

Project Title: University of Florida GatorEvals – Fall 2023 Main Project

Courses Audience: 113
Responses Received: 70
Response Ratio: 61.9%

Instructors Audience: 113
Responses Received: 70
Response Ratio: 61.9%

Report Comments

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

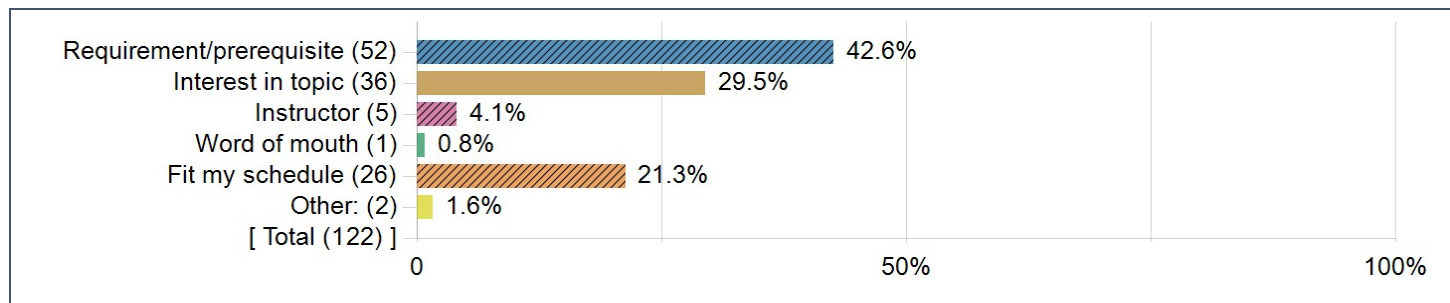
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Associate Provost for Academic and Faculty Affairs

Resources to help you with this report:

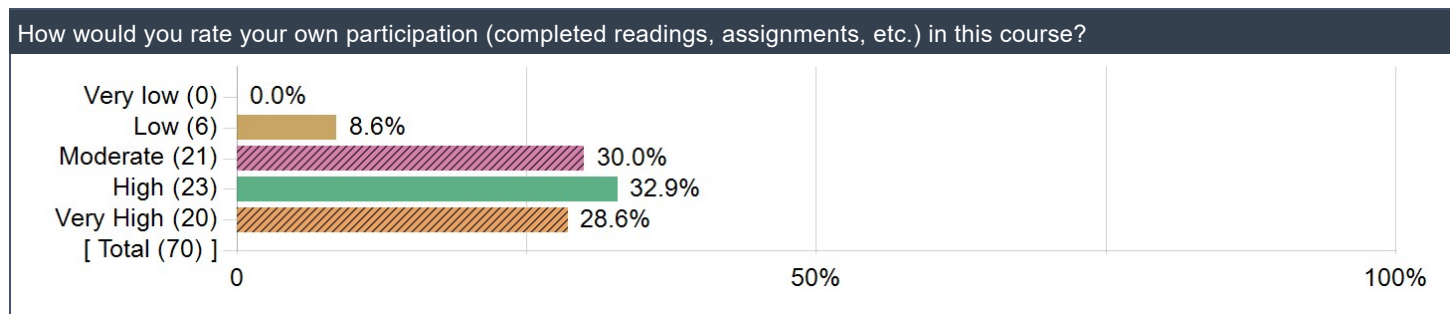
1. Consult our [GatorEvals Guide](#) for interpreting and using teaching survey results.
2. [Register for Elevate](#), a new Center for Teaching Excellence (CTE) initiative to help you create a customized trajectory for professional development, focusing on growth in areas you have identified through self-reflection.
3. GatorEvals offers the ability to [opt-in to a midterm](#) evaluation. This formative feedback offers you a chance to address student insights and adjust the course before the term concludes. Reports are only available to you and are not considered part of the T&P process.
4. Register and attend a [CTE workshop](#).
5. Schedule a [consultation](#) with a CTE staff member or your internal unit to help you interpret your results and develop a course of action.
6. Visit the [CTE Resource Library](#) for additional support.

Student Self-Evaluation Questions

Why did you take this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?



