WashU Fall 2018 Instructor Report for FL2018.L30.Phil.100G.02 - Logic and Critical Analysis (Chris Dorst)

Project Title: **WashU Fall 2018 Course Evaluations**
Project Audience: **43**
Responses Received: **34**
Response Ratio: **79.07%**

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

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Creation Date: **Tue, Jan 08, 2019**

Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

Learning

Competency Statistics	Value
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	0.92

1. I have found the course intellectually challenging and stimulating	2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course	4. I have learned and understood the subject materials of this course

Organization

Competency Statistics	Value
Mean	4.68
Median	5.00
Mode	5
Standard Deviation	0.60

1. Instructor's explanations were clear	2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going	4. Instructor gave lectures that facilitated taking notes

Enthusiasm (Chris Dorst)

| Competency Statistics	Value
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	0.74

1. Instructor was enthusiastic about teaching the course	2. Instructor was dynamic and energetic in conducting the course
3. Instructor enhanced presentations with the use of humor	4. Instructor's style of presentation held my interest during class

Individual rapport (Chris Dorst)

Competency Statistics	Value
Mean	4.84
Median	5.00
Mode	5
Standard Deviation	0.40

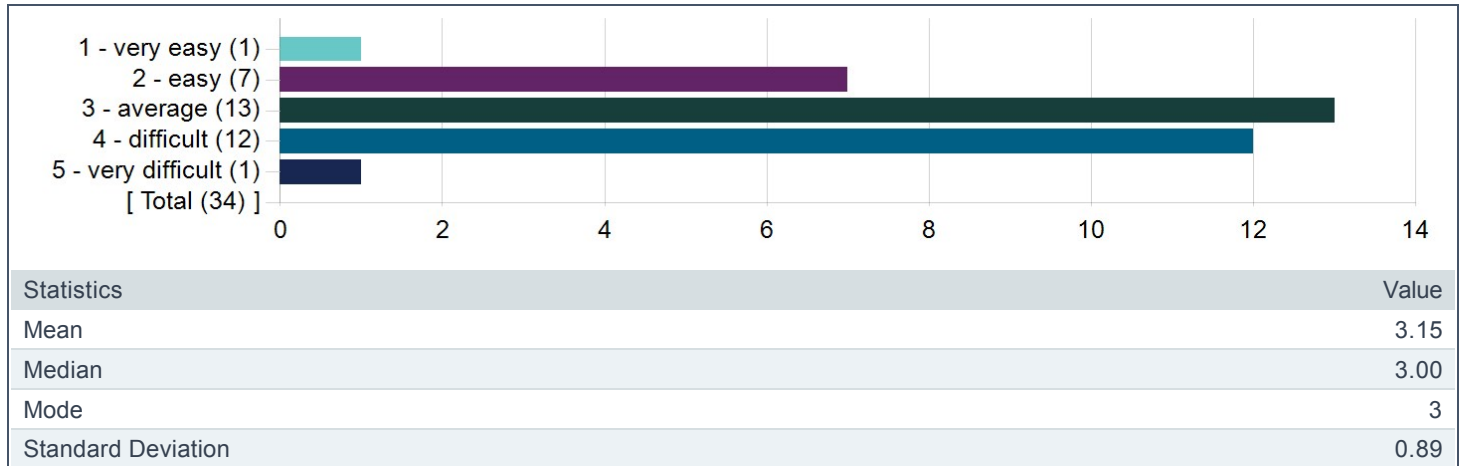|	
1. Instructor was friendly towards individual students	2. Instructor made students feel welcome in seeking help/advice in or outside of class
3. Instructor had a genuine interest in individual students	4. Instructor was adequately accessible to students during office hours or after class

Comparison Detail for Course and Instructor Evaluation

Learning

Organization

Enthusiasm (Chris Dorst)

