

**JHU - Krieger School of Arts & Sciences / Whiting School of Engineering**  
**ASEN.2013.Spring**

**Course:** AS.150.129.01.SP13 : Introduction to Philosophical Reasoning

**Instructor:** John Waterman \*

1 - The overall quality of this course is:																											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means																				
Poor	(1)	0	0.00%			4.55	3.93	4.03	<table border="1"> <tr> <th>Return Rate</th> <th>Mean</th> <th>STD</th> <th>School Level</th> <th>Mean</th> <th>STD</th> <th>Department Level</th> <th>Mean</th> <th>STD</th> </tr> <tr> <td>11/11 (100%)</td> <td>4.55</td> <td>0.52</td> <td>16,423</td> <td>3.93</td> <td>1.01</td> <td>269</td> <td>4.03</td> <td>0.97</td> </tr> </table>	Return Rate	Mean	STD	School Level	Mean	STD	Department Level	Mean	STD	11/11 (100%)	4.55	0.52	16,423	3.93	1.01	269	4.03	0.97
Return Rate	Mean	STD	School Level							Mean	STD	Department Level	Mean	STD													
11/11 (100%)	4.55	0.52	16,423							3.93	1.01	269	4.03	0.97													
Weak	(2)	0	0.00%																								
Satisfactory	(3)	0	0.00%																								
Good	(4)	5	45.45%																								
Excellent	(5)	6	54.55%																								
N/A	(0)	0	0.00%																								
				0	25	50	75	100	Question	School Level	Department Level																

2 - The instructor's teaching effectiveness is: John Waterman																											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means																				
Poor	(1)	0	0.00%			4.64	3.95	4.04	<table border="1"> <tr> <th>Return Rate</th> <th>Mean</th> <th>STD</th> <th>School Level</th> <th>Mean</th> <th>STD</th> <th>Department Level</th> <th>Mean</th> <th>STD</th> </tr> <tr> <td>11/11 (100%)</td> <td>4.64</td> <td>0.50</td> <td>19,580</td> <td>3.95</td> <td>1.11</td> <td>269</td> <td>4.04</td> <td>1.06</td> </tr> </table>	Return Rate	Mean	STD	School Level	Mean	STD	Department Level	Mean	STD	11/11 (100%)	4.64	0.50	19,580	3.95	1.11	269	4.04	1.06
Return Rate	Mean	STD	School Level							Mean	STD	Department Level	Mean	STD													
11/11 (100%)	4.64	0.50	19,580							3.95	1.11	269	4.04	1.06													
Weak	(2)	0	0.00%																								
Satisfactory	(3)	0	0.00%																								
Good	(4)	4	36.36%																								
Excellent	(5)	7	63.64%																								
N/A	(0)	0	0.00%																								
				0	25	50	75	100	Question	School Level	Department Level																

3 - The intellectual challenge of this course is:																											
Response Option	Weight	Frequency	Percentage	Percent Responses			Means																				
Poor	(1)	0	0.00%			4.55	4.03	4.20	<table border="1"> <tr> <th>Return Rate</th> <th>Mean</th> <th>STD</th> <th>School Level</th> <th>Mean</th> <th>STD</th> <th>Department Level</th> <th>Mean</th> <th>STD</th> </tr> <tr> <td>11/11 (100%)</td> <td>4.55</td> <td>0.52</td> <td>16,332</td> <td>4.03</td> <td>0.91</td> <td>268</td> <td>4.20</td> <td>0.80</td> </tr> </table>	Return Rate	Mean	STD	School Level	Mean	STD	Department Level	Mean	STD	11/11 (100%)	4.55	0.52	16,332	4.03	0.91	268	4.20	0.80
Return Rate	Mean	STD	School Level							Mean	STD	Department Level	Mean	STD													
11/11 (100%)	4.55	0.52	16,332							4.03	0.91	268	4.20	0.80													
Weak	(2)	0	0.00%																								
Satisfactory	(3)	0	0.00%																								
Good	(4)	5	45.45%																								
Excellent	(5)	6	54.55%																								
N/A	(0)	0	0.00%																								
				0	25	50	75	100	Question	School Level	Department Level																

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4 - The teaching assistant for this course is:									
Response Option	Weight	Frequency	Percentage	Percent Responses			Means		
Poor	(1)	0	0.00%			0.00	4.05	4.00	
Weak	(2)	0	0.00%						
Satisfactory	(3)	0	0.00%						
Good	(4)	0	0.00%						
Excellent	(5)	0	0.00%						
N/A	(0)	11	100.00%						
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>		<b>School Level</b>	<b>Mean</b>	<b>STD</b>	<b>Department Level</b>	<b>Mean</b>	<b>STD</b>
11/11 (100%)	0.00	0.00		16,322	4.05	1.06	267	4.00	1.04

5 - Please enter the name of the TA you evaluated in question 4:	
<b>Return Rate</b>	3/11 (27.27%)
- N/A	
- no TA	
- N/A	

