Submitted Final Evaluation

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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?

1

Please Explain:

3. Do you feel adequately challenged by this course?

4. How clear were the following:

4   Course goals

4   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):

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

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

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

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

Developing an Effective Writing Process

| 3 | Writing to explore and develop ideas

| 3 | 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

| 3 | Locating, evaluating, and keeping track of sources

| 3 | Summarizing and analysing source material

| 3 | Integrating sources

| 3 | Citing sources

Structure and Language Use

| 3 | Learning and selecting among different possibilities for organizing argumentative essays

| 3 | Using organizational choices to help the reader easily identify key elements of the text (e.g., motivating question, thesis, supporting arguments, conclusion)

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

Argument as Conversation

| 3 | Using critical reading/viewing to understand others' arguments

| 3 | Posing and addressing an authentic question or problem, and situating it in the larger conversation

| 3 | Developing and testing one's own arguments

| 3 | Using evidence, counterarguments, and logical reasoning to develop and test the thesis

| 3 | 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?

| 3 | Peer responses to your writing |

| 3 | Written reflections about your own writing or writing process |

| 3 | Class activities/workshops |

| 3 | 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:

| 5 | Approachable |

| 4 | 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:

14. What overall rating would you give the course?

1

Please Explain:

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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?

4

Please Explain:

3. Do you feel adequately challenged by this course?

Yes, I feel like the opinions in the class that differed from mine really challenged me.

4. How clear were the following:

4 Course goals

5 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)

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)

4 | Editing Strategies (changes that don't affect meaning: e.g., typos, etc.)

Managing, Engaging, and Integrating Sources

5 | Locating, evaluating, and keeping track of sources

5 | Summarizing and analysing source material

5 | Integrating sources

4 | 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 being able to do corrections to better your paper is useful in writing. I also think that being able to be precise yet still have all of the necessary parts of the argument was a valuable lesson learned.

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?

4	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:

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

TED TALK

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

PUNCTUATION

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:

14. What overall rating would you give the course?

4

Please Explain:

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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:

This class was my first choice for writing and I still like it.

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)

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?

Constructing arguments

8. What additional skills do you want to learn?

How to research better

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

Please Explain:

I valued what my instructor thought very much.

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

Richard Dawkins

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

The ones that talked about how to write.

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:

He was very approachable and was interested in our learning.

14. What overall rating would you give the course?

5

Please Explain:

Submitted Final Evaluation

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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 am interested in learning about other religions, but I feel like the course was focused on Christian religions, which I am already familiar with.

3. Do you feel adequately challenged by this course?

I feel like this course was adequately challenging.

4. How clear were the following:

5   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):

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)

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

`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

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

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

Argument as Conversation

`5` Using critical reading/viewing to understand others' arguments

`5` Posing and addressing an authentic question or problem, and situating it in the larger conversation

`5` Developing and testing one's own arguments

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

`5` Supporting arguments with credible and relevant evidence

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

I believe getting experience working with the resources here at the University of Rochester will help me in the future.

8. What additional skills do you want to learn?

Varying sentence structure

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 |

| 5 | Class activities/workshops |

| 5 | Instructor Feedback (spoken and written) |

Please Explain:

I don't like reflections. I know what I do, I don't know why writing it down 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 liked the ted talk we watched.

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

I didn't like the "Why China has no Science" reading.

Some readings were too long.

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

| 5 | Approachable |

| 5 | Invested in your learning |

| 5 | Organized and prepared |

| 5 | Respectful |

| | Knowledgeable about writing |

13. What overall rating would you give the instructor?

5

Please Explain:

He's a chill guy. He gives great feedback to improve your ideas.

14. What overall rating would you give the course?

5

Please Explain:

I liked the content and the loose structure.

Submitted Final Evaluation
5 out of 12
All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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:

I like the material, and I felt like I have learned a lot from it. It's not something that I would want to continue, but it still intrigues me!

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?

Overall format and the ability to expand on certain parts.

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?

5 Peer responses to your writing

5 Written reflections about your own writing or writing process

5 Class activities/workshops

5 Instructor Feedback (spoken and written)

Please Explain:

The class function well together, and I learned a lot from reading others and also getting feedback.

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

Richard Dawkins reading.

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

N/A

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:

He's a goodie

14. What overall rating would you give the course?

5

Please Explain:

Good stuff

Submitted Final Evaluation
6 out of 12
All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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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?

3

Please Explain:

I am a very bad writer, so this course did not appeal to me

3. Do you feel adequately challenged by this course?

yes indeed

4. How clear were the following:

[ ] 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?

Planning a paper

8. What additional skills do you want to learn?

explaining details more

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

5   Written reflections about your own writing or writing process

5   Class activities/workshops

5   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.).

Reading on counter cultural religious experiences

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

punctuation

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:

Very great teacher

14. What overall rating would you give the course?

5

Please Explain:

Submitted Final Evaluation

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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:

Not what I expected. Course was repetitive in its material.

3. Do you feel adequately challenged by this course?

Not really. I felt like to they wanted me to follow a specific outline which wouldn't fit anyone.