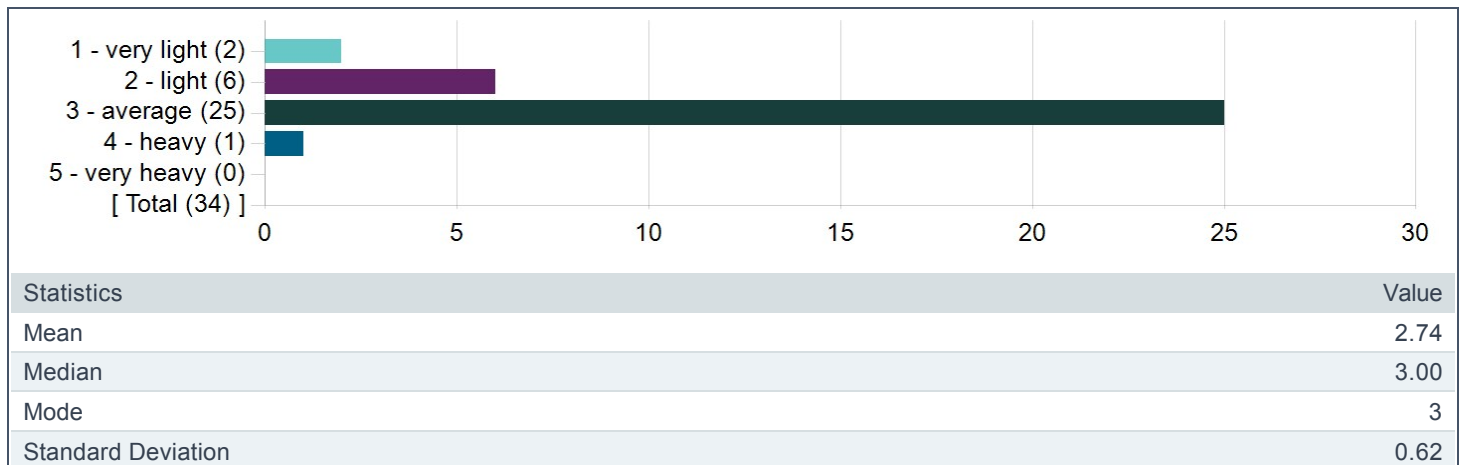
Individual rapport (Chris Dorst)
