

Submitted Final Evaluation For

Kelley

Annesley

Spring 2020

1 out of 9

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.

42596

Is Rational Moral Disagreement Possible?

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?

5

Please Explain:

I did not want to take a writing class, but this class was actually very helpful. I learned a lot about writing argumentative papers and got a lot of new skills!

3. Do you feel adequately challenged by this course?

Yes, I think my writing definitely improved throughout this course.

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)

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)

4 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?

The skills I gained to write arguments, specifically learning how to engage counterarguments and how to find credible sources to use in papers.

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?

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

Please Explain:

I found feedback most helpful for my writing because it helped me see how others viewed my arguments. It showed me where I needed to be more clear and refine my argument to be the most persuasive.

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

I really liked the brooks reading for informal assignment 9 or 10. It gave me a topic idea for my final assignment and introduced me into a larger academic conversation that I found very interesting.

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

None

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:

She seemed very engaged in class and was always willing to help with anything I needed. There were many days that I was able to stay after class to talk about my writing. She always made time to talk and help improve on my writing.

14. What overall rating would you give the course?

5

Please Explain:

The course was very well structured and helped take us step by step through the writing process to improve on our argumentative writing skills.

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end

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Is Rational Moral Disagreement Possible?

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

2

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

3

Please Explain:

I had little interest in this class at the beginning of the semester because it was the writing class that just happened to fit into my schedule. However, the writing strategies Kelley taught have made me think of writing as an intricate process.

3. Do you feel adequately challenged by this course?

Yes, Kelley has taught me that there are always ways to improve writing regardless of the state of the work.

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):

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4 Summarizing and analysing source material

4 Integrating sources

5 Citing sources

Structure and Language Use

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

Argument as Conversation

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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?

The way to approach writing any piece of work (process instead of goal)

8. What additional skills do you want to learn?

Identifying the biggest interruptions to 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 trust Kelley more than my peers when it comes to revising my writing. Feedback from Kelley makes me feel that I should reciprocate the same respect she has when it comes to investing time into my writing.

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

MyBias article (Strickler?), podcast that no one listened to :(

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

FELDMAN's authentic disagreement

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:

Clearly states goals of the course and rearranges syllabus whenever class schedule requires that to happen

14. What overall rating would you give the course?

4

Please Explain:

Great for anyone who thinks of writing as a burden instead of a way to enhance your expression as an individual

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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?

4

Please Explain:

I've developed a genuine interest in epistemology and the study of philosophy as a whole.

3. Do you feel adequately challenged by this course?

I don't feel unbearably challenged but I was definitely aware that I would need to place a fair amount of effort into my assignments if I wanted the grades I would have wanted.

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):

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Managing, Engaging, and Integrating Sources

5 Locating, evaluating, and keeping track of sources

5 Summarizing and analysing source material

5 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

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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?

I think the ability to compile research and revise are the two things that I can carry forward.

8. What additional skills do you want to learn?

I still need to become comfortable with APA and Chicago, the two citation styles I will likely be using most in economics or political science.

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 think especially because my paper topics were often in Professor Annesley's domain of study, the conversations we had both about the content of my paper and the structure were both interesting and also very helpful for writing.

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

We read a piece on political polarization; I found it to be very interesting.

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

I didn't really like reading about how to write. I'm guessing that this is a personal thing. I might have found interest in the topic I was writing about, but not necessarily the process of writing itself, if that makes sense.

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:

For the reasons in question 12

14. What overall rating would you give the course?

Please Explain:

I never know how to answer this question.

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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 content of this class regarding moral disagreement is incredibly interesting! Some of the content regarding writing itself was a big rudimentary, but still useful!

3. Do you feel adequately challenged by this course?

Yes

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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5 Citing sources

Structure and Language Use

5 Learning and selecting among different possibilities for organizing argumentative essays

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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?

Writing argumentative essays as a whole and citing sources.

