

**Final Report for CDI Fellowship**  
**Hank Johnston**  
**Department of Sociology**

*1. Instructional intervention and innovation*

I focused the CDI fellowship on my large course, Sociology Psychology: Mind, Self, and Society (SOC 410—enrollment 140-150). As I described in the original application for the fellowship, several changes were planned for fall 2009 and several more would carry over into Spring 2010 because of a heavy professional schedule. In the fall, I traveled off campus three times, to Portugal, Mexico, and Athens, for presentations and research. I also had a deadline for a book manuscript on December 31. Still, there were several additions to my course thanks to help from the CDI staff.

First, at the most basic level, I inaugurated several new Blackboard-based technologies as a result of the fellowship, not only in SOC 410 but in my other courses as well: Social Change (SOC 450, enrollment 45), and Social Movements and Protest (SOC 457, enrollment 55). Many of these changes simply reflected my goal of taking advantage of Blackboard functionalities that I have not had time to learn, such as fully utilizing the grade center, which—I found out—students like a lot at the CDI One Day in May Symposium, “Learning without Boundaries.” Also, I began listing my syllabi in Blackboard, and transferred all course documents and ancillary assigned readings there from library electronic reserves. Also I inaugurated regular email announcements, which is something I did not do before. In fact, I have become *much more* accessible to students because of this. Finally, I began Blackboard-based practice quizzes.

Second, in meetings with Carol Tosaku, I developed both general student-learning goals (on the first page) and specific learning objectives for the four course sections associated with tests (see attached syllabus, pages 4-7). I also planned to develop practice quizzes that could guide students through the objectives.

Third, with the aid of Jon Rizzo, I developed two power point narrated lectures, that were offered in Wimba classrooms. As I described in my application for the CDI fellowship, I planned to implement one or two in fall 2009, and one or two more this in spring 2010, and have already begun.

Fourth, I made two short i-movies that were archived on Blackboard to accompany the Wimba modules. These emphasize key points. I plan to do this again for the other Wimba module I am working on this semester. You can access this class on Blackboard to see the I-movies, Wimba modules, and associated quizzes.

*2. Assessment*

Method. First, I focused one assessment method on the Wimba modules and the associated i-movie. I used a Blackboard-based quiz testing students understanding of the material for both. This was the first time I did this. Second, I used another Blackboard-platform quiz to test basic rules of course administration. I had ten questions about material that was included in the other i-movie and students’ understanding of the syllabus. I learned this at one of the One Day in May sessions in

which the instructor of a large-enrollment hybrid introduction to psychology described that this strategy helped reduce the amount of time spent in these large classes with administrative matters. Third, as I described in my fellowship application, teaching evaluations had been dropping as these classes got larger, so I planned to assess using the department's teaching evaluation instrument. Finally, I had my TAs monitor student reaction to teaching changes in study sessions.

Results. Scores on the two quizzes were similar to scores in years past, an 85% average. These were not difficult quizzes, nor were they on complex material. Rather were designed to check on the effectiveness of the online mode. However, close to 10% of the students did not take the quizzes. Regarding measures of teaching effectiveness and overall general evaluation of the course (question 10, see attachment), scores went up from 3.94 to 4.21 on a five-point scale, a significant increase of 0.27). Also, the score on question 5, relating to course objectives increased from 3.73 to 4.01, an increase of 0.28). In fact, there was an increase on every dimension. These scores favorably compare to upper-division smaller classes and seminars in the sociology department.

I did not get positive assessments of the practice quizzes that I posted on Blackboard with the students. TAs reported that students preferred to focus on the learning objectives because it was made clear that these were not the same questions that were going to be on the test.

Implications. Strong student scores indicate the effectiveness of the Wimba formats. However, the relatively high number of students who did not take the quizzes resulted from either unfamiliarity with the Wimba set-up, unfamiliarity with Blackboard (for some!), and technical problems. This semester I gave students a longer timed period to complete the quizzes and a longer stretch by which the quizzes had to be taken, with significantly better results. I think we have that problem solved.