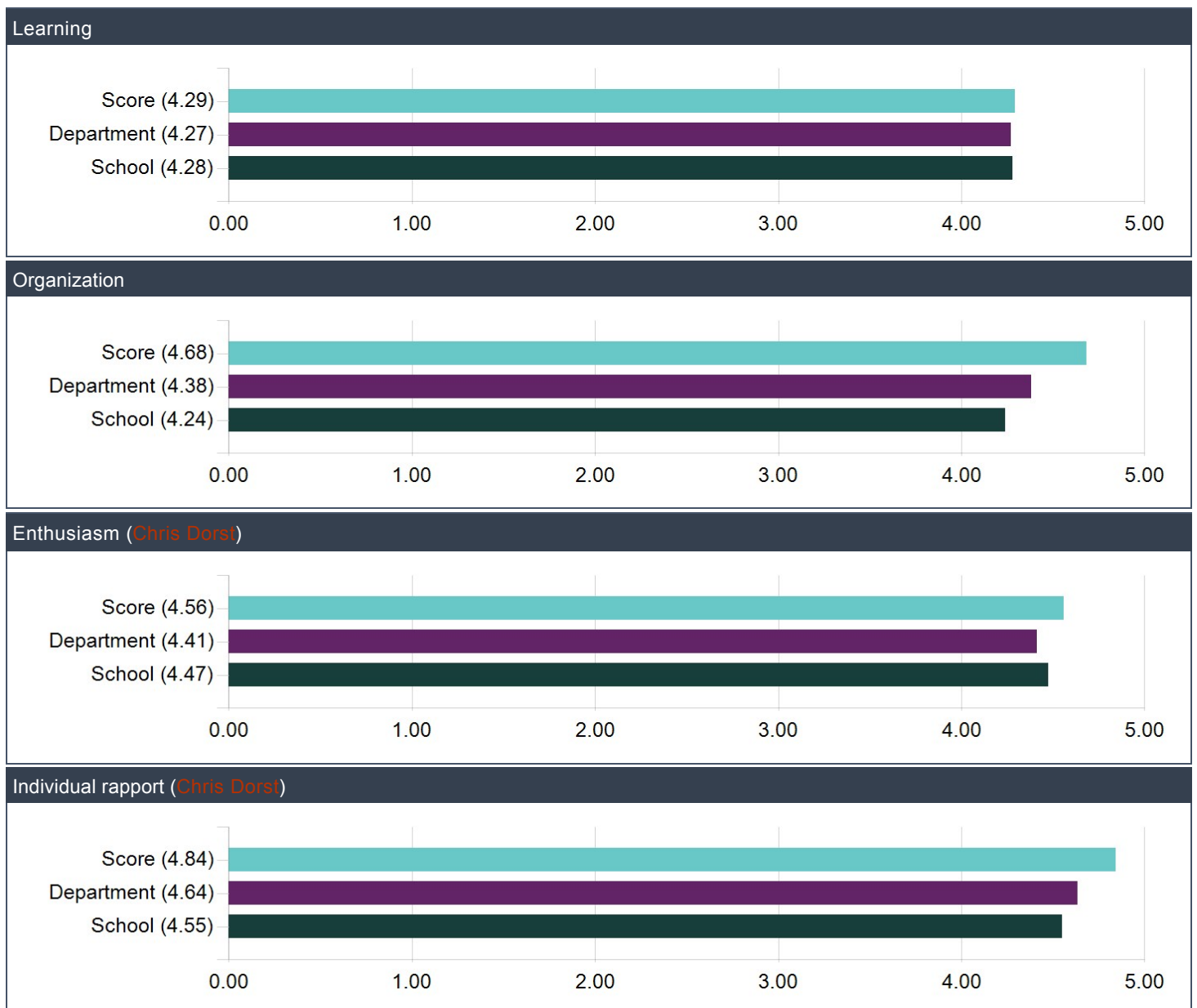
Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