Comparative Evaluation Results

University Core Instructor Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	61.9%	4.73	4.83	4.58	4.76	4.45	4.70
The instructor explained material clearly and in a way that enhanced my understanding.	61.9%	4.61	4.77	4.34	4.61	4.17	4.52
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	61.9%	4.67	4.76	4.48	4.69	4.39	4.65
The instructor fostered a positive learning environment that engaged students.	61.9%	4.54	4.70	4.45	4.68	4.32	4.63
The instructor provided prompt and meaningful feedback on my work and performance in the course.	58.4%	4.15	4.44	4.17	4.50	4.10	4.47
The instructor was instrumental to my learning in the course.	61.9%	4.51	4.70	4.22	4.55	4.05	4.47
Overall	61.4%	4.54	-	4.37	-	4.25	-

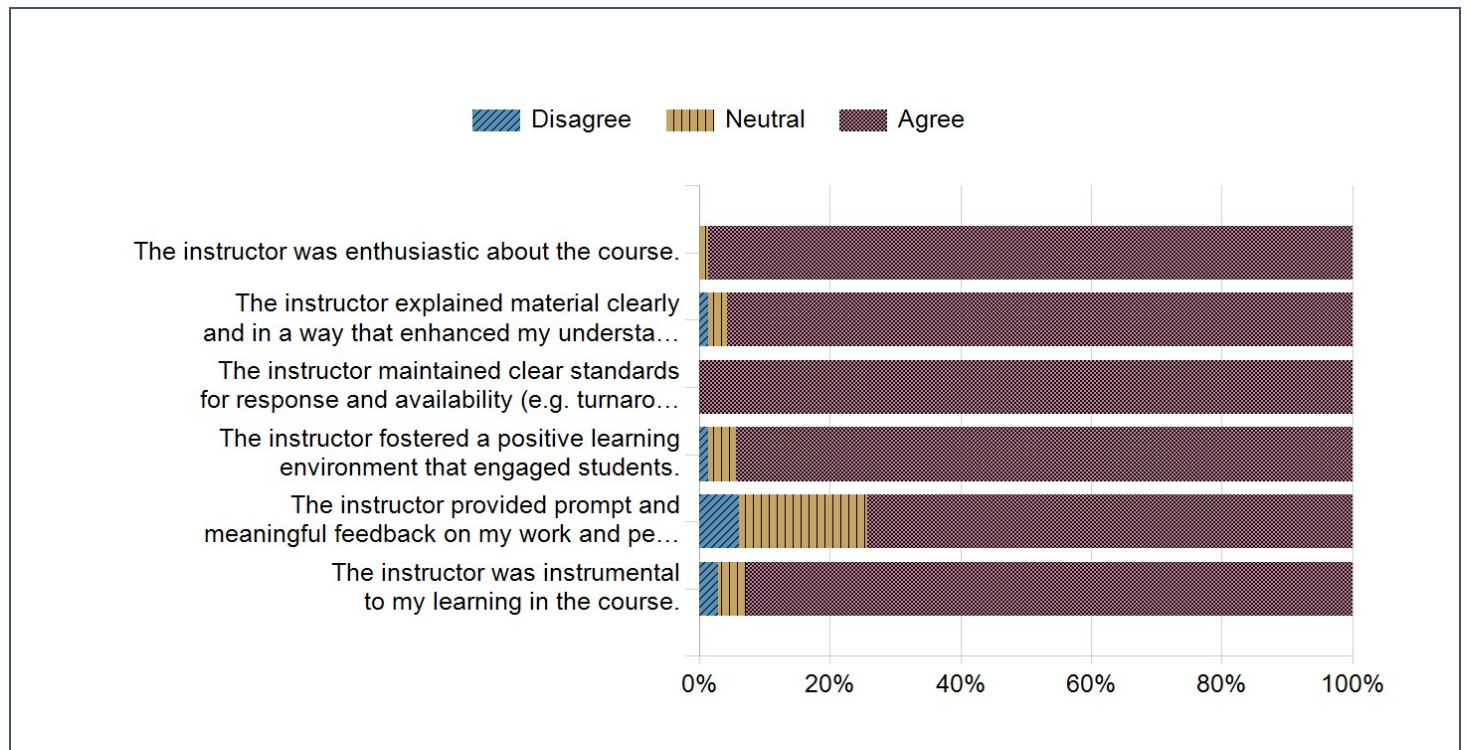
University Core Course Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	61.9%	4.40	4.47	4.26	4.38	4.15	4.25
The course fostered regular interaction between student and instructor.	61.9%	4.23	4.29	4.20	4.42	3.88	4.08
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	61.9%	4.30	4.40	4.22	4.40	4.10	4.23
Overall, this course was a valuable educational experience.	61.9%	4.26	4.46	4.19	4.39	4.13	4.29
Overall	61.9%	4.30	-	4.22	-	4.07	-