8. What additional skills do you want to learn?

N/A

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

Please Explain:

Instructor feedback was the most succinct and pointed. Sometimes peer feedback was incredibly helpful, sometimes it was not. That seemed to be a little hit-or-miss to me.

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

I loved the discussion surrounding the Van Niekerk and Dahlman. Reading those articles and comparing them was probably my most favorite thing that we did in this class. The Feldman article was also incredibly interesting.

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

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

- 5 Approachable
- 5 Invested in your learning
-

- Organized and prepared
- Respectful
- Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

Kelley is an incredibly professional and put-together professor. I always appreciated her positive attitude and gentle guidance both in class and in office hours. It was always evident that she cared a lot about each student's wellbeing and success. It isn't the case with all professors, but I know that if I needed help with writing or anything in the future, Kelley would be more than happy to help, even if it meant sacrificing her own personal time to do something nice for someone else.

14. What overall rating would you give the course?

Please Explain:

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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?

5

Please Explain:

As I went into the class I was interested in the possible topics addressed, even when I had a vague understanding of what it was really about. As these were explored and explained in class, I became even more interested.

3. Do you feel adequately challenged by this course?

Yes.

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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Structure and Language Use

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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 ability to properly revise, understanding how to appeal to a specific audience through writing, managing reader expectations, planning ahead.

8. What additional skills do you want to learn?

I'd like to learn how to use additional citation types.

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

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

Please Explain:

Overall, instructor feedback and class activities were much more helpful than anything else, being more specific and giving strategies to improve writing. Peer reflections were helpful sometimes, although many of the times much less helpful than instructor feedback. Personal reflections were most helpful in thinking through feedback and thinking about what changes could be done.

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

Some of favourite readings were those regarding PAS. The Feldman article was the most interesting.

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

No readings come to mind.

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:

Shw was very approachable and clear in her teaching. Classes were made quite entertaining by her style of teaching. Overall good instructor.

14. What overall rating would you give the course?

5

Please Explain:

Class was fun and very helpful in improving writing. Content was interesting and thought provoking.

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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?

5

Please Explain:

I felt I was going to be way more invested in the moral philosophy part of the class, but I actually got an unexpectedly large amount out of the actual writing help which allowed me to apply my new skills to other genres I was interested in.

3. Do you feel adequately challenged by this course?

Yes, the workload was sufficiently consistent that there was never a lull and the material was always at the right level of difficulty for class discussion.

4. How clear were the following:

4 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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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 ability to properly structure an effective argument with relevant sources is applicable for any document or paper I may write in the future, and I feel this class has allowed me to further this skill to a very advanced degree.

8. What additional skills do you want to learn?

Looking into writing samples in different genres could be interesting.

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 the detail that was provided in instructions provided by the professor led to each and every experience I had with peer feedback to be positive and productive. In each of the four categories I felt I gained rich and detailed critiques on my drafts that could easily be used to improve my essay going forward.

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

Feldman's Theory of Disagreement paper

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

Thinking Fast and Slow. (This isn't the fault of the class. Since things worked out the way they did this semester, most of the content that was supposed to be related to the book got cut, and the purpose of the readings become somewhat unclear)

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:

Kelley is a wonderful, dynamic professor that keeps the class invested and interested in every lecture through consistent preparedness. Her emphasis on discussion between peers and among the entire class kept the class in a comfortable place that didn't feel closed off to anyone and allowed anyone to ask what they wanted to ask when they were confused.

14. What overall rating would you give the course?

5

Please Explain:

I felt the course was a great one. It really helped me improve my writing. I think overall, the course could benefit from digging a little deeper into the philosophy/psychology of disagreement as a premise. This could be done by a little more reading, just to make sure that the writing tips and workshops are slightly less a focus of class. Overall though, I got a lot out of every class regardless of focus.

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end

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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?

4

Please Explain:

The only reason I took WRT105 was that it was a required course. However, out of the multiple options for the course topic, moral disagreement stuck out to me as an intriguing topic. Combined with the enthusiasm and teaching ability of Ms. Annesley, my general interest in the course grew.

