

Course Evaluation: NORAM 4507, Fall 2009. Deborah Kitchen-Døderlein.

There were 7 students in the course which worked well. One was a second semester MA student in LP. The rest were 1st semester MA students. This showed in the class, as I had to teach them how to read for arguments. They were hard working students, who read the assignments on time and were willing to discuss the readings in class. By the end, they understood how to analyze arguments and sources.

Two of the students have a history of emotional problems with fear of talking and being recognized. Both have improved tremendously. Unfortunately one of them is the one below with problems on her paper (forgetting to send the Bibliography with the paper file). Both are very bright and capable, especially with writing.

Several of the students (both NORAM and LP) are considering writing their MA theses with me.

Only six of them turned in their paper. Neither I nor Nina Lind, our exam administrator, has heard from the woman who did not turn in a paper, so we do not know why. She did have the most trouble settling on a topic and tended to get side-tracked by other interesting questions, so that could be what happened here. Another student had trouble with Fronter and turned hers in via email. Unfortunately, she forgot to include her bibliography and notes. According to Nina, I cannot take the revised paper that includes everything into account as it is after the deadline. Nina is looking into whether or not these two students need to write an entirely new paper or can revise the original topic for a new exam later.

I had to revise the agenda from what I announced in the original syllabus twice during the semester, as I had a concussion and later swine flu. Because this was a 10 week course, it was easy to simply shift days off from teaching. I took into account their exam for EAS 4500 in the middle of the semester, at their request, and we scheduled that as one of their non-teaching weeks for the course.

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