Higher overall student evaluations in part derived from the learning objectives for each section of the course and each test. Students did not even ask for a study guide, which was new. TAs reported more focused and less anxious study and review sessions that they conducted.

In the next stage, I will proceed to create more Wimba modules for the SOC 410 class, given their success, with more online learning-objective testing for evaluation. I hope to continue this strategy step by step so that, in the long-term, this course can be converted to a hybrid offering, to be offered in tandem with another high-enrollment hybrid class (such as SOC 430 Social Inequality, or SOC 400 Social Theory). This could be a departmental strategy to generate higher enrollments in the same way it is used in the Psychology Department. I have discussed this with the chair. It is a way for the Sociology Department to free up faculty for other classes in their specialties. With my professional obligations, which are considerable—I publish and edit a peer-reviewed journal and am editor of a book series for a publisher—it will require several semesters to increase the Wimba component of the course. I applied for the on-line course development fellowship this semester to this end, but did not get it. This would have provided for one course release this semester, making the project more practicable in the short term. Maybe next time.

**PROFESSOR HANK JOHNSTON**

**SOCIOLOGY 410  
SOCIAL PSYCHOLOGY: MIND SELF AND SOCIETY  
FALL 2009**

**OFFICE HOURS**

Office Hours: Tuesday and Thursday 11:30- 12:20

Room 218 Nasatir Hall

Phone: 594-1323

Teaching Assistants: Heidi Strasser <heidistrasser@hotmail.com>

Ashlyn Ramos <ashramos20@hotmail.com>

TA's office hours: Wednesday 12:15 - 1:30 and Thursday 4:00- 6:00

**REQUIRED BOOKS**

Roger Brown. *Social Psychology. The Second Edition*. New York: The Free Press

David G. Myers. *Exploring Social Psychology*. Fifth edition Boston: McGraw Hill

Deborah Tannen. *That's Not What I Meant!* New York: William Morrow

David Crystal *How Language Works*. London: Penguin.

Also, there are numerous short readings that will be assigned throughout the semester. They are marked by triple asterix \*\*\* in the course schedule on page four. These articles will be made available on Blackboard.

**GENERAL COURSE OBJECTIVES.**

At the end of our class, students should be able to:

1. Describe the relation of language to consciousness and self-concept
2. Articulate the relation of human language to communication among other species
3. Analyze everyday interaction from the perspective of the social self
4. Recognize how group influences affect individual behavior, especially conformity and obedience
5. Explain basic social psychological approaches to the study of ethnic relations and ethnic conflict.
6. List key points in the social psychological approaches to stereotype formation
7. Each course section has specific learning objectives that will guide studying and student self-assessment

**GRADING**

The final grade is based on four criteria: (1) Five quizzes given throughout the semester: (2) random, in-class pop quizzes given throughout the semester; (3) a combined grade for classroom attendance and participation; (4) and a grade for the weekly questions that are turned in. Grades will be posted in Blackboard.

**1. QUIZZES.** There will be five quizzes during the semester. The last one is longer and has a comprehensive section. The first four quizzes will take approximately 40-45 minutes. They are worth 44% of the final course grade, or 11% each. They will consist of about 30 multiple-choice questions. The fifth quiz is about twice as long as a midterm quiz (50-60 questions). One half will focus on the material from the previous two weeks (basically, a typical midterm quiz) and the other half will have questions that look back upon the material we have covered the course's first 12 weeks (but not the same questions as previous quizzes). This last quiz is worth 22% of the total grade (I will discuss the remaining 34% shortly). Dates for the quizzes are listed in the class schedule. For all quizzes, you will need Scantron form 822E. **MAKEUP QUIZZES ARE NOT GIVEN** except for emergencies where there is written evidence showing that you could not take the quiz. Work schedules, social events, trips, family celebrations, and vacations are not emergencies. Colds, allergies, and headaches are inconveniences, but not legitimate medical excuses. If a test is missed, a zero will be recorded as the grade. If written evidence is provided of medical or legal emergencies, make-up exams will be administered one day only in the fourteenth week of the semester. All

grade assignments are based to the common grading standard: A = 90 % - 100%; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; and F = 59% and lower.