3. Do you feel adequately challenged by this course?

I felt that WRT105 was sufficiently challenging, but I did not rise up to the challenge.

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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Structure and Language Use

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

I believe that the skills I gained regarding library/resource utilization, citation/sourcing, editing, and argument/voice analysis will be extremely useful in my future writing endeavors.

8. What additional skills do you want to learn?

I want to learn how to write more efficiently and focused, but that will come with time.

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 had multiple peer review sessions throughout the semester (even after the online transition) that were useful in gauging our progression and clarifying our purpose. The many workshops (with topics such as citation/editing/resource location) were extremely useful as I had almost no experience with some of the topics. As far as feedback goes, Ms. Annesley was extremely thorough and prompt with her responses.

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

I'm not really sure which was my favorite, but I found the course overall to be very much diverse and enjoyable.

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

I'm also not too sure, since every piece of subject matter chosen for this course was effectively aimed at the argument discussed.

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:

Ms. Annesley was always personable and willing to help us (our class) to succeed in our writing. She was also ready to answer our numerous questions if we ever needed help, whether it be in class, in-person feedback in the writing/speaking center, or emails. She also kept the class lively and sometimes even humorous at times.

14. What overall rating would you give the course?

4

Please Explain:

While the course had nothing much wrong with it, I never really clicked with writing. However, the course content was quite interesting and prompted me to consider many facets of arguments I had never thought about before.

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4

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

4

Please Explain:

I picked 4 because I was definitely interested in learning how to write formally and engaging in a small classroom setting, but I wasn't over-the-top giddy about it. Same goes for right now. I am still very much interested in the course, but I am not ecstatic about it(maybe my standards are too high).

3. Do you feel adequately challenged by this course?

Oh, I felt REALLY challenged. Behind computer science, this course took me the most time. Which is funny given that I already knew how to write. But the instructor was right in saying that, no matter your level of preparation, you'll always come out of this class improved.

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)

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

4 Learning and selecting among different possibilities for organizing argumentative essays

4 Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

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

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?

-Definitely how to summarize, evaluate and use sources.

-Adjusting my writing to suit my audience.

8. What additional skills do you want to learn?

I really would have wanted to improve on my diction, flow of words, rhetorical structure and all that good grammatical stuff, but this class was more focused on developing and making good arguments.

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 extremely helpful. If I gave the other metrics a 5, it wouldn't do it justice. So take it this way: the rest were pretty effective, but instructor feedback was way more effective.

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

Rosenwasser and Stephen, "Using Sources Analytically: The Conversation Model"

I found this to be the most useful in giving me clear examples of how to use and engage with sources.

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

Strickler's "Deliberate with the Enemy? Polarization, Social Identity, and Attitudes Toward Disagreement."

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:

Honestly, anyone who gives her less than a 5 is just hating.

I wouldn't say we're the best of friends but I can objectively say she does her job better than most:

She tries her best to be available to avail extra help; she is genial, gives pithy, actionable feedback, and really tries her best to engage students(many times displaying an over-eager reception of their ideas).

14. What overall rating would you give the course?

5

Please Explain:

Perhaps choice of topics could be iteratively optimized based on the trend of student interest?

What I mean by this is that, if most students opt to ditch PAS and write about something else, in their FA2 and onwards(and perhaps this is not the case), the course would be better served by picking on the topics students tend to gravitate to. This might lead to a higher rate of engagement from the get-go.

Submitted Final Evaluation For

Kelley

Annesley

Spring 2020

9 out of 9

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.

42596

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?

2

Please Explain:

The course wasn't really what I expected, but I still enjoyed learning about moral disagreement. Nothing against the professor, just not what I had expected.

3. Do you feel adequately challenged by this course?

Yes, this was my most challenging course all semester and I was in 3 other 200 level courses

4. How clear were the following:

5 Course goals

5 Instructions for formal assignments

5 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):

1 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

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

5 Locating, evaluating, and keeping track of sources

5 Summarizing and analysing source material

5 Integrating sources

1 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)

3 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?