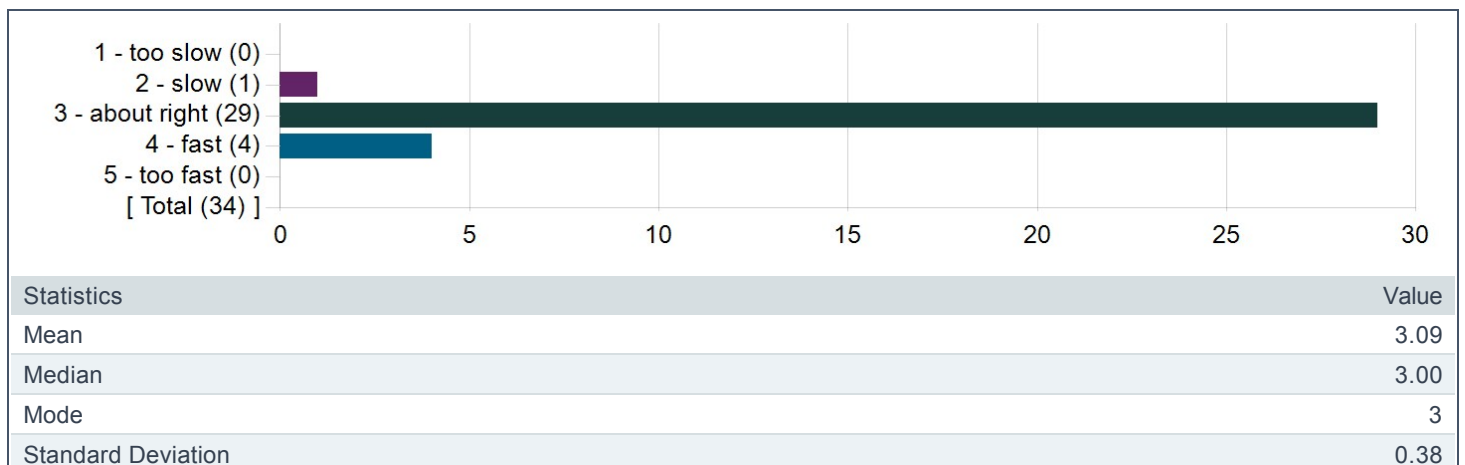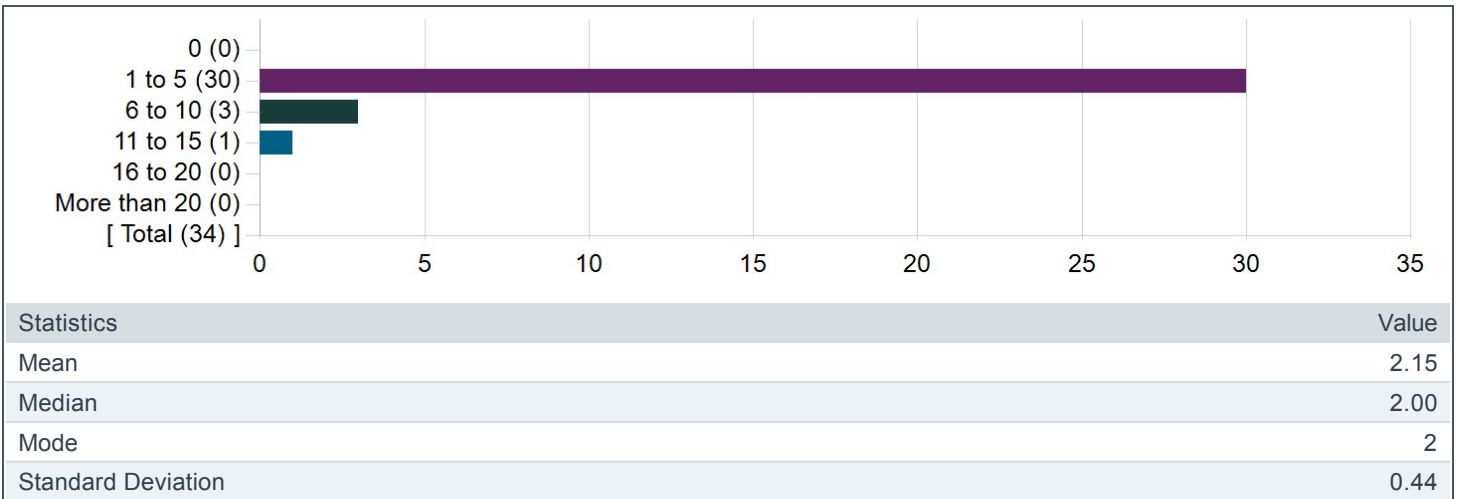### Course difficulty relative to other courses was