Aggregate Evaluation Results

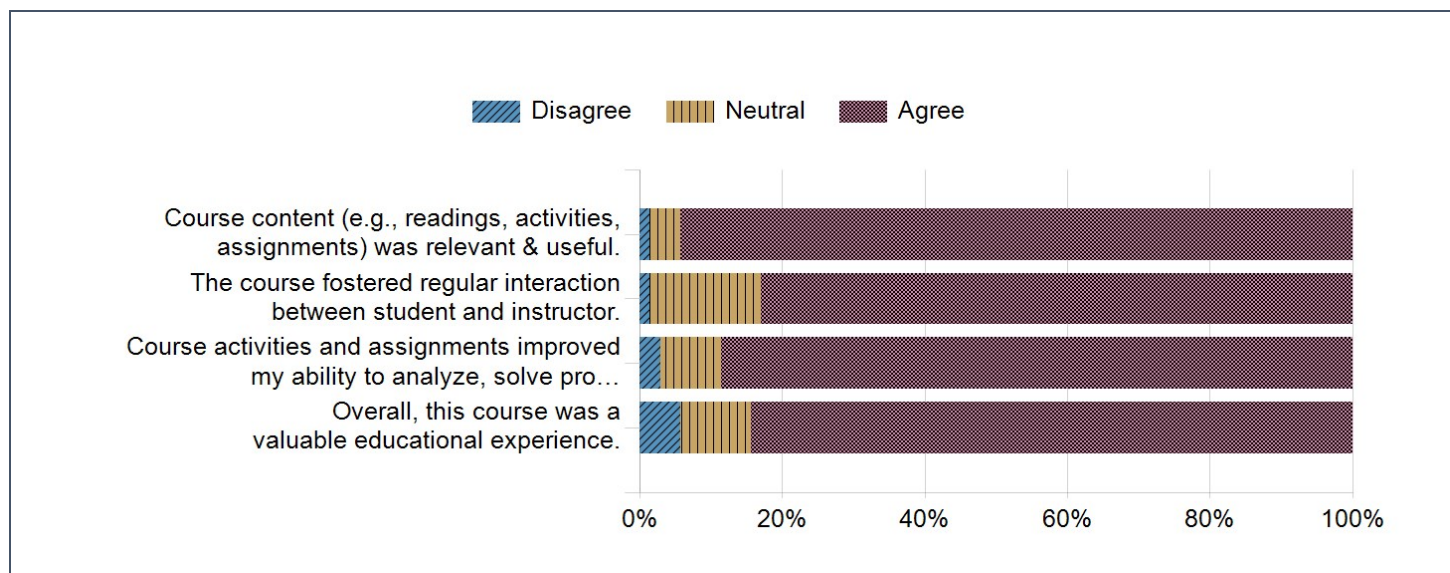
University Core Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



Percentages Evaluation Results

University Core Instructor Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	1.4%	24.3%	74.3%	70	4.73	5.00	0.48
The instructor explained material clearly and in a way that enhanced my understanding.	1.4%	0.0%	2.9%	27.1%	68.6%	70	4.61	5.00	0.69
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	0.0%	32.9%	67.1%	70	4.67	5.00	0.47
The instructor fostered a positive learning environment that engaged students.	1.4%	0.0%	4.3%	31.4%	62.9%	70	4.54	5.00	0.72
The instructor provided prompt and meaningful feedback on my work and performance in the course.	1.5%	4.5%	19.7%	25.8%	48.5%	66	4.15	4.00	1.00
The instructor was instrumental to my learning in the course.	1.4%	1.4%	4.3%	30.0%	62.9%	70	4.51	5.00	0.78

University Core Course Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	1.4%	0.0%	4.3%	45.7%	48.6%	70	4.40	4.00	0.71
The course fostered regular interaction between student and instructor.	0.0%	1.4%	15.7%	41.4%	41.4%	70	4.23	4.00	0.76
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	1.4%	1.4%	8.6%	42.9%	45.7%	70	4.30	4.00	0.80
Overall, this course was a valuable educational experience.	1.4%	4.3%	10.0%	35.7%	48.6%	70	4.26	4.00	0.91

For additional information and resources in each of these question areas, please visit the GatorEvals Website at <https://gatorevals.ua.ufl.edu/resources--policies/question-set/>

Free Response Section

Please identify the instructor's strengths that contributed to your learning in the course.