My ability to develop an accurate and concise thesis, and how to organize the essay around the thesis has dramatically increased. My writing ability hasn't gotten any better, but my ability to find a good thesis has gotten DRAMATICALLY faster. Very convenient.

8. What additional skills do you want to learn?

We discussed a lot about how to write for different audiences, but I never really seemed to get it, so I want to focus how to taper my writing to different people in the future. Again, the professor very clearly described how to do it, I just didn't get it.

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

Please Explain:

The instructor feedback was literally so useful. Kelley is extremely insightful and really understands micro and macro mechanics of writing. She provides accurate and concise feedback that really helps direct me to a better and stronger paper in a short amount of time. Instead of reading through the entire thing and essentially rewriting it, like my previous English teachers would make me do, Kelley is able to spot out what I'm struggling with and then I can spot fix my essay(s) to strengthen them.

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

The political science reading was of the most interest to me because I am very invested in politics. I also liked reading Dr. Holly Dahlman's essay on PAS because it was so bad

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

Feldman. So hard to digest, but he is important to the course so I would keep him if that's what the purpose of these questions are.

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

- 5 Approachable
- 5 Invested in your learning
-

5 Organized and prepared

5 Respectful

5 Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

Kelley shows great maturity and interest in the content despite only being a graduate student. She was extremely prepared for any situation and I really hope she can be a real professor in the future; many students will learn from her well

14. What overall rating would you give the course?

3

Please Explain:

Again, nothing against the course, it just wasn't what I had expected. I enjoyed the course for sure, but I was disappointed that it was different from what I had anticipated.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

1 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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:

Is not bad, harder than I expected

3. Do you feel adequately challenged by this course?

Yea

4. How clear were the following:

4 Course goals

4 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)

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):

Developing 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.)

Managing, Engaging, and Integrating Sources

4 Locating, evaluating, and keeping track of sources

4 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

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

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

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

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:

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

The reading for GDPR

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
-

Organized and prepared

Respectful

Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

really helpful, but a bit harsh on grading

14. What overall rating would you give the course?

Please Explain:

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

2 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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:

3. Do you feel adequately challenged by this course?

4. How clear were the following:

- Course goals
- Instructions for formal assignments
- Instructions for informal/homework assignments
- 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)
- 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

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

Summarizing and analysing source material

4 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?

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:

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

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
-

Organized and prepared

Respectful

Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

14. What overall rating would you give the course?

Please Explain:

I wish Kelley was just a bit more lenient with grading, it seems harsh.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

3 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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:

3. Do you feel adequately challenged by this course?

Yes, I did feel challenged as I did not have much background in this field so had to learn the information as well as writing.

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):

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)

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)

4 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

4 Integrating sources

4 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

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?

I think all the skills will be useful. Organizing my writing as well as paying attention to the audience 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.

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:

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 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:

- 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:

Kelley was always there to help at any stage. There was no limit to the amount of help she would give and it was always super helpful. She definitely made this class much better than I expected.

14. What overall rating would you give the course?

4

Please Explain:

I would have liked there to be more discussions about the topics of the readings. I think we focused a lot on the writing process which I definitely needed and was helpful but more discussions on the privacy topic would have been interesting.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

4 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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:

This class was awesome. I really enjoyed the topics from the class and the discussions we had.

3. Do you feel adequately challenged by this course?

yes.

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)

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?

Structuring my arguments and essays. Citations both in-text and in a bibliography. Audience consideration.

8. What additional skills do you want to learn?

None.

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:

My first peer response wasn't great, so it really depends on who you get.
Personal reflections were super helpful when considering strengths and weaknesses.
All workshops were super helpful.
Instructor feedback is effective and if the feedback is taken into consideration it really helps

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

I don't really have a favorite or least favorite. All the sources were pretty good and led to good discussion.