6 - Feedback on my work for this course is useful:									
Response Option	Weight	Frequency	Percentage	Percent Responses			Means		
Disagree strongly	(1)	0	0.00%			4.82	3.75	3.85	
Disagree somewhat	(2)	0	0.00%						
Neither agree nor disagree	(3)	0	0.00%						
Agree somewhat	(4)	2	18.18%						
Agree strongly	(5)	9	81.82%						
N/A	(0)	0	0.00%						
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>		<b>School Level</b>	<b>Mean</b>	<b>STD</b>	<b>Department Level</b>	<b>Mean</b>	<b>STD</b>
11/11 (100%)	4.82	0.40		16,325	3.75	1.14	268	3.85	1.10

7 - Compared to other Hopkins courses at this level, the workload for this course is:									
Response Option	Weight	Frequency	Percentage	Percent Responses			Means		
Much lighter	(1)	0	0.00%			2.55	3.17	3.04	
Somewhat lighter	(2)	7	63.64%						
Typical	(3)	2	18.18%						
Somewhat heavier	(4)	2	18.18%						
Much heavier	(5)	0	0.00%						
N/A	(0)	0	0.00%						
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>		<b>School Level</b>	<b>Mean</b>	<b>STD</b>	<b>Department Level</b>	<b>Mean</b>	<b>STD</b>
11/11 (100%)	2.55	0.82		16,345	3.17	0.98	268	3.04	0.92

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8 - What are the best aspects of this course?	
Return Rate	11/11 (100%)
<ul style="list-style-type: none"><li>- The small class size and seminar structure of the course facilitated great, in-depth discussions of the reading material.</li><li>- inclass discussions</li><li>- really interesting material</li><li>- Very interesting class discussions, professor breaks down complex concepts with apt examples</li><li>- The material is challenging, but very interesting. The instructor is really quite excellent.</li><li>- Great discussion</li><li>- I think the best aspect of this course is the seminar style that allows it to be highly interactive and personal. The students are able to bond and know one another by name and Professor Waterman calls us each by name. It's really a nice change from the large introductory science lecture classes I have take. Additionally, I really liked that each person does a close reading for one week of the homework reading.</li><li>- Interesting topic. Also class discussions are very interesting.</li><li>- The seminar structure was great and so was the lecturer.</li><li>- Great peer discussion about a variety of topics. Students are allowed to take the subject where they want to, aiding in fluency of discussions.</li><li>- The readings are incredibly interesting, class discussion is great, and the professor is engaging and passionate.</li></ul>	

9 - What are the worst aspects of this course?	
Return Rate	10/11 (90.91%)
<ul style="list-style-type: none"><li>- Lack of time we get to talk about the readings, thoughts, experiments, etc.</li><li>- Meeting once a week did not feel like enough time to get acquainted with the material.</li><li>- None</li><li>- N/A</li><li>- Very few assignments make up your total grade/untimely grading</li><li>- Some class seemed to be dragged on (too long)</li><li>- One's final grade in the course is based upon an incredibly limited number of assignments, so one mistake can have an absurd impact.</li><li>- Our classes tended to be filled with digressions, Professor Waterman tried not to stop conversations between students once they had begun and this led to some meandering arguments between 2 or 3 students while everyone else looked on</li><li>- Very challenging and esoteric material</li><li>- Long classes can naturally get stale at times.</li></ul>	

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10 - What would most improve this class?	
Return Rate	10/11 (90.91%)
<ul style="list-style-type: none"> <li>- Nothing I can think of.</li> <li>- have more meetings per week</li> <li>- An increase in the number of graded assignments.</li> <li>- Nothing - it's great.</li> <li>- N/A</li> <li>- n/a</li> <li>- More frequent and shorter meetings</li> <li>- Nothing, it's a wonderful course.</li> <li>- More structure to individual classes, discussion that we had about writing philosophical papers should happen before our first paper rather than afterwards</li> <li>- A TA to grade</li> </ul>	

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)	
Return Rate	11/11 (100%)
<ul style="list-style-type: none"> <li>- Great intro to epistemology class, otherwise may not be interesting for most students.</li> <li>- Good overview of different philosophical notions, great class to get a taste of philosophy.</li> <li>- This is a really fun class and a great introduction to philosophy. However, if you are looking to focus more on the history of philosophy and less of the modern, experimental philosophy this may not be the class for you.</li> <li>- A student should know that there are weekly readings that are discussed in class. It is essential to be comfortable in speaking in class as participation is a considerable portion of the grade. Additionally, each student is responsible for a close reading and presentation of the close reading to the class, so the student should feel comfortable in doing a public speaking for the presentation. A student looking to take this class should also know that it is a small class, where you will have the opportunity to get to know other students and get to know the professor. Overall, it is a class that I would highly recommend and the professor is really compassionate, helpful and understanding.</li> <li>- Really interesting coursework. Does not swamp you with homework, which means you should do it and be prepared for class!</li> <li>- Prospective students should feel welcome to enroll even if they have no previous knowledge of philosophy. Great intro course.</li> <li>- make notes while reading materials</li> <li>- Very interesting and worth taking. The work you do receive will be work you enjoy doing.</li> <li>- Very fun class! Interesting too!</li> <li>- Very challenging, especially if you have never taken a philosophy class before.</li> <li>- Do not be afraid to speak. Seminars require your participation to move the class along</li> </ul>	