Comments
Enthusiasm
He is very good at bringing light to various topics. Even those topics that seem "scary" and deep were introduced clearly. He also had some good jokes.
well spoken during lectures, engaged students frequently
N/A
Dr. Dorst wonderfully answers questions, provides explanations, and helps explain the texts presented in class very well. It is hard to understate how much his explanations helped my success in this course, and how much ground they provided for my understanding of fundamental ideas.
I enjoyed the lectures very much, they helped me gain meaningful understanding of the readings and ideas. This was very helpful because many of the readings confused me but this was always cleared up. I also really enjoyed how meaningful notes were laid out on the board without the use of too many words.
very charismatic, i enjoyed listening to the lectures!
He always taught it like we had no background, like we didn't understand any part of the reading. (Which was very nice as there were often readings I did not completely understand.) He had a lot of interaction with the students and got a lot of different opinions on the topics, it was nice to have a little debate as most of the ideas are not very clear-cut right or wrong.
He is great at explaining topics in a neutral stance. He gives us a clear description of each topic and every side/opinion on the topics we learn about.
Dr . Dorst is a man of many strengths, all of which greatly contributed to my learning! Among the most critical to me were his discussion questions, his constant seeking of our thoughts on the readings, how well he engaged us, his thoroughness, and his humor! He would consistently stop to ask if he explained well-enough, and so much as a single shake of the head or thumbs down was enough for him to reword and clarify. He was positive, intellectually bright, gave no personal opinions which allowed for us to form our own ideas, and he always managed to make us laugh. I truly looked forward to going to his class everyday! He was by far my favorite professor of my first semester here at UF!
Enthusiastic about the course and stays engaged when teaching
Dr. Dorst was very good at explaining philosophical viewpoints in an objective manner that prevented unintentional biases from making their way into his teaching. He was also very willing to answer questions I had after class to better understand the works we were reading. Holding reading quizzes every week was also an effective way to ensure we were keeping up with the content.
Explained topics and concepts very clearly and simply. Had constructive and meaningful responses to comments and questions.
Dr. Dorst has an engaging mannerism that helps contribute to the overall content understood within the class. I feel as though the simplification of philosophy is to vague however, it seems to be the only label appropriate. Dr. Dorst managed to convey (without personal bias) the effectiveness and over all theme of certain philosophical paper s countless times throughout the course.
Dr. Dorst is a very thorough instructor and he does a fantastic job explaining complicated readings. Philosophy is not always easy to understand, and often times I came into class very confused on the assigned reading. However, Dr. Dorst does a fantastic job explaining the readings we are assigned and understands that philosophy is not the most clear, understandable thing around. He simplifies things very well during his lectures.
Explained the texts vey well and presented complex information in a simple manner and story-like. Enjoys what he is teaching.
Very engaging.
He was very good at explaining the readings (usually pretty confusing) and breaking down difficult philosophical concepts into layman's terms that I could actually wrap my head around.
Chris was excellent at explaining readings that may have been difficult to understand/read. I for sure would've struggled a lot more in my papers if not for Chris' explanations and analysis' of the given readings. He was able to simply things, and was always able to have a response to any question, as many of the questions asked were very though provoking.
Making up examples that outline the idea of the material
As complex philosophy can be his explanations were great an enhance my ability to analyze and break down complex readings
Professor encourages conversations.
He is clear in his explanations of the readings, he makes sure to ask questions to the students to see if they are understanding what he is saying, and overall makes the class much easier to grasp.
Dr. Dorst spoke clearly and through examples so his class was easy to understand. He had us read modern philosophical content which made the readings more interesting.
In class explanations were so helpful and added greatly to my understanding of content. I felt very engaged with the material and