Statistics	Value
Mean	3.15
Median	3.00
Mode	3
Standard Deviation	0.89

Course workload relative to other courses was

Statistics	Value
Mean	2.74
Median	3.00
Mode	3
Standard Deviation	0.62

Course pace was

Statistics	Value
Mean	3.09
Median	3.00
Mode	3
Standard Deviation	0.38

Hours per week required outside of class

Hours	Count
0 (0)	0
1 to 5 (30)	30
6 to 10 (3)	3
11 to 15 (1)	1
16 to 20 (0)	0
More than 20 (0)	0
[Total (34)]	

Statistics	Value
Mean	2.15
Median	2.00
Mode	2
Standard Deviation	0.44

Comparison Detail for Varied Rating Scale Responses

1. Course difficulty relative to other courses was
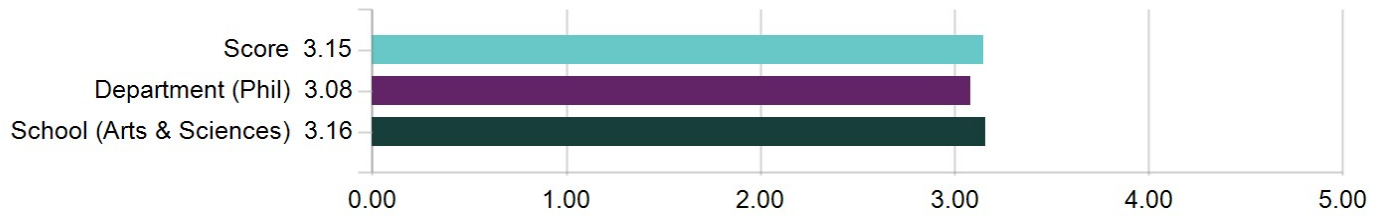
Score	3.15
Department (Phil)	3.08
School (Arts & Sciences)	3.16