**2. CLASS ATTENDANCE AND PARTICIPATION.** Attendance is important in this class. A lot of learning takes place in the classroom and students are tested on class discussions. I have reviewed patterns from previous classes and see that students who get As and Bs do not miss many classes. In fact, many of them had perfect attendance. On the other hand, students who do poorly typically have a lot of absences. Part of the reason for this is that excessive absences hurt your participation grade. However, it seems that the more important factor is that excessive absences diminish your ability to do well in quizzes. Missing a class means that you miss lecture material and discussion that will be the basis of exam questions (and maybe a pop quiz). Attendance is taken every class, but it is done randomly, which means you might get away with missing one class—even two. By the way, if you are late, that is, if you come in after attendance is taken, it's ½ an absence, so don't let these pile up either. At the end of the semester, if you have no absences = 100%, one absence, 90%; two absences, 80%; three 70%; four 60%; and so on.

This attendance grade then averaged with a participation grade, which will be assigned by the professor, ranging from A = excellent to F = failing. These are inherently subjective. The rule of thumb I go by is that the average student does not participate much, and average = C. If you ask questions, participate, come to office hours, the grade for this component goes up from there. The TAs will give inputs about participation in study groups, office hours, and class discussion. If a lack of participation is compounded by especially grievous behavior, such as disrupting lectures or videos, leaving class in the middle of lecture, constantly being late to class, a D or F might be assigned. TAs will give inputs on this dimension too. Also, we need to be clear on additional element that can adversely affect your participation score: **STUDENTS ARE NOT PERMITTED TO LEAVE DURING THE LECTURES OR IN THE MIDDLE OF CLASS ACTIVITIES. IN A CLASS THIS LARGE, IT IS DISRUPTIVE TO OTHER STUDENTS, TO THE PROFESSOR WHEN HE IS LECTURING, AND RUDE TO EVERYONE.** If you must leave early, say because of a one-time meeting or work obligation, first tell me, and then sit by the door at the side for a gracious exit.

If you are shy, never participate in class, never will, (and can't be coaxed to) you still may augment their participation grade my coming to office hours of the professor or the teaching assistants for extra help in class or just to discuss class topics. Your questions, comments and ideas are welcome in visits during scheduled office hours. An overall grade for attendance and participation is calculated by averaging the attendance score and the score that the professor assigns for participation. This grade then makes up 11% of the final grade, or equal to one quiz.

**3. POP QUIZZES.** Students must buy a package of mini-scantrons (Quizstrip, form 815-E) and bring them to class each session. There will be several short, quizzes (5-10 questions) based on assigned reading and lectures throughout the semester. The average of all pop quizzes will count for 11% of your total grade. If you miss a pop quiz because of an absence, it is scored as a zero. There are no makeups for pop quizzes.

**4. WRITTEN QUESTIONS.** Students are asked to turn in six questions (sometimes ten are required—see class schedule) based on the assigned readings for the week. Five of these questions should be about items that you don't understand in the reading. I want to know what parts of the assigned readings you are having trouble understand. I will cover in class the questions that occur frequently or which are especially important. I will cover in class a question that seems especially relevant or thought-provoking, but—obviously—I will not be able to go over all the questions for reasons of time. I encourage students to take time to jot down questions and thoughts that occur to them *as you do the reading* (this is by far the easiest way to do it), and I guarantee that I will answer many of them. They are indications to me of what you are having trouble understanding.