Comments
students had ample opportunity to interact with the content. I found material selection to be very engaging as well.
–Explanation of interesting material in a clear way –Personable –Quick/thorough responses to emails
Enthusiastic about the material
Good explanation and passionate
He goes through the material in great detail to help students understand what we've just read for class, and helping us when we eventually need to write papers about the readings.
Instructor was highly knowledgeable and approachable. Additionally, he was witty and made the lectures entertaining while facilitating discussion.
Very clear in his lectures and engaging even though it was early in the morning.
Dr. Dorst was extremely engaging throughout the course. His passion for philosophy was contagious and made it easy to pay attention and retain information.
Professor Dorst explained our philosophy readings in a clear and creative way. Even if before class I was confused about the reading, I always clearly understood it after the lecture.
Very great at explaining even the most complex topics. The lectures are engaging and he maintains a regular schedule for quizzes and clear expectations for papers.
Very clear. He is very intelligent and introspective and I learned a lot from him. He values opinions of the students and often remains neutral so students can form their own opinions.
Great! helped the class grow to think critically about ideas
The instructor has a great structure for the course that allows for a clear understanding of expectations and how to achieve goals.
He had great key ideas that he wanted to get across to us about each piece so even if we were not that intrested we would get philosophy basics from the course
great lecture, interactions in lectures, also office hours. 100% love him! and also my TA steve clarck!
Dr. Dorst has a very enthusiastic and contagious attitude towards philosophy. He has the ability to stir interest in students who previously were uninterested in the subject. He tends to write most of what he says on the board, which is great for note taking, as students don't need to write as quick as he speaks. His overviews of the readings are very helpful in understanding them, especially when it comes to less contemporary works from the 18th and 19th centuries.
Knowledgeable and invested in student learning
The instructor used common examples of topics in the course to engage students more and allowed students to contribute to the conversation.
He would always cover the readings in great detail which helped me to understand the content of the course. This was especially helpful when it came time to write papers as his clarification of the readings made understanding the prompts very straightforward.
He allows for open discussion during class so questions were frequent and accepted.
instructor was excited to teach
Explained concepts clearly.
Engaging; I did not personally like philosophy but found Dorst's lectures entertaining and he made it easy to understand philosophical concepts
Breaks down difficult concepts and engages with the students very well
Dr. Dorst was very well–versed in the topics and the readings that we were doing. He was very helpful in answering any questions we may have had when we didn't understand a reading or certain argument within one.
He is super personable and does a good job keeping the explanations interesting and applicable to his audience.
Incredibly passionate about the topics spoken about and very charismatic when lecturing and speaking with students.
Dr. Dorst explained all of the concepts in class very well and was instrumental to my understanding of philosophy.
His lectures all hit the main points of the each assigned reading. This would help when writing essays. He also kept the class engaged.

What additional constructive feedback can you offer the instructor that might help improve the course?

