

There were: 15 possible respondents.

	Question Text	N	RR	Avg	SD	299 Avg	No	Yes				
1	Is this a required course for you?	8	53%				50%	50%				
							Str Agree	Agree	Neutral	Disagree	Str Disagree	
2	I had a strong desire to take this course.	8	53%	4.4	0.9	4.4	63%	13%	25%	0%	0%	
							Always	Frequent	Half	Rarely	Never	
3	What percent of the time were you prepared for class i.e. having completed all reading and assignments?	8	53%	4.4	0.7	4.4	50%	38%	13%	0%	0%	
							Str Agree	Agree	Neutral	Disagree	Str Disagree	
4	The instructor gives assignments that contribute to my understanding of the subject.	8	53%	4.6	0.5	4.6	63%	38%	0%	0%	0%	
							Str Agree	Agree	Neutral	Disagree	Str Disagree	N/A
5	The instructor effectively responded to the students, questions and ideas.	8	53%	4.2	1	4.2	50%	38%	0%	13%	0%	0%
							Vlarge Degree	Large Degree	Some Degree	Did Little	Did Not Help	
6	This class helped me think more critically	8	53%	4.6	0.5	4.6	63%	38%	0%	0%	0%	
							Str Agree	Agree	Neutral	Disagree	Str Disagree	
7	I felt that this course challenged me intellectually.	8	53%	4.8	0.5	4.8	75%	25%	0%	0%	0%	

Text Responses

What aspects of the course contributed most to your learning? Please be as specific as possible.

The structure of the class was the biggest influence on my learning. It was both a lecture and a seminar style class. I got to learn from both my professor, myself, and my classmates. Our professor would teach us something, we would talk about it as a class, and then I would form my own opinion on it. This was a great way for me to learn. Kenny is an excellent professor and runs the classroom great.

I liked all of the readings, and I think Kenny is a good professor.

The lectures were accompanied by long periods of discussion that allowed us to further understand the readings and presentations we watched and created.

I really thought Dr. Shields did a great job of engaging all the students and making sure that everyone was up

The class was set up to be student led discussion. I enjoyed that a lot as it helped when discussing the meanings of the arguments we would go over

The instructor had assigned us a specific week in the semester to do a slide presentation on some important figure in philosophy-by which we had to discuss a topic that this philosopher had preached about. I feel that this helped me learn about what philosophy truly is about.

Writing the critiques contributed most to my learning. We had to write papers where we broke down the argument into the different premises, and then offer an objection to the argument. Learning to deconstruct the argument really helped me to analyze it more clearly. It helped me to think more critically about the argument. This is a skill that I have needed for sometime. Kenny taught us what makes a valid and sound argument. Before I took this class I thought that I needed a logic class. I didn't. I just needed someone to show me how to break an argument into little pieces! I've taken many philosophy classes. Each one was wonderful, but 299 was the first to offer me this skill. Now I am able to read an argument much more critically, and I appreciate that! This skill will help me in myriad ways! I also enjoyed Happy the Hippo. It added a layer of fun and whimsy to the class. Finally, I enjoyed tossing the beach ball on the first day. Everyone is a little nervous on the first day, and this really helped to break the ice. This class rocked!

Reading presentations

What suggestions do you have to improve this class?

I have nothing to complain about with this class at all. Excellent course. I really enjoyed it!!

There is not much that I would like changed about the class, potentially it could be more project-oriented and a little less of the discussions.

I cannot think of anything that would help improve this course

More facilitation to keep conversation on track, that's my only note. Professor Shields handled our class phenomenally

I am not sure.

Occasionally, Kenny seemed to lose control of the class. For example, once he was debating an issue with a female student. This went on for several minutes. Finally, Kenny indicated that he was ready to move on. He didn't move on though. He let the student dictate the conversation and it continued on for several more minutes. It was a bit of a side issue and many of us, interested students, were doodling in our notebooks waiting for the sidetrack to end. I could see that he was trying to reach the student. He should have moved on when he was ready to do so, though, and not let the student dictate what went on. I would tell him, if I could, to stand his ground. Don't be afraid to say, "Ok, we can talk about this after class, but for right now we're moving on." Also, he referred to Dr. Evans IN CLASS as Jonathan. I find this to be disrespectful to Dr. Evans. If Kenny wants to go by his first name then that's fine, but he should be professional towards the other professors at all times. Overall, he was an excellent professor. I loved his energy and passion! He offered stimulating material in a way that always made me want to know more.

Not be as biased and confrontational about certain topics. Be open to other ideas and not argue with students for 30 minutes about one topic.

I wish we could have spent more time on existentialism itself and less time on the other subjects. I understand learning about the movements up to existentialism, but I wish the second half of the course would have been strictly existentialism.