov tical essays, movies, songs, video clips, artworks, photographs, etc.). I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: Approachable	Wha	at additional skills do you want to learn?
2 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) Please Explain: To be honest, I did not get the best peer feedback when we did peer revision, but because of that, I began to meet with my teacher more which was very helpful. Her feedback was always insightful and greatly helped my writing process. List your FAVORITE readings/viewings in the course (e.g. short stories, now tical essays, movies, songs, video clips, artworks, photographs, etc.). I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: 5 Approachable	Wr	iting specifically in the field I'm planning to enter upon graduation.
Written reflections about your own writing or writing process Class activities/workshops Instructor Feedback (spoken and written) Please Explain: To be honest, I did not get the best peer feedback when we did peer revision, but because of that, I began to meet with my teacher more which was very helpful. Her feedback was always insightful and greatly helped my writing process. List your FAVORITE readings/viewings in the course (e.g. short stories, novitical essays, movies, songs, video clips, artworks, photographs, etc.). I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: Approachable		
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Please Explain: To be honest, I did not get the best peer feedback when we did peer revision, but because of that, I began to meet with my teacher more which was very helpful. Her feedback was always insightful and greatly helped my writing process. List your FAVORITE readings/viewings in the course (e.g. short stories, now tical essays, movies, songs, video clips, artworks, photographs, etc.). I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: 5 Approachable	3	Written reflections about your own writing or writing process
Please Explain: To be honest, I did not get the best peer feedback when we did peer revision, but because of that, I began to meet with my teacher more which was very helpful. Her feedback was always insightful and greatly helped my writing process. List your FAVORITE readings/viewings in the course (e.g. short stories, now tical essays, movies, songs, video clips, artworks, photographs, etc.). I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: 5 Approachable	5	Class activities/workshops
To be honest, I did not get the best peer feedback when we did peer revision, but because of that, I began to meet with my teacher more which was very helpful. Her feedback was always insightful and greatly helped my writing process. List your FAVORITE readings/viewings in the course (e.g. short stories, now tical essays, movies, songs, video clips, artworks, photographs, etc.). I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: 5 Approachable	5	Instructor Feedback (spoken and written)
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I really liked all of the news articles we read from the NY Times, Washington Post, etc. Usually, those articles were more applicable to the real world and were written in a more engaging tone than traditional scholarly articles. List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: Approachable	tha	t, I began to meet with my teacher more which was very helpful. Her feedback was
List your LEAST FAVORITE readings/viewings in the course. Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: Approachable	itica I U	l essays, movies, songs, video clips, artworks, photographs, etc.). really liked all of the news articles we read from the NY Times, Washington Post, etc. sually, those articles were more applicable to the real world and were written in a more
Probably the scholarly articles and the big studies. They're very dense and have the same amount of info as a typical news article. Please rate your instructor from 1-5 on the following: 5 Approachable		
Please rate your instructor from 1-5 on the following: Approachable	P	robably the scholarly articles and the big studies. They're very dense and have the same
5 Approachable	u	
	2. Ple	ease rate your instructor from 1-5 on the following:
5 Invested in your learning	5	Approachable
1 Invested in your learning	5	Invested in your learning

	What overall rating would you give the instructor? 5
	Please Explain: Kelley was amazing! Easily the best English teacher I've ever had. I've learned more about writing this semester than I did in all of middle/high school.
. '	What overall rating would you give the course? 5
	Please Explain:
	Please Explain: Very good course. As a data science/comp sci. major I personally don't love writing. However, the course topic makes it somewhat bearable;e.
	Very good course. As a data science/comp sci. major I personally don't love writing.
	Very good course. As a data science/comp sci. major I personally don't love writing.
	Very good course. As a data science/comp sci. major I personally don't love writing.

Respectful

ubmit	ted Fir	nal Ev	aluatio		Kelley	Annesley
all 2020 end			7 out of ale responses left empty by	are on a sca	ale of 1 to 5. or chosen as I	N/A.
WRTG 105	-37	Priva	cy Rights In	The Inter	net Age	
4			·		-	aking this course
4 4	na you rac	e your cu	rrent level o	i interestr		
Please Ex	nlain:					
	nterest rema		constant throu		ster	
. Do you fe	eel adequa	itely chall	enged by th	is course?	was able to fini	sh assignments
. Do you fe Yes - I st	eel adequa	itely chall struggles in	enged by th n early stages o	is course?		sh assignments
Yes - I st pretty co	eel adequa	itely chall struggles in	enged by th n early stages o	is course?		sh assignments
Yes - I st pretty co How clea	eel adequate ill had some infidently.	struggles in	enged by the n early stages of	is course?		sh assignments
Yes - I st pretty co How clea 4 Cour 4 Inst	eel adequated in the same of t	struggles in	enged by the n early stages of	is course? of drafts, but		sh assignments

- 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)
		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)
	4	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
	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
	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
	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?

Being able to write and adapt a thesis to fit evidence has been very helpful so far and will be helpful in the future. It is also helpful to know how to outline an argument effectively, which

will make the early stages of future papers easier.

Wha	nt additional skills do you want to learn?
	ill need work on the balance between evidence and original content - I think I tend to use much evidence in proving my points.
	useful were the following in developing your ability to see and understar writing 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)
Pleas	se Explain:
	r feedback tended to tough on things I already recognized, and instructor feedback bed me understand how to fix it.
	t your FAVORITE readings/viewings in the course (e.g. short stories, nove essays, movies, songs, video clips, artworks, photographs, etc.).
itical	
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.).
III III	essays, movies, songs, video clips, artworks, photographs, etc.).
II Lis	lessays, movies, songs, video clips, artworks, photographs, etc.). liked reading stuff about COVID when it was happening around us
II Lis	t your LEAST FAVORITE readings/viewings in the course.
II Lis	t your LEAST FAVORITE readings/viewings in the course.
II Lis	t your LEAST FAVORITE readings/viewings in the course.
I. Lis	t your LEAST FAVORITE readings/viewings in the course. was hard to make myself read the Coleman piece
I. Lis	t your LEAST FAVORITE readings/viewings in the course. was hard to make myself read the Coleman piece ease rate your instructor from 1-5 on the following:
Itical III	t your LEAST FAVORITE readings/viewings in the course. was hard to make myself read the Coleman piece

ease Explain: personally had a hard time engaging with the FA2 audience-based essay, but I'm not	ease Explain:	g would you give the instructor?
personally had a hard time engaging with the FA2 audience-based essay, but I'm not hat could be done to fix that other than fixing my mindset	hat overall ratin	
		g would you give the course?

5 Respectful

0 '44 F'			
Submitted Fin	al Evaluation For	Kelley	Annesley
	likert scale responses are on a scale ks were left empty by the student		Α.
WRTG 105-37	Privacy Rights In The Inter	net Age	
4	the semester, how interested v		ing this course
Please Explain:			
•	ot hyped to take another english class ect matter kept me excited throughou riting about	•	
3. Do you feel adequat	ely challenged by this course?		
Yes, FA2 and 3 both we by having to write then	ere something I had never done befor n.	re, and as such I w	vas challenged
4. How clear were the	following:		
4 Course goals			
3 Instructions for f	ormal assignments		
4 Instructions for i	nformal/homework assignments		

4 Relationship between assignments and course goals

5	Composing for different audiences (i.e., by considering their knowledge, need	ls,
	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)
		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
	3	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	naging, Engaging, and Integrating Sources
	5	Locating, evaluating, and keeping track of sources
	4	Summarizing and analysing source material
	5	Integrating sources
	5	Citing sources
	Stru	octure 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
	Arg	ument as Conversation
	3	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.	Whi	ch skills do you believe will be useful to your future writing?
		ink consideration of audience was something I had hardly done before, so I think I will nitely consider it more often now when writing in the future.