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

I don't really have a favorite or least favorite. All the sources were pretty good and led to good discussion.

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:

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.

14. 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 am going to take more classes similar to this one in the future for my humanities cluster.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

5 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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 liked the instruction and articles enough that it made my interest in the topic grow.

3. Do you feel adequately challenged by this course?

Yes. I think I was challenged to change my writing style and incorporate many new techniques to make my writing significantly better. It is always a challenge switching schools and therefore switching criteria by which writing is graded by, and feel like this was a fairly smooth transition.

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)

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

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

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?

New revision strategies, reader vs. writer based prose, and audience consideration.

8. What additional skills do you want to learn?

That remains to be seen...

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:

Peer feedback was often not too helpful, especially when considering the academic honesty code and how much that interfered with the whole process. Instructor Feedback was very helpful.

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

Thomson readings
Revision type readings

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

N/A

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 knowledgeable about writing, very nice and professional, made topics understandable and had a very clear schedule.

14. What overall rating would you give the course?

5

Please Explain:

Very helpful, especially in terms of transitioning to college expectations. The assignments were understandable and graded fairly.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

6 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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:

This class met my expectations really well. I've never been interested in English, but this course's topic was very interesting.

3. Do you feel adequately challenged by this course?

Yes. I am always challenged by writing, so this course was very much challenging for me :)

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)

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

4 Summarizing and analysing source material

5 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)

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

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?

Editing styles and audience. But, I don't know how much writing I'll be doing in the future as a data science major.

8. What additional skills do you want to learn?

Writing specifically in the field I'm planning to enter upon graduation.

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:

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.

10. List your FAVORITE readings/viewings in the course (e.g. short stories, novels, critical 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.

11. 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.

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:

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.

14. What overall rating would you give the course?

5

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.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

7 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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:

Level of interest remained pretty constant throughout semester

3. Do you feel adequately challenged by this course?

Yes - I still had some struggles in early stages of drafts, but was able to finish assignments pretty confidently.

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):

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)

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

4 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

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

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. Which 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.

8. What additional skills do you want to learn?

I still need work on the balance between evidence and original content - I think I tend to use too much evidence in proving my points.

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:

Peer feedback tended to tough on things I already recognized, and instructor feedback helped me understand how to fix it.

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 reading stuff about COVID when it was happening around us

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

It was hard to make myself read the Coleman piece

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

- Approachable
- Invested in your learning
-

4 Organized and prepared

5 Respectful

5 Knowledgeable about writing

13. What overall rating would you give the instructor?

5

Please Explain:

It was very easy to get in contact with quick replies when issues arose, and the zoom classes were pretty engaging - it was much easier to participate in a small zoom class

14. What overall rating would you give the course?

5

Please Explain:

I personally had a hard time engaging with the FA2 audience-based essay, but I'm not sure what could be done to fix that other than fixing my mindset

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

8 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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 think I was initially not hyped to take another english class, but the way the class was delivered and the subject matter kept me excited throughout as I actually enjoyed what I was researching and writing about

3. Do you feel adequately challenged by this course?

Yes, FA2 and 3 both were something I had never done before, and as such I was challenged by having to write them.

4. How clear were the following:

4 Course goals

3 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):

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)

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

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.)

Managing, Engaging, and Integrating Sources

5 Locating, evaluating, and keeping track of sources

4 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

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

I think consideration of audience was something I had hardly done before, so I think I will definitely 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.

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:

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?

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

I think 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:

- 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 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

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

9 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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?

4

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):

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)

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

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

5 Summarizing and analysing source material

5 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)

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

Argument 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. Which 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.

8. What additional skills do you want to learn?

I would like to learn how to write different types of papers

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

Please Explain:

The peer feedback wasn't as helpful as i thought it would be

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 reading was the paper written by Greene et al which is funny because it was my least favorite when we had to read it because of how long it was. However, its a reading that I had to use frequently in my formal assignments that strongly supported my arguments. I also enjoyed video that you played of the man playing the titanic song on the flute.