4. How clear were the following:

3   Course goals

4   Instructions for formal assignments

4   Instructions for informal/homework assignments

3   Relationship between assignments and course goals

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

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

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

1   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

3   Citing sources

Structure and Language Use

4   Learning and selecting among different possibilities for organizing argumentative essays

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

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

4   Posing and addressing an authentic question or problem, and situating it in the larger conversation

4   Developing and testing one's own arguments

3   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 organisation, the citing and summarising of articles. The use of the university's library.

8. What additional skills do you want to learn?

More about the subject information

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

4   Written reflections about your own writing or writing process

3   Class activities/workshops

4   Instructor Feedback (spoken and written)

Please Explain:

Self-reflection was the best

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

Favourite reading was probably the one I is for my formal assignment

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

Kitcher. Ass.

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:

Jannai is very involved and gives a lot of information and very invested in what we do

14. What overall rating would you give the course?

3

Please Explain:

Stop making so focused on a specific results. Allow some more freedom. And more equality among the different 105 courses

Submitted Final Evaluation

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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

4

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

3

Please Explain:

The course was more centered around readings and discussion than lecture and learning about the topic than I thought.

3. Do you feel adequately challenged by this course?

Yes.

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

| 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?

Making sure I make my contribution to the paper clear and getting my thesis in touch with other authors is something I will continue to do.

8. What additional skills do you want to learn?

I would like to learn more about what I have done in my papers specifically throughout the semester that I should change (better diction, sentence structure, style..etc)

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 |

| 3 | Written reflections about your own writing or writing process |

| 3 | Class activities/workshops |

| 5 | Instructor Feedback (spoken and written) |

Please Explain:

Peer reviews were not always helpful because students were just trying to get through instead of really trying to understand and follow the logic of the paper. Reflections were helpful at the beginning but I understood what I should do after the first one.

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

Del ratsch was the best, dawkins was good to know

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

China reading

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:

14. What overall rating would you give the course?

5

Please Explain:

Submitted Final Evaluation
9 out of 12
All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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?

3

Please Explain:

It's the end of the semester and I am ready for all of my courses to end.

3. Do you feel adequately challenged by this course?

Yes.

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) |

| 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

| 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 |

| 3 | 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?

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?

| 4 | Peer responses to your writing |

| 5 | Written reflections about your own writing or writing process |

| 5 | Class activities/workshops |

| 5 | Instructor Feedback (spoken and written) |

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 TedTalk with Richard Dawkins

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

The reading about the Punctuation and stuff.

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

| 5 | Approachable |

| 5 | 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:

14. What overall rating would you give the course?

5

Please Explain:

Submitted Final Evaluation

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

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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 have slightly gained interest in the course material.

3. Do you feel adequately challenged by this course?

I feel as if the course is somewhat challenging.

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):

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)

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

Managing, Engaging, and Integrating Sources

3   Locating, evaluating, and keeping track of sources

3   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

3   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

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 feel as if I improved my ability to develop my arguments

8. What additional skills do you want to learn?

I would like to continue to learn to create counterarguments

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 |

| 3 | Written reflections about your own writing or writing process |

| 3 | Class activities/workshops |

| 5 | Instructor Feedback (spoken and written) |

Please Explain:

The instructor feedback was by far the most useful

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

Dawkins/Why China Has No Science

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

Kitchen/Del Raztch

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

| 5 | Approachable |

| 4 | Invested in your learning |

| 4 | Organized and prepared |

| 5 | Respectful |

| 4 | Knowledgeable about writing |

13. What overall rating would you give the instructor?

4

Please Explain:

Very solid professor. Insightful, approachable, and helpful.

14. What overall rating would you give the course?

4

Please Explain:

Using other media more often to supplement the readings.

Submitted Final Evaluation
11 out of 12
All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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:

3. Do you feel adequately challenged by this course?

yes

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

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

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?

writing to a specific audience

8. What additional skills do you want to learn?

how to better conceal your bias when writing

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 |

| 4 | Written reflections about your own writing or writing process |

| 4 | Class activities/workshops |

| 5 | 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.).

dawkins

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

ratzch

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:

14. What overall rating would you give the course?

5

Please Explain:

Submitted Final Evaluation
12 out of 12
All likert scale responses are on a scale of 1 to 5.
Any blanks were left empty by the student or chosen as N/A.

WRT: 105   **Title:** Science and Religious Faith   **CRN:** 39982

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?

4

Please Explain:

I originally was only taking the course because I needed to take a writing course. As the course went on I became more interested in the topic.

3. Do you feel adequately challenged by this course?

Yes. The writing assignment are long enough but not too short and there is a large amount of variety in the assignments and readings.

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

| 4 | 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?

The revision process and summarizing sources.

8. What additional skills do you want to learn?

More on how to organize papers and paragraphs.

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

Please Explain:

The instructor's comments I found were more helpful☐ than peer comments.

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

Kitcher, Why China has no Science, and Dumsday.

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

Usually, the readings on writing and writing processes were dry and long.

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:

The instructor was great in teaching and listening, was always prepared, and treated everyone and their opinions with respect.

14. What overall rating would you give the course?

5

Please Explain:

This course makes one think critically on a relatable topic, introduces them to advanced writind and reading, and helps develop argument and discussion techniques.