Comments
N/A

Comments
implement more hands-on assignments during class
N/A
I recognize that interest in a subject is expressed in different manners, and that it oftentimes diminishes after teaching the same course time after time. Knowing that, I do not blame him. Nevertheless, it sometimes seems like he's not really interested in what he's talking about, and although his lecture is very helpful to deciphering the text, it occasionally gets hard to listen to. In essence, this failure amounts to simply a tone of voice and not engaging with the content outside of what's outlined in the syllabus (although it should be noted this could be due to time constraints). Also, it'd be nice if he used PowerPoints (maybe supplemented by handwritten board notes) rather than just handwritten board notes.
I honestly really enjoyed it and had a great experience especially for this being my first philosophy course. The only thing I would recommend is to have students ask questions around the room more and clear up confusion.
n/a
I liked that I can choose one of three prompts
I truly cannot think of any feedback to improve the course.
Find another way to make the course easier to understand. As someone with no prior knowledge in philosophy I struggled with what we were learning and simply reading the homework.
Sometimes, I think Dr. Dorst didn't fully explain common counterarguments to some of the philosophical works we discussed in class. I think understanding the common arguments on both sides of the debate would have better enabled me to understand the potential flaws in both arguments and make a more informed decision of my own.
N/A
I couldnt say much.
I do not have any constructive feedback for Dr. Dorst, I appreciate how well he explains philosophy in general.
Do more practice or interactive activities that do not involve quizzes/papers.
The reading quizzes were often graded later than I would prefer especially considering their simplicity.
DesCartes was awful
Sometimes I feel like the instructor answers a bit too many questions sometimes. While some questions are really thought provoking there were times where we couldn't full get through a reading. Also as a somewhat double edged sword, Chris was so good at explaining the readings, that sometimes I lost motivation to actually do the readings as there were times I just barely understood the reading, and class lecture would explain it for me.
Make the students contribute more during class
Limit the amount of questions students ask since class time is short, so we are able to here more of his personal thoughts on the lecture rather than the student thoughts.
There was explanation on what is expected of paper 1 but I feel like reviewing the prompts for the other papers more would be helpful. Also just adding more reading quizzes or participation opportunities because there are generally fewer grades.
-more real world applications besides Steelers
It was good
Mostly a fault of the schedule but sometimes too tired to understand
Post a video from the class if you miss.
There were a handful of moments in which I wanted to hear more from him rather than my classmates when discussions were occurring. However, this is largely because of his strengths as a lecturer.
The sports references were awesome, I wish there were more of those because it really helped me engage with the lecture.
I can't think of any other feedback to give Dr. Dorst.
I do not have any constructive feedback for Professor Dorst.
None
none
keep it up, doing great
I think trying to keep the time talking about a reading within a week would be helpful because I would forget about the topic by the next week enough to talk about.
nothing, everything is great! inspired me to learn more about philosophy!
The rubric for the papers that is provided on Canvas is a bit unclear. Perhaps generally outlining for the class what would earn a high score would help the students understand what is needed of them for the paper. I also believe that students come into the class without having realized that a 100% in a philosophy class isn't quite attainable. A paper can always be improved upon, and the

Comments
regular expectation that a high-achieving student has set for themselves is out of reach. Briefly mentioning this around the time the first paper is assigned or during the drop/add period may help students manage expectations.
Some of the paper prompts were confusing in relation to the content of the reading it was supposed to cover. I think that making sure all of the prompts go with one of the readings clearly would allow students to understand them better.
-add some enthusiasm when talking, was kind of monotoned
N/A
None
Maybe have review-ish sessions before the papers are due so that we can ask in-depth questions about the reading/topic. However, something similar is able to be done through the office hours.
I wish he used the last 5 minutes of class to explain common misconceptions of the reading pieces, it is easy to get lost in the dense readings.
N/A
Focus more on why the content is important and relate it more to us as students.
He could ask less questions to the class because the class would get off course sometimes. We also sometimes didn't finish the lectures on the assigned readings.

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Comments
More sample papers? Workshops in discussion?
N/A
make lecture time more engaging for everyone
N/A
Integrating the reading quizzes with the online textbook would help grades, engagement, and understanding, in my opinion
Consider uploading pdf versions of the readings so students with iPads can easily download and annotate. I found myself taking up almost as much time scanning these readings into my iPad as I did actually reading them.
I felt like all of the readings could have been on Canvas and there was no real reason for us all to be buying textbooks.
I wish there were more opportunities to help weigh out the first essay grade. I have no experience in philosophical writing and did not do amazing on the first essay, and my grade really cannot recover much from that one assignment (our first assignment) because there aren't a lot of other assignments to balance it out. Especially if the grading scale is going to be a 93-100 is an A+ (not a 90-100 like many of my classes), it makes sense to me to make this A+ a little more achievable for an introductory class to a topic many students have not studied and do not excel in but must take for gen-ed credits.
None!
Make the class easier to understand for students who have no prior knowledge in philosophy because it is really difficult to write a paper when I have trouble learning the materials in class
I think the order in which topics were covered sometimes didn't follow a logical flow. For example, religion was the first unit we covered, while I would generally think either metaphysics or epistemology would be the first units in an introductory philosophy class.
I like the organization of the class and the topics we discussed.
There isnt a lot of work and the work we do have is valuable. Maybe try and make the necessary readings clearer?
Some readings were very difficult to understand, but I believe this is the nature of philosophy in general. Dr. Dorst and Mr. Clark did a great job explaining any confusing readings.
Have more interactive assignments that aren't just the papers or quizzes.
I would up the number of essays each semester (maybe 6 or 7). The reading quizzes were honestly a waste of time and largely were just attendance markers (it'd be easier and more effective to just actually measure attendance each day). Although I hate to suggest this actual proper tests on the content of the readings (maybe one as a final or one per unit or just a short canvas thing for each piece) would be useful as it would probably help boost the grade of people who are genuinely paying attention to the material but just suck at writing (it is a general intro to philosophy class, not just an intro to writing philosophy class and so testing knowledge of classic philosophy wouldn't be out of question). I feel like having the final paper have grades in so late is not ideal especially since it could easily be pushed forward a week with little consequence. I feel like a lot of very classic philosophy (ancient greek, etc.) wasn't really covered in the readings which seems out of place for what is meant to be an intro to philosophy. Some of the pieces were pretty obscure to be in an intro class. I also feel like there could've been something on how philosophy is argued

Comments
(like dialogues, etc.) instead of just a laser focus on the content for the whole time.
To be completely honest I gave up on the readings after "Where Am I?" DesCartes was a struggle. It's not that I didn't like the pieces, but it was hard for me to put myself through reading them when I knew I would only half-understand the more difficult content and the concepts would end up being better explained in class anyway.
there was not much that could be improved, I believe the class was well organized, and the course material adequate.
No word requirement for essays
The course focused on contemporary readings which I think made the class much more interesting and interactive. I would have liked to see a few more classic philosophical writings.
Maybe just having another variety of work or more reading quizzes so there are more grades going in.
NA
I like the format a lot it was chill
The proper books (the one it said was an earlier edition) and sometimes the topics feel either repetitive with several philosophers arguing the same thing.
Maybe there can be more help in class where we can grow our philosophy paper skills.
Clearer grading criteria for the essays. I was occasionally unclear on how I could elevate my writing based on the criteria alone and occasionally lost points from requirements that were not well articulated.
I wish the reading quizzes were out of a number larger than 3 because if you are slightly off the mark (2/3) then your grade is immediately a D+. There have also been times where I feel like I did not answer the question very well and I still got a 3/3 so I feel that a grading scale out of a larger number would reflect an answer's correctness better. However, this is only 10% of the class grade and maybe these quizzes are less based on accuracy and more on effort, in which case the grading scale is probably fine as it is.
I don't think the textbook is necessary. I used it for the readings but because most of the topics we covered were famous in the field, I could find a lot of the readings online for free.
I think this philosophy course could include a bit more variety when it comes to assignments.
None. Expectations are clear and assignments are very organized.
None
have a higher class average on the papers, not everyone is a good writer
I think there could be slightly shorter readings and then more people would actually read them
materials are great, i love most of the topics. the workload is also manageable.
Rather than pop quizzes to ensure the students read, perhaps it would be better for there to be a quiz on each reading. I didn't feel much pressure to read sometimes, as I could more or less tell when there would be a quiz. I believe this is a common thought, and a quiz every class would ensure that readings are done even more often.
I would like if the course had options for extra credit assignments because the only graded assignments are pop reading quizzes and papers which take up a large majority of the grade. I like that there aren't too many assignments, but students don't have many chances to recover from a bad grade on a paper.
The 4 papers making up the majority of the grade should be changed because it is completely subjective
n/a
I don't.
Having lecture recordings and an organized discussion quiz schedule would be nice.
As far as those three topics go, i think that everything was do-able. The book was easy to get, our essays were posted 2 weeks before they were do so we had time to ask questions and write them and the readings were up early 99% of the time and if it wasn't, we could send Dorst or our TA a message and they would get it uploaded as soon as possible.
I enjoyed the reading, overall it was a well-paced class. The only thing I struggled with was vague reading quizzes.
Finding ways to educate students in unique ways other than simply reading the papers. Such as was done with the Daniel Dennett piece. This would increase student engagement and enjoyment of performing the assigned work.
Maybe have more assignment outside of the papers and in class mini quizzes.
I would've liked more comments on my essay to help me write a better one in the future. However, if you go to office hours they can help.

Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Comments
Abstract thinking
I believe my writing and critical thinking skills became better, which can help me in future classes and workspaces.
the ability to converse opposing opinions in a respectful manner
N/A
Understanding philosophy is pertinent to understanding all. This question makes you question your actions, your understanding of different topics, and your life. Just sitting and thinking is something extremely important, and having it be laid out in such an engaging fashion is nothing short of brilliant.
I was surprised about the whole thought process of philosophy and how much everyday ideas are overlooked. When looked at through a philosophical perspective, a lot can be learned from everyday events.
This course taught me how different we all think and how to plan out and write a decent paper.
I learned more about how to make a better concise argument instead of rambling.
Learning about the methodology for evaluating theories, ideas, concepts, and thought processes was a skill that I truly expanded upon in the context of this course. A lot of the material built on itself which helped me become much more open minded and reflective by the end of the course.
This course helped me develop critical thinking skills that will help guide me in my career. Philosophy helped teach me how to think and made me better at logical inference and evaluation.
Learned how to construct a philosophy paper. learned how to think critically and develop my own arguments. learned how to analyze and digest often complicated pieces of philosophy. Many of the topics discussed in class are relevant to my personal life and are things I've discussed amongst my friends.
I learned how to effectively argue and convey my thoughts. I think this will be useful in any setting.
I believe this class taught me to think outside of the box more than I usually do.
Creating strong arguments and having some basic knowledge about philosophical concepts.
Good abstract writing skills (as in conveying and arguing for abstract ideas).
Learning how to write a proper philosophy paper was arduous and embarrassing. Whatever prompt you chose, you end up having to go back and carefully re-read the relevant paper(s) and comb through for details and the main ideas. But I do think having to go through this class worked wonders for my argumentative and analytical skills.
Analysis of readings. Creating arguments, and forming ideas. Noticing flaws in arguments and logical fallacies. Writing. Creating counterarguments. Problem-solving capabilities, analyze concepts
How to absorb knowledge and translate it into an essay
How to professionally write a paper regarding philosophy: how to structure, the proper language, how to support.
I have learned how to think critically and develop my reading skills to better grasp what I am reading. I have also learned to explain myself better and demonstrate my knowledge more cohesively.
It was interesting to learn about simulation arguments and other relevant topics that made me reflect upon my own life.
I learned a lot about analysis of philosophical arguments, how to properly construct an argument, how to greatly improve my writing, and a lot about theories in general
-Existentialism unit
Good writing styles and an appreciation for reading
Thinking through arguments and breaking down philosophy
I have learned how to better write philosophy papers, and how to take better notes.
Analytical, philosophical thinking about large problems
Learning about simulation theory and personal identity helped me to adjust my perspective of what is truly important to me and who I want to be in life.
I think this class has built my critical thinking and debate skills. Because we discuss so many topics and find arguments within arguments, it has taught me to look at the world more closely and examine it in an analytical sense.
I learned how to deep-dive into my thoughts and thinking. I also think this will help me find the deeper meaning of life for making future decisions.
This course really enhanced my understanding of philosophy and helped me to look deeper into problems and arguments. It greatly improved my essay writing, and I feel that I am stronger after coming out of this course.
Different philosophical topics that made me question my own beliefs and made me stronger in my values ultimately.
thoughtfully develop and write out ideas and interact with others and their thoughts

Comments
This class was helpful in practicing argumentation skills.
I think this classes helped me think about basic philosophy of the mind and reveal issues I had never thought about and therefore improve my problem solving.
morality, existentialism.
I really enjoyed the course overall, and think it has improved my writing and critical thinking skills, both of which I already was confident in. These are skills that are applicable to all careers and many courses. I look forward to future philosophy classes in hopes that I'll continue building upon them.
I learned evaluation skills that help me consider different points of view in arguments.
Overall, I became a better writer over the duration of the course. I was able to develop the skill of analysis as our papers almost always had some component of analysis.
I learned how to think philosophically
learned about stimulations, if God was real, and different views of death
Analytical thinking, group problem-solving, essay writing.
Critical thinking
I think that overall, this class will serve as a great foundation for my minor in philosophy and is very helpful in understanding the basics for some of the most sought topics.
For law purposes my thinking and analyzing skills have excelled and my reading comprehension has benefitted.
Processing of large amounts of information and being able to formulate coherent arguments from them about a specific subsection of the given information.
I feel more well rounded and have a better world view understanding that will help me work with others.
It helped me understand certain philosophical references I did not understand before. It also prepared me to write professional papers and set a standard for how to write them throughout college.