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

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

- 5 Approachable
- 5 Invested in your learning
-

Organized and prepared

Respectful

Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

14. What overall rating would you give the course?

Please Explain:

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

10 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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. 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

4 Locating, evaluating, and keeping track of sources

4 Summarizing and analysing source material

4 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

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?

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.

8. What additional skills do you want to learn?

I really want to learn how to evaluate sources in a more analytical and critical way. I think that there is a lot of room for improvement for me in that area. Also, an additional skill that I want to learn is to be able to revise effectively. While I think that I am getting better at that, I think with practice the whole revising throughout the writing process could become more efficient.

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:

All of these were quite useful because it provided multiple opportunities for me to revise my arguments and presentation of my arguments. Peer responses are ranked a bit lower than the rest because it can sometimes feel like someone isn't as invested in your piece as an instructor would be and they wouldn't be as honest given that we are face to face and it isn't anonymous.

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

I really enjoyed the NYT piece about downloading Facebook data as well as the pieces on contact tracing.

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

I think my least favorite readings were probably the longer ones like the one by Greene et. al. But that's just because such academic language takes longer for me to go through.

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:

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.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

11 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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

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)

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

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

5 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

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?

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.

8. What additional skills do you want to learn?

I'm not sure that there are concrete skills I can pinpoint as to where I should go next in improving my writing, but I want to make sure I continue to write, which in my experience is by far the best way to keep learning.

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:

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

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
-

- Organized and prepared
- Respectful
- Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

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 lesson plan. She encourages discussion and participation by responding positively to every contribution, while still making sure to weed out the ones that aren't as helpful (so the class stays away from extensive tangents). Her feedback is also very thorough and helpful.

14. What overall rating would you give the course?

Please Explain:

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

12 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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. 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

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?

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. 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 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:

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 doozy 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 doozy. 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:

- Approachable
- Invested in your learning
-

Organized and prepared

Respectful

Knowledgeable about writing

13. What overall rating would you give the instructor?

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.

14. 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.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

13 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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 found the content and topics we explored to be engaging and interesting.

3. Do you feel adequately challenged by this course?

Yes.

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)

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?

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.

8. What additional skills do you want to learn?

I think that this course was pretty comprehensive, but I am always open to hearing additional content and revision strategies to use in my 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 workshops and instructor feedback to be particularly helpful. I appreciated Kelley's availability to meet and discuss writing during and outside of office hours.

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

I found the Apple and Facebook privacy agreements to be interesting. I also liked our discussion of the podcast we listened to.

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

N/A

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:

Kelley is a dedicated teacher and has consistently been an available resource to ask questions, get assistance, and receive feedback. Kelley always gives detailed and personalized feedback, which is very much appreciated.

14. What overall rating would you give the course?

5

Please Explain:

I really enjoyed taking this course! It was well planned, which was effective for taking it entirely online.

Submitted Final Evaluation For

Kelley

Annesley

Fall 2020

14 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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. 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

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?

Creating citations is a skill that I have improved in this class, that would really help with writing papers for other classes.

8. What additional skills do you want to learn?

I do want to improve my skill when reading academic journals.

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:

Every feedback I got is detailed and self-explanatory.

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 the course textbook; it gives me a border idea of internet privacy before I go deep into the subject.

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

I enjoyed reading them all.

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:

Knowledge, a lot of great idea and interaction.

14. What overall rating would you give the course?

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

15 out of 15

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.

WRT: 105

Title: Privacy Rights In The Internet Age

CRN:

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. 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

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?

Writing with the audience in mind (paragraph and sentence-level structures); Revision strategies; Research 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 feedback and post peer feedback reflection are always very helpful to me in terms of finding flaws (more explicit connections or clarifications from a reader's perspective) and ways of revision.

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

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
-

Organized and prepared

Respectful

Knowledgeable about writing

13. What overall rating would you give the instructor?

Please Explain:

14. What overall rating would you give the course?

Please Explain: