

# JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

## ASEN.2014.Spring

**Course:** AS.060.114.01.SP14 : Expository Writing

**Instructor:** John Waterman \*

1 - The overall quality of this course is:													
Response Option				Percent Responses					Means				
Poor	(1)	0	0%						4.62	3.94	4.31		
Weak	(2)	0	0%										
Satisfactory	(3)	1	7.69%										
Good	(4)	3	23.08%										
Excellent	(5)	9	69.23%										
N/A	(0)	0	0%										
				0	25	50	75	100	Question	School Level	Department Level		
Return Rate	Mean	STD	Median	School Level			Mean	STD	Median	Department Level			
13/13 (100%)	4.62	0.65	5.00	16,415			3.94	1.02	4.00	552			

2 - The instructor's teaching effectiveness is: John Waterman													
Response Option				Percent Responses					Means				
Poor	(1)	0	0%						4.69	3.97	4.40		
Weak	(2)	0	0%										
Satisfactory	(3)	0	0%										
Good	(4)	4	30.77%										
Excellent	(5)	9	69.23%										
N/A	(0)	0	0%										
				0	25	50	75	100	Question	School Level	Department Level		
Return Rate	Mean	STD	Median	School Level			Mean	STD	Median	Department Level			
13/13 (100%)	4.69	0.48	5.00	19,448			3.97	1.11	4.00	551			

3 - The intellectual challenge of this course is:													
Response Option				Percent Responses					Means				
Poor	(1)	0	0%						4.38	4.04	4.30		
Weak	(2)	0	0%										
Satisfactory	(3)	1	7.69%										
Good	(4)	6	46.15%										
Excellent	(5)	6	46.15%										
N/A	(0)	0	0%										
				0	25	50	75	100	Question	School Level	Department Level		
Return Rate	Mean	STD	Median	School Level			Mean	STD	Median	Department Level			
13/13 (100%)	4.38	0.65	4.00	16,326			4.04	0.91	4.00	552			

4 - The teaching assistant for this course is:													
Response Option				Percent Responses					Means				
Poor	(1)	0	0%						4.50	4.00	4.27		
Weak	(2)	0	0%										
Satisfactory	(3)	0	0%										
Good	(4)	1	7.69%										
Excellent	(5)	1	7.69%										
N/A	(0)	11	84.62%										
				0	25	50	75	100	Question	School Level	Department Level		
Return Rate	Mean	STD	Median	School Level			Mean	STD	Median	Department Level			
13/13 (100%)	4.50	0.71	4.50	16,322			4.00	1.08	4.00	548			

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5 - Please enter the name of the TA you evaluated in question 4:	
<b>Return Rate</b>	5/13 (38.46%)
- John Waterman	
- John Waterman	
- n/a	
- N/a	
- No TA	

6 - Feedback on my work for this course is useful:														
Response Option	Weight	Frequency	Percentage	Percent Responses					Means					
Disagree strongly	(1)	0	0%						4.69	3.79	4.44			
Disagree somewhat	(2)	0	0%											
Neither agree nor disagree	(3)	0	0%											
Agree somewhat	(4)	4	30.77%											
Agree strongly	(5)	9	69.23%											
N/A	(0)	0	0%	0	25	50	75	100	Question	School Level	Department Level			
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>School Level</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department Level</b>		<b>Mean</b>	<b>STD</b>	<b>Median</b>
13/13 (100%)	4.69	0.48	5.00	16,277			3.79	1.12	4.00	548		4.44	0.85	5.00

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%						3.00	3.16	3.39			
Somewhat lighter	(2)	2	15.38%											
Typical	(3)	9	69.23%											
Somewhat heavier	(4)	2	15.38%											
Much heavier	(5)	0	0%											
N/A	(0)	0	0%	0	25	50	75	100	Question	School Level	Department Level			
<b>Return Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>School Level</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>	<b>Department Level</b>		<b>Mean</b>	<b>STD</b>	<b>Median</b>
13/13 (100%)	3.00	0.58	3.00	16,320			3.16	0.97	3.00	549		3.39	0.70	3.00

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8 - What are the best aspects of this course?	
<b>Return Rate</b>	12/13 (92.31%)
<ul style="list-style-type: none"> <li>- Conferences for individualized feedback</li> <li>- cool topic</li> <li>- feedback</li> <li>- great way of teaching</li> <li>- Lectures in this course were always interesting. It is very easy to form good ideas for papers by taking note of ideas mentioned in class.</li> <li>- Professor Waterman was understanding of other work that students had and generously allowed extensions on writing assignments. He also graded essays fairly and consistently with the feedback that he gave on the rough drafts of each essay. His lectures were also very engaging, well-planned, and helped our understanding of cognitive psychology, particularly in contrast to the other expository writing class that I took last semester.</li> <li>- The best aspect of this course is the writing conferences. These conferences have helped me improve my writing more than written feedback alone could have.</li> <li>- The conferences with the professor</li> <li>- The feedback and interaction with the instructor were very, very helpful, and allowed me to improve my writing a lot.</li> <li>- The instructor was incredibly helpful and understanding. His feedback has increased my writing abilities.</li> <li>- The professor</li> <li>- The topic (Cognitive Science in Religion) is very interesting and engaging. It challenges you intellectually and forces you to think.</li> </ul>	

9 - What are the worst aspects of this course?	
<b>Return Rate</b>	11/13 (84.62%)
<ul style="list-style-type: none"> <li>- didn't receive feedback quick enough on essays</li> <li>- hard essays</li> <li>- How much participation counts</li> <li>- I cannot think of any negative aspects of the course.</li> <li>- Nothing, at all. Maybe the time of day.</li> <li>- Sometimes repetitive coverage of material.</li> <li>- The class was in Maryland 217 and everyday, the heating system in the building heated the room to unbelievably high temperatures for no apparent reason. There was no way to turn of the heat and temperatures in the room made it difficult to stay awake, let alone pay attention. It's infuriating to know that my tuition goes toward heating a room to unbearable temperatures for no reason and that the heat can't even be turned off. What's worse is that Maryland is an engineering building, so you'd think that someone would have engineered a better solution to the current heating system (maybe adding an off switch or a better feedback loop that could tell when the room was already beyond the temperature it needed to be).</li> <li>- The lectures got a bit tedious, and we spend more time than necessary on each topic</li> <li>- The long readings</li> <li>- The papers can be time consuming and it is difficult to balance/ transfer between science and English courses</li> <li>- There are no "worst" aspects of this class.</li> </ul>	

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10 - What would most improve this class?	
Return Rate	10/13 (76.92%)
<ul style="list-style-type: none"><li>- Add more topics, have more to talk about in class</li><li>- Fix the heating. Other than that, the class was great and the professor was excellent.</li><li>- getting grades back quicker</li><li>- I thought it was a really good class.</li><li>- In class activities such as surveys and psychological exercises were very effective at helping students understand the debate at hand. More of those would only further improve understanding.</li><li>- More scientific material.</li><li>- more time to work on essays</li><li>- More variety in the writing questions/goals</li><li>- N/A</li><li>- The discussions were stimulating, maybe ask more challenging questions!</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	11/13 (84.62%)
<ul style="list-style-type: none"><li>- Expository writing is a lot of work and to get desired grades, students need to start essays early, listen to what the professor asks for in class, put thought into their ideas, and revise essays numerous times. This class is no different and is not an "easy A."</li><li>- Fair grading and system for writing papers. Interesting subject material. Easy class.</li><li>- Go to class- they are mandatory and you learn a lot of information about writing and the topic</li><li>- great course</li><li>- its a lot of intellectual work</li><li>- It's very interesting, but you need to keep an open mind about religious thought for it to be the most useful.</li><li>- Students should have a basic idea regarding religion and the world's view on science and religion as it is the main topic of the course.</li><li>- Take it</li><li>- They should have a passion/interest for religion and keep an open mind.</li><li>- This class requires you to be critical of your own work. You must actively work to find faults with your writing and to try to remedy these faults. This class requires a fair amount of time and effort, but it's very rewarding to see your writing improve. It is assumed at the start of the course that you know how to write a standard essay, but it is also assumed that you are not familiar with the particular structure that expos classes follow.</li><li>- Was a great class, and I improved my writing a lot.</li></ul>	