8. \	What additional skills do you want to learn?
	I'd say more on the process of writing like that one assignment we had that dealt with procrastinating and how writers struggle to write stuff.
	How useful were the following in developing your ability to see and understand ur writing choices and their effects on readers?
	5 Peer responses to your writing
	4 Written reflections about your own writing or writing process
	3 Class activities/workshops
	5 Instructor Feedback (spoken and written)
	Please Explain:
	Most of the time class workshops weren't as helpful to me due to my paper not being fully developed at the time the workshop took place, but I guess that's my fault isn't it?
	List your FAVORITE readings/viewings in the course (e.g. short stories, novels tical essays, movies, songs, video clips, artworks, photographs, etc.). I think the paper that I mentioned earlier that talked about different types of things that
	writers fall in to, such as different modes of procrastination, was my favorite as I had never had anything like that articulated to me before.
11.	List your LEAST FAVORITE readings/viewings in the course.
	Probably the more in depth philosophy style papers we had to read, even though the content was useful, they were a pain to read.
12.	. Please rate your instructor from 1-5 on the following:
	5 Approachable
	5 Invested in your learning
	211 Cocca in your rearring

	5 Organized and prepared
	5 Respectful
	5 Knowledgeable about writing
13.	What overall rating would you give the instructor?
	5
	Please Explain:
	Very nice
14.	What overall rating would you give the course?
	5
	Please Explain:
	Really beat my expectations for a mandatory writing course, I've been pleasantly surprised

Submitte	ed Final Evaluation For	Kelley	Annesley
Fall 2020	9 out of 15		

end

All likert scale responses are on a scale of 1 to 5. Any blanks were left empty by the student or chosen as N/A.

WRTG 105-37

Privacy Rights In The Internet Age

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

1

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

Please Explain:

I wasn't really interested in taking this course because it wasn't my top choice. Instead, I needed to take it because it was the only writing class that fit into my schedule. However, I grew to like it as time went by and the content we researched on became interesting to me.

3. Do you feel adequately challenged by this course?

I did feel challenged by this course because there was a lot of new things that I needed to learn since I was never taught in high school. However, this course was easy for me since Kelley made the course instructions very clear and what was expected.

4. How clear were the following:

- 5 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):

- 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)		
6. How well has this course enabled you to develop a "writer's toolkit" by lead and practicing 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		
	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		
	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		
	Argı	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		
	4	Using evidence, counterarguments, and logical reasoning to develop and test the thesis		
	4	Supporting arguments with credible and relevant evidence		
7.	Whic	ch skills do you believe will be useful to your future writing?		

Skills on writing appropriate citations will be useful to my future writing because it is a skill extremely important. I also learned how to put multiple authors in conversation with each

other, which will help me write complex papers in the future.

	useful were the following in developing your ability to see and understa riting choices and their effects on readers?
3	Peer responses to your writing
	Written reflections about your own writing or writing process
4	Class activities/workshops
5	Instructor Feedback (spoken and written)
Pleas	se Explain:
The	peer feedback wasn't as helpful as i thought it would be
Lict	vour EAVORITE roadings /viowings in the source (e.g. short stories, nov
	your FAVORITE readings/viewings in the course (e.g. short stories, noversays, movies, songs, video clips, artworks, photographs, etc.).
ical	essays, movies, songs, video clips, artworks, photographs, etc.).
ical My	essays, movies, songs, video clips, artworks, photographs, etc.). favorite reading was the paper written by Greene et al which is funny because it was m
My lea	essays, movies, songs, video clips, artworks, photographs, etc.). favorite reading was the paper written by Greene et al which is funny because it was must favorite when we had to read it because of how long it was. However, its a reading the
My lea I h	essays, movies, songs, video clips, artworks, photographs, etc.). favorite reading was the paper written by Greene et al which is funny because it was not set favorite when we had to read it because of how long it was. However, its a reading the
My lea I h	essays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was not ast favorite when we had to read it because of how long it was. However, its a reading that to use frequently in my formal assignments that strongly supported my arguments.
My lea I h	essays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was not ast favorite when we had to read it because of how long it was. However, its a reading that to use frequently in my formal assignments that strongly supported my arguments.
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My lea I h als	ressays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was most favorite when we had to read it because of how long it was. However, its a reading the lad to use frequently in my formal assignments that strongly supported my arguments. To enjoyed video that you played of the man playing the titanic song on the flute.
My lea I h als	ressays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was most favorite when we had to read it because of how long it was. However, its a reading the lad to use frequently in my formal assignments that strongly supported my arguments. To enjoyed video that you played of the man playing the titanic song on the flute.
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My lea I h als	ressays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was not favorite when we had to read it because of how long it was. However, its a reading the land to use frequently in my formal assignments that strongly supported my arguments. To enjoyed video that you played of the man playing the titanic song on the flute. Expour LEAST FAVORITE readings/viewings in the course.
My lea I h als	ressays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was not favorite when we had to read it because of how long it was. However, its a reading the land to use frequently in my formal assignments that strongly supported my arguments. The enjoyed video that you played of the man playing the titanic song on the flute. The enjoyed video that you played of the man playing in the course. The enjoyed video that you played of the man playing in the course. The enjoyed video that you played of the man playing in the course.
My lea I h als	ressays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was not favorite when we had to read it because of how long it was. However, its a reading to use frequently in my formal assignments that strongly supported my arguments. To enjoyed video that you played of the man playing the titanic song on the flute. Expour LEAST FAVORITE readings/viewings in the course.
My lea I h als	ressays, movies, songs, video clips, artworks, photographs, etc.). If favorite reading was the paper written by Greene et al which is funny because it was ast favorite when we had to read it because of how long it was. However, its a reading and to use frequently in my formal assignments that strongly supported my arguments to enjoyed video that you played of the man playing the titanic song on the flute.

	4 Knowledgeable about writing
13.	What overall rating would you give the instructor?
	4
	Please Explain:
14.	What overall rating would you give the course?
	4
	Please Explain:

Respectful

Submitted	Final	Evaluati	ion For	Kelley	Annesley
		4.0	4 6 4 -		

10 out of 15

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

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

WRTG 105-37

Privacy Rights In The Internet Age

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?

5

Please Explain:

I was really interested in the topic of privacy rights and the internet before I took this course but the professor and classmates made the course even more enjoyable. The discussions were engaging and while I don't like working in breakout rooms because it's usually filled with silence, the breakout rooms in this course was actually really fun and I looked forward to them.

3. Do you feel adequately challenged by this course?

I have to admit that the course was quite challenging but not so challenging that I felt overwhelmed and stressed by it too it. The work load was just enough to make me feel continuously engaged with the course. The citations and academic writing aspect of the course was challenging but since we were able to work through it in parts and build on our skills in those areas, it wasn't too challenging.

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 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)				
		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				
	4	Summarizing and analysing source material				
	4	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				
	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?				

The whole idea of revising throughout the writing process has stuck with me and I will definitely be using that going forward. Also picking, evaluating and managing sources will be a very useful skill in the future since the academic path I want to take involves such papers.

that wan I thi	ally want to learn how to evaluate sources in a more analytical and critical way. I think there is a lot of room for improvement for me in that area. Also, an additional skill that I to learn is to be able to revise effectively. While I think that I am getting better at that, nk with practice the whole revising throughout the writing process could become more ient.
	useful were the following in developing your ability to see and understar
r w	riting choices and their effects on readers?
4	Peer responses to your writing

	ink with practice the whole revising throughout the writing process could become more cient.
	useful were the following in developing your ability to see and understanting choices and their effects on readers?
4	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)
Pleas	se Explain:
the inst	uments and presentation of my arguments. Peer responses are ranked a bit lower than rest because it can sometimes feel like someone isn't as invested in your piece as an ructor would be and they wouldn't be as honest given that we are face to face and it isn'nymous.
i cal I r	t your FAVORITE readings/viewings in the course (e.g. short stories, now essays, movies, songs, video clips, artworks, photographs, etc.). Teally enjoyed the NYT piece about downloading Facebook data as well as the pieces on intact tracing.
I r co	essays, movies, songs, video clips, artworks, photographs, etc.). really enjoyed the NYT piece about downloading Facebook data as well as the pieces on ntact tracing. t your LEAST FAVORITE readings/viewings in the course.
I r co	essays, movies, songs, video clips, artworks, photographs, etc.). really enjoyed the NYT piece about downloading Facebook data as well as the pieces on ntact tracing. t your LEAST FAVORITE readings/viewings in the course. think my least favorite readings were probably the longer ones like the one by Greene et
I r co List I t al.	really enjoyed the NYT piece about downloading Facebook data as well as the pieces on ntact tracing. It your LEAST FAVORITE readings/viewings in the course. Think my least favorite readings were probably the longer ones like the one by Greene et a But that's just because such academic language takes longer for me to go through. The probability of the longer one is like the one by Greene et a But that's just because such academic language takes longer for me to go through.
I r co	really enjoyed the NYT piece about downloading Facebook data as well as the pieces on intact tracing. It your LEAST FAVORITE readings/viewings in the course. Think my least favorite readings were probably the longer ones like the one by Greene et But that's just because such academic language takes longer for me to go through.

5	Organized and prepared
5	Respectful
5	Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

Kelley is probably my favorite professor ever. I have enjoyed this class thoroughly and looked forward to every Tuesday and Thursday despite dreading all my other classes. I loved talking to her during Office Hours because I just felt so welcomed. Her sense of humor was amazing and class was both fun and academically interesting. She was always open to new ideas and moderated discussions in a very effective way. Anyone who has her as their professor will be extremely lucky! Because of her openness, friendliness and really encouraging feedback, I was more inclined to participate in class and put effort into my work.

14. What overall rating would you give the course?

5

Please Explain:

For my peers looking to take WRTG 105 next semester, I have highly recommended this course if it is available.

Kelley

Annesley

Fall 2020

11 out of 15

end

All likert scale responses are on a scale of 1 to 5. Any blanks were left empty by the student or chosen as N/A.

WRTG 105-37

Privacy Rights In The Internet Age

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 had some reservations about the introductory writing class, especially as to the quality of class discussions while online, and how much of the writing education I would already be familiar with. However, the topic of this particular class interested me a lot, so I hoped that would outshine any of the aforementioned issues. Although it wasn't perfect, the discussions turned out to be much more fruitful than I ever expected them to be, and there were lots of things to learn about my writing along the way.

3. Do you feel adequately challenged by this course?

It depends on the day, but for the most part yes. Even when I would find a topic to be already familiar or redundant, there are always things to learn from the experience of writing, so I almost always felt good about the challenge level for that reason—when you're actually writing something, you set the level of challenge for yourself.

4. How clear were the following:

- 5 Course goals
- 4 Instructions for formal assignments
- 3 Instructions for informal/homework assignments
- 5 Relationship between assignments and course goals

- 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)
		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)
	3	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
	5	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
	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	\A/bi	ch skills do you believe will be useful to your future writing?

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

The claim-reason-evidence-warrant form, although I don't always use it so rigidly, is a great tool that I will continue to use to evaluate the effectiveness of arguments. Also, source signaling is something I never learned explicitly before.

ру т	not sure that there are concrete skills I can pinpoint as to where I should go next in roving my writing, but I want to make sure I continue to write, which in my experience if ar the best way to keep learning.
	useful were the following in developing your ability to see and understariting 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
4	Instructor Feedback (spoken and written)
lea	se Explain:
	t your FAVORITE readings/viewings in the course (e.g. short stories, novessays, movies, songs, video clips, artworks, photographs, etc.).
	t your FAVORITE readings/viewings in the course (e.g. short stories, novessays, movies, songs, video clips, artworks, photographs, etc.). t your LEAST FAVORITE readings/viewings in the course.
cal	essays, movies, songs, video clips, artworks, photographs, etc.).
cal	essays, movies, songs, video clips, artworks, photographs, etc.).
	essays, movies, songs, video clips, artworks, photographs, etc.).
Lis	essays, movies, songs, video clips, artworks, photographs, etc.). t your LEAST FAVORITE readings/viewings in the course.
Lis	t your LEAST FAVORITE readings/viewings in the course. ase rate your instructor from 1-5 on the following:
Lis	essays, movies, songs, video clips, artworks, photographs, etc.). t your LEAST FAVORITE readings/viewings in the course.

8. What additional skills do you want to learn?

Kelley has been a great instructor. She has fostered a casual but very focused classroom environment, one that feels productive without feeling too rigid or strictly bound by a lessalan. She encourages discussion and participation by responding positively to every ontribution, while still making sure to weed out the ones that aren't as helpful (so the case) tays away from extensive tangents). Her feedback is also very thorough and helpful. The tay is a casual but very focused classroom environment, one that feels productly bound by a lessalan structure. The tay is a casual but very focused classroom environment, one that feels productly bound by a lessalan structure. The tay is a casual but very focused classroom environment, one that feels productly bound by a lessalan structure. The tay is a casual but very focused classroom environment, one that feels productly bound by a lessalan structure. The tay is a casual but very focused classroom environment, one that feels productive without feeling too rigid or strictly bound by a lessalan structure. The tay is a casual but very focused classroom environment, one that feels productive without feeling too rigid or strictly bound by a lessalan structure. The tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, one tay is a casual but very focused classroom environment, or casual but very focused classroom environmen		verall rating would	l you give the in	structor?	
	Kelley lenviron plan. S contrib	nas been a great instru ment, one that feels p ne encourages discussi ution, while still making	roductive without f ion and participatio g sure to weed out	eeling too rigid or stri n by responding posit the ones that aren't a	ctly bound by a lestively to every as helpful (so the c
	4		l you give the co	ourse?	

Respectful

5

Submitted I	Final	Evaluation	For
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Kelley

Annesley

Fall 2020

12 out of 15

end

All likert scale responses are on a scale of 1 to 5. Any blanks were left empty by the student or chosen as N/A.

WRTG 105-37

Privacy Rights In The Internet Age

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?

5

Please Explain:

So I was interested in privacy rights in the internet age to begin with, that's why I took the class. To be honest, I didn't think it was going to be as philosophical as it became, but this was a welcome change. I didn't expect to enjoy reading philosophical privacy papers, and yet here I am three months later enjoying a read about "opaque informed consent." Maybe I will continue to read these types of papers later on, who knows. Either way, I really enjoyed the class, and my interest has spiked.

3. Do you feel adequately challenged by this course?

Absolutely. Writing was always something that I found I needed to work on. While it improved somewhat in high school, I had no idea how to effectively revise my papers or any other strategies. This was something I had to learn how to do, but once I got the hang of it, I was able to not only write good papers, but I was able to enjoy the process. It was certainly a challenge, but it was one that I wanted to do and actually benefited from.

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 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)
		well has this course enabled you to develop a "writer's toolkit" by learning acticing the following (1-5 scale):
D	eve	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.)
^	1an	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
S	tru	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
A	rgu	ıment 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. W	/hic	ch skills do you believe will be useful to your future writing?

Literally everything. This isn't even me just being lazy and not wanting to answer the question, legitimately I think everything was super helpful and I think I will use all these

skills.

8. V	What	additional	skills do	you want to	learn?
------	------	------------	-----------	-------------	--------

I mean, I don't know. What other types are there? I think I just want to practice the ones I learned from this class honestly, I haven't begun to think about other ones. In any case, the skills we learned now are fantastic introductory skills for college writing, don't change anything.

9.	. How useful were the following in developing your ability to see	and understand
yo	our writing 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)

Please Explain:

Peer feedback is always useful, I just prioritize instructor feedback over everything else. I would always get two opinions about my essays, and this was extremely helpful. Even though the instructor carried more weight, it was very helpful to see how others viewed my arguments.

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

I did enjoy most of the articles, there was one that was a doozey but I forget which one that was. My absolute favorite was about the guy who wrote about the writing process. He used different authors to show how their writing process differed, and in the end ended with a very nice clincher. I don't remember the guy's name, but I think you know what I'm talking about.

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

Like I said, there was one that was a doozey. I'm sorry, I don't remember which one it was, BUT, do not worry. Most of the readings were pretty interesting, one bad apple won't ruin the batch.

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

- 5 Approachable
- 5 Invested in your learning

	5 Respectful
	Knowledgeable about writing
13. V	Vhat overall rating would you give the instructor?
	5
F	Please Explain:
	Do I need to? Excellent sums it up pretty nicely! Every time I had a question or needed office hours help, Kelley would make sure there was a time available to help. It was wonderful, and she legitimately helped me learn how to write. I don't know if anyone higher up will see this, but let me tell you one thing: you are making a mistake if you don't hire her to teach, she is a wonderful teacher.
	What overall rating would you give the course?
	Please Explain:
	Keep it the way it is. More discussions maybe, but that is only because we were on zoom. In person I would've been even more satisfied. It has been an absolute pleasure.

upmitte	a rina	al Evalua		Kelley	Annesley
Fall 2020	All	ikert scale respo	out of 15 onses are on a se	cale of 1 to 5.	
end		s were left emp			N/A.
WRTG 105-3	7	Privacy Righ	ts In The Inte	rnet Age	
L. At the begin	ining of t	he semester, h	ow interested	were you in to	aking this course
2. How would	you rate	your current le	evel of interest	?	
Please Expla	n:				
I found the c	ontent and	topics we explore	ed to be engaging	and interesting.	
		ly challenged I			
3. Do you feel	adequate	ly challenged I			
S. Do you feel Yes.	adequate	ly challenged I			
S. Do you feel Yes. How clear was 5 Course	adequate vere the f	ly challenged I	by this course?		
S. Do you feel Yes. How clear w Course Instruct	ere the foods	ly challenged l	by this course?		

- 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)
		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
	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 vou believe will be useful to vour future writing?

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

I think that the time we spent developing skills for the writing and revision process is invaluable. Generally, topics covered like authentic questions, catering to a specific audience, and structuring an argument are very useful.

Wha	t additional skills do you want to learn?
	nk that this course was pretty comprehensive, but I am always open to hearing itional content and revision strategies to use in my writing.
	useful were the following in developing your ability to see and understariting choices and their effects on readers?
4	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)
Pleas	se Explain:
	und workshops and instructor feedback to be particularly helpful. I appreciated Kelley's lability to meet and discuss writing during and outside of office hours.
	t your FAVORITE readings/viewings in the course (e.g. short stories, no essays, movies, songs, video clips, artworks, photographs, etc.).
I f	
I fo	essays, movies, songs, video clips, artworks, photographs, etc.). ound the Apple and Facebook privacy agreements to be interesting. I also liked our
I fo	essays, movies, songs, video clips, artworks, photographs, etc.). ound the Apple and Facebook privacy agreements to be interesting. I also liked our scussion of the podcast we listened to. t your LEAST FAVORITE readings/viewings in the course.
I fo	essays, movies, songs, video clips, artworks, photographs, etc.). ound the Apple and Facebook privacy agreements to be interesting. I also liked our scussion of the podcast we listened to. t your LEAST FAVORITE readings/viewings in the course.
I for dis	essays, movies, songs, video clips, artworks, photographs, etc.). ound the Apple and Facebook privacy agreements to be interesting. I also liked our scussion of the podcast we listened to. t your LEAST FAVORITE readings/viewings in the course.
I for dis	ound the Apple and Facebook privacy agreements to be interesting. I also liked our scussion of the podcast we listened to. Expour LEAST FAVORITE readings/viewings in the course. A

5 Please Explain	:
questions, get	icated teacher and has consistently been an available resource to ask assistance, and receive feedback. Kelley always gives detailed and eedback, which is very much appreciated.
Vhat overall	rating would you give the course?
	rating would you give the course?
Vhat overall 5 Please Explain	
5 Please Explain	: d taking this course! It was well planned, which was effective for taking it
5 Please Explain I really enjoye	: d taking this course! It was well planned, which was effective for taking it
Please Explain I really enjoyed entirely online.	: d taking this course! It was well planned, which was effective for taking it

Respectful

5

Submitte	ed Final Evaluation For	Kelley	Annesley
Fall 2020	14 out of 15		

Fall 2020

end

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

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

WRTG 105-37

Privacy Rights In The Internet Age

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'm always interest to learn more about internet privacy. In addition, I'm always interested in learning more about history, philosophy. This class not only improved my writing, citation but also critical thinking.

3. Do you feel adequately challenged by this course?

I love how the class is structured. Compared to high school, I need to sit down, do more research, and think before coming up with an idea of what I will write and how to make my argument.

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 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)
		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
	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?
		ating citations is a skill that I have improved in this class, that would really help with ing papers for other classes.

. WI	nat additional skills do you want to learn?
I	do want to improve my skill when reading academic journals.
	w useful were the following in developing your ability to see and understan 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)
Ple	ease Explain:
E,	very feedback I got is detailed and self-explanatory.
	ist your FAVORITE readings/viewings in the course (e.g. short stories, nove al essays, movies, songs, video clips, artworks, photographs, etc.).
	I did enjoy the course textbook; it gives me a border idea of internet privacy before I go
	deep into the subject.
1. L	ist your LEAST FAVORITE readings/viewings in the course.
	I enjoyed reading them all.
2. P	lease rate your instructor from 1-5 on the following:
	5 Approachable
	5 Invested in your learning
	5 Invested in your learning

	5 Respectful
	5 Knowledgeable about writing
13.	What overall rating would you give the instructor?
	5
	Please Explain:
	Knowledge, a lot of great idea and interaction.
1/	What overall rating would you give the course?
14.	
	5
	Please Explain:
	The structure and way to it was taught make this class one of the best writing classes I ever had.

Submitted Final Evaluation For	Kelley	Annesley

Fall 2020

end

15 out of 15

All likert scale responses are on a scale of 1 to 5. Any blanks were left empty by the student or chosen as N/A.

WRTG 105-37

Privacy Rights In The Internet Age

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?

5

Please Explain:

Since I'm intended to major in Digital Media Studies and Data Science, at the beginning of the semester, I was wildly interested in taking this course regarding internet privacy. After taking the course, I learned more about internet privacy and privacy rights in general from a more humanities perspective. Especially during this unprecedented time, this topic strikes me a lot.

3. Do you feel adequately challenged by this course?

Yes. Since English is not my first language, and this is almost my first time writing a more college-level research paper, it was definitely adequately challenging but also manageable. I learned a lot from the obstacles.

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 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)
		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
	Argi	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?
		ting with the audience in mind (paragraph and sentence-level structures); Revision tegies: Research strategies.

	useful were the following in developing your ability to see and understand riting 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)
Dlas	ao Evalain.
	se Explain:
of f	e peer feedback and post peer feedback reflection are always very helpful to me in terms inding flaws (more explicit connections or clarifications from a reader's perspective) and ys of revision.
O. Lis	
	t your FAVORITE readings/viewings in the course (e.g. short stories, novel
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	l essays, movies, songs, video clips, artworks, photographs, etc.).
L. Lis	ease rate your instructor from 1-5 on the following:
L. Lis	t your LEAST FAVORITE readings/viewings in the course.
1. Lis	ease rate your instructor from 1-5 on the following:

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

5 Respectful