The sixth question is a different kind. I want you to write one, thoughtful, multiple-choice question based on the assigned reading. I want to see that you have taken time to think about this. This should be about the material that you think is most important, most interesting, or the most difficult. These are definitely NOT questions that will appear on ANY of the four quizzes during the semester. I will pick the best questions you write, maybe edit them where necessary, and use them for a practice quiz before each quiz. That is the reason for them. You must have a thoughtful, multiple-choice question included at the end of each set of questions you turn in.

Questions for the assigned readings are to be turned at the beginning of the class. **NO LATE QUESTIONS OR QUESTIONS FOR PREVIOUS WEEKS READINGS ARE ACCEPTED.** Reading assignments are not heavy for this course and this rule will be strictly observed, both for the purposes of record keeping and to encourage you do the readings when they are assigned.

Students will be assigned a score for questions based on the number of weekly assignments they turn in. If you do them all, and they are acceptable quality = 100%, 13 out of 14 = 93%; 12 of 14 = 86%, and so on. This grade is worth 12% of your overall course grade. A running total for questions is not posted on Blackboard because the time it takes to review them and record them.

Below are listed sample questions from the Brown text (not the first assigned reading) to give you a sense of what these questions are like. You must have at least five questions for each reading. It is common that students write more than five. **FOR EACH QUESTION, INDICATE THE PAGE NUMBER AND WHERE ON THE PAGE YOU HAVE YOUR QUESTION. QUESTIONS MUST HAVE THIS INFORMATION IN ORDER TO GET CREDIT.** Without it I cannot be sure what you are asking, or I cannot be sure that you are making it up. Some questions may simply about terms that are not understood (but not all). Others are about concepts. Some, like the last one, you might have a general question, which is okay. However, you must have at least five about the reading with page number and line indicated. Note that the multiple-choice question has the page location too.

**NAME HERE**  
**SOC 410 12:30**

**September 8, 2009**

p. 435 paragraph 1. What does the author mean by "phonemes or shards of ancient grammar?"

p. 440 top. What exactly is "the syntactic capacity of chimps?"

p. 441. middle page. What is the difference between utterance strings and constructions?

p. 443, paragraph 3. Why is it so important the chimp spontaneously produce the signs. It seems to me that the sentences they make with sign language make sense, although they are pretty basic.

p. 443, second paragraph. I am not sure that I understand the difference between symbolization and association. And what are Skinnerian operants?

What is the difference between this course and a course social psychology in the psychology department?

Which of the following represents what G.H. Mead means by "shared meaning?"

- when the first dog barks and the second dog growls in response
- When a gesture arouses the individual making it the same responses that it explicitly arouses in the other individual to whom the gesture is addressed.
- When the gesture that one individual makes arouses a response that is different in the other individual
- When the first dog barks and the second dog barks twice in response  
(colume 3 of Mind, Consciousness and TRO, one-third down)

- ☞ Don't forget to put your name at the top
- ☞ You must have at least five questions about the assigned reading(s) with page numbers and page location.
- ☞ You must also have one thoughtful, multiple-choice question with appropriate page number and page location
- ☞ You may have general questions (see number six above) but they are in addition to the required five
- ☞ No late questions. Questions collected at the beginning of class.
- ☞ Don't make up questions about the reading assignments and/or compose mc questions that are obvious, show a lack of thought, and/or are just plain dumb. Take this assignment seriously or you won't get credit.

**COURSE SCHEDULE****PART I. MIND, CONSCIOUSNESS, AND LANGUAGE**

- Sept 01 **Class cancelled because of state-mandated furloughs.** My review of course requirements typically done today is available on Blackboard (BB). Visit "Course Information" at our BB site and go through the instructions there (a written statement and a video). You must take the short BB quiz about course administration and requirements by Wednesday, September 4, at 4:00 p.m.
- 03 Because I am I am giving a paper at a professional conference, today's lecture is presented in two Wimba classroom modules, "Taking the role of the Other- 1 and 2" on our BB site. Take good take notes and do the quiz at the end. Follow directions for work that is to be handed in on next Tuesday. The quiz must be completed Saturday, September 5, at 4:00 p.m. Give yourself plenty of time.
- 08 Symbolic communication. Begin Brown, chapter 12, pp. 435-457. Questions on the reading, and your personal example of TRO are due.
- 10 Six questions due on assigned pages in Brown, ch 12, pp. 435-457
- 15 Read Crystal chapters 13-14, 25-29. Write questions as you read—due 10-17
- 17 Read Crystal chapters 39-40. Ten questions minimum due for all Crystal chapters.