0.00 — 1.00 — 2.00 — 3.00 — 4.00 — 5.00

2. Course workload relative to other courses was

Score	2.74
Department (Phil)	2.79
School (Arts & Sciences)	2.99

0.00 — 1.00 — 2.00 — 3.00 — 4.00 — 5.00

3. Course pace was

Score	3.09
Department (Phil)	3.02
School (Arts & Sciences)	3.16

0.00 — 1.00 — 2.00 — 3.00 — 4.00 — 5.00

4. Hours per week required outside of class

Score	2.15
Department (Phil)	2.28
School (Arts & Sciences)	2.47

0.00 — 1.00 — 2.00 — 3.00 — 4.00 — 5.00
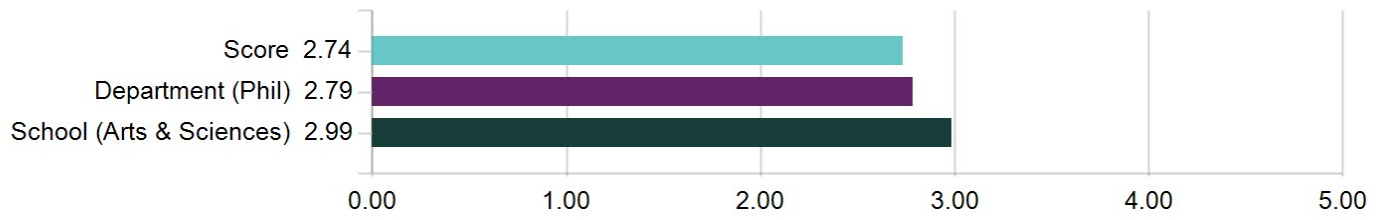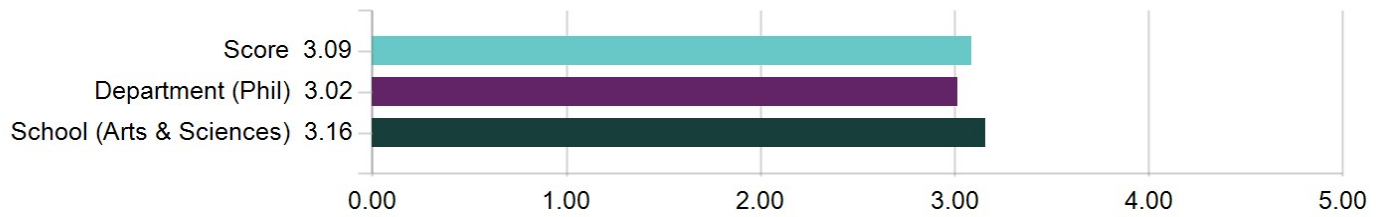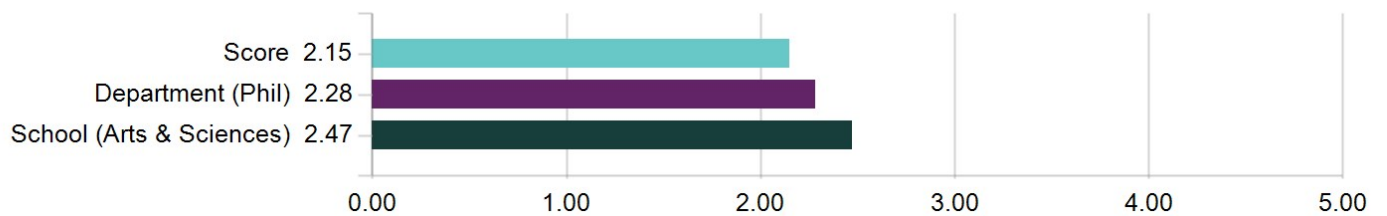
Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
Its really hard, prepare to sit there and be lost at times.
Really interesting stuff, harder than I expected. It's math.
This is a great course if you are interested in philosophy. Also, a great opportunity to fill an NSM credit for those that are not interested in taking a math or science course.
Chris is awesome.
Its interesting in a problem solving sense.
Don't expect for anything in the course to help you with other coursework. I was under the impression that learning Logic would help me construct arguments for research papers in other classes. I was very, very wrong.
I really liked this course I took it to fulfill an nsm requirement and expected to hate it, but I really enjoyed it and Chris made it interesting and easy to understand.
It's definitely a challenging course and requires you to think, but it is really rewarding once you figure things out.
Very good overview of basic logic. Will be useful for LSAT.
Great intro course to logic
Not very engaging class; I wouldn't recommend it unless you're very interested in the subject
Yes if you like solving proofs– more for mathematical people than legal studies–related (which is what I expected)
Despite misconception, this course is not an easy NSM. While it is difficult, the course proves rewarding and beneficial for critical thinking skills.
Though advertised to me as an NSM for humanities majors, Logic and Critical Analysis largely consists of thinking in formulas, patterns, and symbols. Thus, I engaged mental processes I have not considered since high school (I am a junior).
This course is mostly about learning and internalizing rules and then applying them in clever ways to show that arguments are valid.
It's a very interesting course that pushes you to think beyond the bounds of regular english. It's a combination of english and math.
Professor Dorst made the topic really interesting and challenged me to really think critically which is helpful in any subject.
The course is difficult, but working with other people and seeking help makes it possible. The class is interesting and Chris Dorst is a great professor.
Great course.
Really interesting course that exposed me to material I knew nothing about.
Decently interesting class that is not too difficult as long as you understand the rules of inference.
I guess going to class isn't completely necessary if you read the chapters, but it's much easier to make yourself draw arrows and letters if you go.
It is a basic course for philosophy. I am not a philosophy major, but it is definitely a complementary course for math. Or if any humanities students want to take a natural science class, I would recommend it.
It is pretty demanding, basics of philosophy
Good class for learning the basics of logical induction. Useful for the LSAT.
This is not what I expected when taking a logic course, but that is not necessarily a bad thing. Just research the actually course materials before signing–on.
It was very interesting and ended up being fun.

**Describe at least one thing about this course that helped you learn.**

Comments
The Logic 2010 website is really cool once you get the hang of it. Also, Professor Dorst writes very clearly on the board in a very spatially organized way so it's easy to take notes. It's kindof amazing how he always seems to know exactly how to space things out when writing them so everything will fit perfectly. Truly a talent.
The online programs used really helped enforce the concepts taught in class.
I liked that the instructor asked students if they knew what to do next while solving derivations in class. It made it feel like the students were active learners rather than passive recipients of the professor's knowledge.
Learning about ~logic~
Professor Dorst was super helpful outside of the classroom. He was always very responsive to emails and would schedule additional hours to meet with students throughout the week and come in special to meet with them.
Professor was very willing to answer questions both inside and outside of class. Honestly so helpful in making sure students were understanding what was going on.
the lectures about explaining the rules
I liked how the material was presented
The practice problems in and out of class
The structure of the course helped me learn. Course materials were presented in an orderly and understandable fashion.
Going through practice problems in class (multiple practice problems) and talking through each step provided avenues for me to troubleshoot when doing the homework/taking the tests.
There were many examples in class, and Chris always explained his thinking out loud so everything was made explicit.
Learning the processes really helped because the course material builds off of each other
The logic program and assignments on it were really helpful in understanding the material.
Working with other students and following along with examples in class.
Teacher was very clear.
Logic 2010 program
The homework was good practice.
The reading materials are super helpful.
Train of thought, the world of logic
The professor's lecture style was engaging and clear. The Logic 2010 program was very useful and facilitated learning.
The regular examples and step–by–step approach were great in demonstrating the mental methods required in executing a derivation.
The easy of access to the professor.

Describe at least one thing that could be changed about this course to help you learn.

Comments
If there were some way for help when you're stuck on the homework problems. Homework problems are a bit part of your grade and sometimes if you don't see a way to proceed it feels like there's nothing you can do, so if there were some hint system or crowdsourcing system for help that would've been great.
I believe that Professor Dorst could be a little more clear in his teaching, so that students can better grasp the concepts.
More auxiliary learning material. I tried consulting the text for some of the later homework and was unable to find help. Maybe some video walk–throughs of problems similar to homework?
I think that partial credit should be an option in the homework. There are many times where I would spend almost an hour on a single homework problem, and while I would eventually get it right, I would've liked to have known I could attempt a problem and still receive some credit for trying it if I found myself caught in a rut.
I would prefer if we didn't continue on with new material before a test (when the test wasn't going to cover said material)
going over the test after we took it to answer questions
the main distraction was students asking too many questions but that is no ones fault and my own annoyance.
More interactive lectures please
Chances for homework help more often
Towards the end of the course, material seemed a bit rushed, though. As the subject seemed to grow exponentially difficult, it would've been nice to slow down.
I wish we had made more explicit connections to word arguments and how our more complicated symbolic sentences relate to real–world arguments.
Maybe more opportunities built in for group work?
slower pace toward the end when the material became more difficult. Also maybe a way to access the notes if you happen to miss a day.
Nothing
More instruction in the very beginning
Correspondence between reading and lecture.
It was fine
If the professor handwriting could be better, that would help a lot.
The prof. was very open to questions, which caused the pace of the class to drag at times.
n/a

Classroom Environment

The instructor Chris Dorst promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.

Statistics	Value
Mean	4.70
Median	5.00
Mode	5
Standard Deviation	0.53
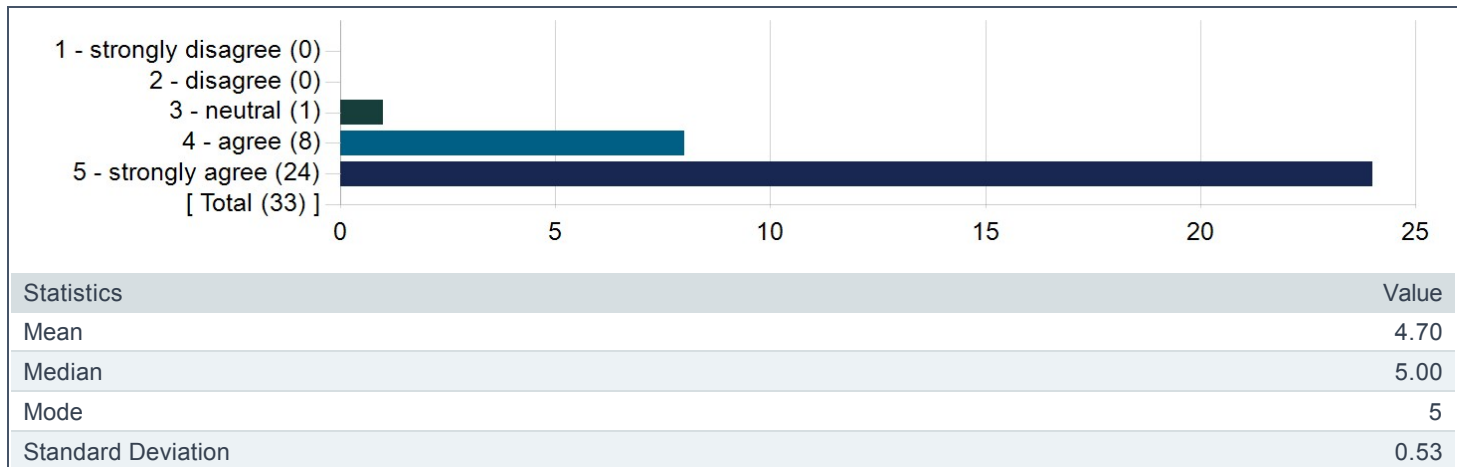
Where relevant, please give specific examples to explain your answer above.

Comments
This question doesn't really seem to apply to this course.
very nice to students and called on everyone
He knew almost everybody in the large classes' names and called them by i.

Personalized Questions

Question from Chris Dorst: Overall, do you think that the Logic 2010 program was a benefit or a hindrance to your learning in this course?

Comments
It made it easier
Benefit. Please keep using. Writing these derivations for every HW would not have been enjoyable.
I thought it was useful, but also served as a bit of a crutch in the sense that you could lean on the 'check' and 'hint' features to move through problems. I became especially dependent when dealing with quantified derivations. I think a paper assignment or two may have been useful.
It was a little irritating but it did help me learn
It's really helpful.
I liked the program (especially the fact that you could enter a justification/rule, and it would automatically fill out the left column for you), but I do think (as I mentioned earlier) that it would be nice for the program to offer partial credit on homework problems.
I think it was overall a benefit. At times the program could be frustrating, but it was good for studying and checking answers
I think the program was useful because it would show you where you were messing up problems, but when it came to taking the exams by hand, it was a little difficult because we were so used to typing the derivations.
Benefit! It was very helpful in reviewing for exams.
It was a benefit. Slightly outdated program, but it complimented the course well
Benefit– better to learn more shortcuts early on
The Logic 2010 program was extremely beneficial to my learning. The only problem was trying to solve problems on the test. After becoming accustomed to solving problems on the program, it was difficult to transition to solving them on paper.
A benefit, but the software is also a piece of trash with an outdated interface.
I found the program to be an immense benefit to my learning in this Logic and Critical Analysis course. The program enabled me to envision the rules. Also, it provided me multiple opportunities to guess–and–check with different derivations (easier to delete lines in a program than erase/scratch out old problems). Granted, the program's narrow field of acceptance proved difficult in the symbolization and invalidty homework (which constituted a small amount of our coursework). Also, the program allowed me to bypass memorizing the symbolic rules (since the program formulated them for me).
A benefit! I liked the program, and it was helpful to have hints and check my answers for the derivations. The only thing is that sometimes that hardest part of a problem like a symbolization was figuring out how to do it in the program.
Benefit!
I think it was a benefit.
Huge benefit
Huge benefit. Massive.
Benefit
It was helpful
I think it is helpful because you can test if your answers are correct or not. However, there is also a hinder side, which is you have to practice the rules intentionally before the exam because you usually work on the computer. Sometimes it will affect your train of thoughts in an exam.
benefit for sure
I think it helped with practice problems, but I feel like it makes it harder to do questions without the program like how our exams are. Additionally, just typing some things into the program took longer than the actual questions.
definitely, benefit. but I hope more hints were given. Also, if it is able to see answers after the homework is due. Even if I get wrong, I would like to study why I got it wrong.
Large benefit
I think it benefited it. I liked that you could quickly try–out ideas and erase them online. It allowed from several attempts and ease of transition.
I think it was a benefit.