**Learning objectives for first quiz:**

1. Describe how TRO works in everyday conversations.
2. Explain symbolic language terms of a behaviorist's  $S \rightarrow R$  formula.
3. Use a baby's first cries to (1) show  $S \rightarrow R$  behavior and (2) TRO-based symbolic behavior.
4. Distinguish between simple association and symbolization in chimp studies.
5. Explain the past controversy about sign language.
6. Identify iconic and arbitrary symbols in spoken language and signing.
7. List three studies about nonprimate animal communication that point to language abilities.
8. Argue for and against the observation of complex language in other species.
9. Summarize where science stands today about animal language and consciousness
10. Describe how Chomsky and DeVilliers argue that humans are "lean, mean, language machines."
11. Make a list of the basic vocabulary and definitions for the study of language based on Crystal
12. Give examples of the various levels of study for analyzing language use.

These items will be reviewed during the the TAs' review sessions.

- 22 **FIRST QUIZ** Read Crystal chapters 2-3 and 12. Also begin Brown, chapter 14, pp. 495-522.

**PART II. ASPECTS OF NONVERBAL COMMUNICATION**

- 24 Ten questions minimum due chapter 14 only. You may include extra questions beyond the ten required from Crystal if you want. Also read the short article about Alex Rodriguez lying in Bb.
- 29 Read Tannen, chapters 1, 2 and 3. Six questions due on Tannen.
- Oct 01 Read Crystal chapters 45-48, and 51-53. Write these questions as you read. They are not due today but rather on 10-6, along with the assigned Crystal chapters for that day.
- 06 **Class cancelled because of state-mandated furloughs.** Read Crystal chapters 41-42 & 49-50. Ten questions due on all Crystal chapters for 10-6 & 9-29. Turn in questions at my office by 1:00 p.m.
- 08 Summary and review of nonverbal and metalinguistic communication. No questions due today

Learning objectives for second quiz:

1. Recognize the various channels of nonverbal communication in everyday interaction
2. Rank the nonverbal channels in terms of controllability.
3. Explain why controllability of nonverbal channels is correlated to deception attempts.
4. Identify different conversational styles and metamessages among your friends and family.
5. Summarize the experiment about the prepotency of nonverbal channels
6. Describe the relationships among the various levels of linguistic analysis
7. Identify the different functions of tone of voice.
8. Distinguish between dialects, pidgins, speech registers, argots, and vernaculars
9. Give examples of the three functions of display rules.
10. Explain how Ekman knows his six facial expressions are universal
11. Explain why Alex Rodriguez was probably lying referring to leakage-controllability hierarchy

These items will be reviewed during the TAs' in-class review sessions.

13 **SECOND QUIZ**

**PART III. THE SOCIAL SELF**

- 15 Begin new material: Meyer module 3 and several short BB articles: "G. H Mead's Social Self" and "Pondering the Self" and Dramaturgical Presentation of the Self"
- 20 Questions due on the above readings
- 22 Read chapters 4-6 in Tannen. and in Crystal, chapters 43-44. Six questions total due based on Tannen and Crystal readings together
- 27 Read Tannen, chapters 7-9. Also read three BB articles in the handout, "Girl Talk-Guy Talk."
- 29 Questions due today for both Tannen and handout essays.

Learning objectives for third quiz:

1. List the general tendencies of M and F speech patterns.
2. Identify and explain nature and nurture arguments regarding M-F speech behavior.
3. Describe the ways that the social self is presented and protected in everyday interaction.
4. Analyze everyday interaction in terms of the dramaturgical perspective's various aspects
5. Give examples of linguistic symmetry and asymmetry in terms of address, and analyze them using the analytical shorthand for titles and names.
6. Describe the I and Me aspects of the social self
7. Explain how "we live by inference" and what it means regarding understanding role behavior.
8. Give examples of the metalinguistic payoffs for indirectness
9. List and give examples of Mead's three stages of role development
10. Explain the relationship between performance and content in role playing and how it affects the successful acceptance of a role.

These items will be reviewed during the TAs' in-class review sessions.

Nov 03 **THIRD QUIZ**

**PART IV. HUMAN NATURE**

- 05 Read Meyers, Modules 4-6. Questions due on modules 4-6
- 10 Begin chapter 1 in Brown, pp. 1-18 Wed, 11-11 is Veterans' Day
- 12 Finish chapter 1 in Brown, pp. 19-41 Questions due. Also read module 14 in Meyer, but no questions on this.
- 17 Finish social authority and group influence. No questions due

Learning objectives for fourth quiz:

1. List the baseline protocol for the Milgram experiment.
2. List and describe the various other trials of the Milgram experiment where the independent variable changes
3. Explain the table 1.1 in terms of Latané's law of social impact
4. Give two everyday examples for each of the items in the law of social impact (SIN)
5. Give complete definitions of the "Concepts to Remember" at the end of Myers's modules 4, 5, 6.
6. List the basic protocol for the MHRC encounter and its dependent variable
7. Explain why groups rebelled in the MHRC encounter.
8. Describe the "Eichmann fallacy" based on what you know about the Milgram experiment
9. Use Latané's law of social impact to explain why we read certain newspaper articles
10. Explain what Jackson and Latané's study of a talent show tells about the principle of divided impact
11. List and give examples of three kinds of authority
12. Describe Tesser's analysis of self-esteem maintenance among siblings. Do you agree?
13. List the differences between the MHRC encounter and the Milgram experiment.
14. Apply what you know about the division of impact to situations of obedience to authority and conformity

These items will be reviewed during the TAs' in-class review sessions.

- 19 **FOURTH QUIZ**

**PART V. SOCIETY: MINORITY GROUPS AND PREJUDICE**

- 24 Read Brown, Chapter 15, questions due. **Class cancelled because of state-mandated furloughs.**
- 26 No class. Thanksgiving Day
- Dec 1 Read Meyer modules 22-23
- 3 Finish Stereotyping. Summary and study sessions
- Learning objectives for the fifth quiz
1. List the baseline procedures for Tajfel's minimal group experiment
  2. Give examples for each of the three necessary and sufficient conditions of group conflict
  3. Write out the equity equation and insert some numbers for a situation familiar to you
  4. Then use the equity equation to explain why inequality might not be seen as unjust
  5. List and explain the various causes of prejudice according to Meyer's module 23
  6. List and define the concepts in the back of the assigned modules in the Meyer's book
  7. Be able to explain to a study partner all the relationships and arrows in Brown's fig. 15.2
  8. Describe a situation when a stereotype would occur and its self-fulfilling prophecy
  9. List the baseline protocol for the Clark and Clark study of dolls.
  10. Explain the circumstances why voice would occur
  11. Describe Brown's basic argument about stereotypes and hiring decisions.
  12. Write a definition for Bayes law?
  13. Summarize Brown's basic point in his review of discussing Locksley's study?
  14. Explore how the just world phenomenon might be explained by equity theory
  15. Give two research examples of how conformity and prejudice are related
  16. Write definitions for psychological minority, women-are-wonderful effect, base rate.
- These items will be reviewed during the TAs' in-class review sessions
- 10 **Last day of cancelled because of state-mandated furloughs.**
- 8 **FIFTH QUIZ.** No make-ups, no rescheduling, no exceptions.

[Main](#)**REPORTS**[List Sections](#)[Faculty  
\(Summary\)](#)**Section Summary**

Class: SOC 0410 - SOC PSY MIND SELF&amp;SOCIETY

Instructor: JOHNSTON JR,HENRY E

Schedule  
Number: 03112, Spring 2009

Instrument: Survey\_id 84355 Dept of Sociology

Enrolled in class: 148

Responded to this evaluation: 132

Response Percentage: 89.19%

[Quantitative](#) | [Qualitative](#) | [Printable Version](#) | [Print Combined Report](#)**Quantitative**

Question #	Question Prompt	Count	Percentage	Mean	St. Dev.	Median
1	The instructor's provision of a course outline, description of the Course, and specification of course requirements was:	129	98%	4.11	.83	4.00
2	The instructor's selection of textbooks, readings, and other class activities in relation to the objectives of the class was:	129	98%	3.82	1.03	4.00
3	The evaluation process {e.g., tests, papers, projects, etc.) in relations to the material covered, was:	129	98%	3.73	.89	4.00
4	The instructor's demonstration of interest in the subject matter was:	127	96%	4.13	.93	4.00
5	The appropriateness of assignments to course objectives was:	128	97%	3.73	.93	4.00
6	How would you evaluate this instructor's classroom teaching in terms of achieving the goals of the course?	128	97%	3.93	1.01	4.00
7	The instructor's knowledge of the subject appears to be:	129	98%	4.27	.83	4.00
8	The instructor's overall organization of the course was:	127	96%	4.06	.93	4.00
9	The instructor's ability to communicate the subject matter of this course clearly and effectively, whether by lecture, discussion, or other means, was:	128	97%	3.88	1.09	4.00
10	In general, how would you evaluate this instructor's teaching?	127	96%	3.94	1.01	4.00

Overall Total	Mean	St. Dev.	Median
	3.96	.96	4.00

[Main](#)**REPORTS**[List Sections](#)[Faculty  
\(Summary\)](#)**Section Summary**

Class: SOC 0410 - SOC PSY MIND SELF&amp;SOCIETY

Instructor: JOHNSTON JR,HENRY E

Schedule  
Number: 23382, Fall 2009

Instrument: Survey\_id 84355 Dept of Sociology

Enrolled in class: 146

Responded to this evaluation: 125

Response Percentage: 85.62%

[Quantitative](#) | [Qualitative](#) | [Printable Version](#) | [Print Combined Report](#)**Quantitative**

Question #	Question Prompt	Count	Percentage	Mean	St. Dev.	Median
1	The instructor's provision of a course outline, description of the Course, and specification of course requirements was:	118	94%	4.28	.84	4.50
2	The instructor's selection of textbooks, readings, and other class activities in relation to the objectives of the class was:	119	95%	3.95	.87	4.00
3	The evaluation process {e.g., tests, papers, projects, etc.) in relations to the material covered, was:	119	95%	3.93	.93	4.00
4	The instructor's demonstration of interest in the subject matter was:	118	94%	4.47	.77	5.00
5	The appropriateness of assignments to course objectives was:	119	95%	4.01	.93	4.00
6	How would you evaluate this instructor's classroom teaching in terms of achieving the goals of the course?	118	94%	4.19	.93	4.00
7	The instructor's knowledge of the subject appears to be:	119	95%	4.47	.75	5.00
8	The instructor's overall organization of the course was:	118	94%	4.11	.94	4.00
9	The instructor's ability to communicate the subject matter of this course clearly and effectively, whether by lecture, discussion, or other means, was:	119	95%	4.18	.90	4.00
10	In general, how would you evaluate this instructor's teaching?	119	95%	4.21	.84	4.00

Overall Total	Mean	St. Dev.	Median
	4.18	.89	4.00