



S8-SRTE-WEB-P03 Version: 8.82.7108.24578 (6/18/2019 1:39:16 PM)

# SRTE

Student Rating of Teaching Effectiveness

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Johnson, Jeremy

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## Instructor Report Detail

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**Reporting Date:** 8/29/2019 2:02 AM    **Semester:** 2018/19 SP    **Merge Title:** SP2019  
**Instructor ID:** jdj171    **Instructor:** Jeremy Johnson

Course ID	Course Title	Students	Responses	Response Rate
201819SP____PCAS__100A046_1__21911--16186	CAS 100A - Effective Speech	27	9	33.3%
201819SP____PCAS__100A061_1__21911--18478	CAS 100A - Effective Speech	24	8	33.3%

### University Items

A1	Are you taking this course as an elective?	Yes: 0	No: 13	I don't know: 1	N: 13	Percent Yes: 0.0%					
A2	What grade do you expect to earn in this course?	A: 11 / 73.3%	B: 4 / 26.7%	C or lower: 0 / 0.0%							
		Lowest Rating		Average Rating			Highest Rating				
		1	2	3	4	5	6	7	N	Mean	N/A
A3	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	3/18%	3/18%	4/24%	7/41%	17	5.88	0
A4	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	1/ 6%	4/24%	11/65%	17	6.47	0

### Department Items

		Lowest Rating		Average Rating			Highest Rating			N	Mean	N/A
		1	2	3	4	5	6	7				
B001	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	2/12%	2/12%	4/24%	9/53%	17	6.18	0	
B014	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	0/ 0%	2/12%	1/ 6%	2/12%	12/71%	17	6.41	0	
B038	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	1/ 6%	1/ 6%	13/81%	16	6.63	0	
B043	Rate the instructor's skill in encouraging students to improve.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	1/ 6%	1/ 6%	13/81%	16	6.63	0	
B049	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	1/ 6%	3/18%	12/71%	17	6.53	0	
B063	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	2/12%	2/12%	12/71%	17	6.47	0	
B089	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	6/35%	3/18%	7/41%	17	5.94	0	
B113	Rate the instructor's awareness of your progress in the course.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	4/25%	5/31%	6/38%	16	6.00	1	
B131	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	3/18%	4/24%	9/53%	17	6.24	0	
B140	Rate the instructor's skill in stressing	0/ 0%	0/ 0%	0/ 0%	2/12%	2/12%	2/12%	11/65%	17	6.29	0	

important material.



**B141** Rate the instructor's skill in encouraging class participation and discussion. 0/ 0% 0/ 0% 0/ 0% 1/ 6% 1/ 6% 5/29% 10/59% 17 6.41 0



**B156** Rate the effectiveness of the course in improving critical thinking skills. 1/ 6% 0/ 0% 0/ 0% 1/ 6% 6/35% 2/12% 7/41% 17 5.65 0



**B162** Rate the importance of the knowledge learned in this course. 0/ 0% 1/ 6% 0/ 0% 3/18% 6/35% 0/ 0% 7/41% 17 5.47 0



**B173** Rate the effectiveness of the course in enhancing research skills. 0/ 0% 1/ 6% 1/ 6% 4/25% 3/19% 1/ 6% 6/38% 16 5.25 1



University Open Ended Items

Open 1 What helped you learn in this course?

Jeremy is a young, enthusiastic guy that truly cares about helping you learn the material. I was dreading this class, and feel truly grateful that I had him as a teacher. His genuine interest and knowledge of the material created a very interactive class.

I thoroughly enjoyed and found it extremely helpful that the class was taught in a discussion based way. It really allowed thoughts to be mad and become known. The impromptus were extremely helpful as well in gaining confidence and having fun in the classroom.

Jeremy always was prompt about getting feedback to us after speeches and this allowed me to review past feedback for my next speech. He made the classroom environment positive which encouraged even the most nervous student to speak up.

Impromptus helped the most and I hate speaking but Jeremy made this class easy to talk in.

Discussions and Impromptus!

The impromptus were especially helpful in practicing delivery and being comfortable speaking in front of my classmates.

Impromptus were extremely helpful for learning more about public speaking

Jeremy always found a way to keep the class engaged. When he did have to just lecture, he kept it very simple, covering the important information. Impromptus definitely helped me become a better speaker.

the class lectures and reading the textbook

The atmosphere of the class made speaking comfortable.

Detailed assignment descriptions and time spent on improving speech skills rather than writing skills, which helped me get over the worst of my speaking anxieties and forced me to keep working on these habits even if it wasn't a prepared speech day

In class discussions were the source of information I utilized.

flexible with speech days, unintimidating classroom environment

The impromptu speeches really helped prepare for the main speeches and gave a sense of what we needed to know

What helped me learn in this course was simply following the online assignment sheets and Jeremy Johnson answering additional questions in class.

attending class, participating

Open 2 What changes would improve your learning?

I think if discussions were set up in a seminar style where students discuss directly with each other and the professor is merely there to begin t conversation and keep it on track would be very beneficial, but part of this lack is a constraint of the classroom itself

Get rid of the exams. It was useless to have exams in this class and studying for the exam did not in any way help me improve my speaking. TI class should grade you on your ability to speak and improve rather than having students memorize random things to never be used again.

More impromptus and the video examples of the different topics we covered. I know it was difficult with the many missed classes, but these were truly helpful and beneficial.

I think more writing outlines and extemporaneous speeches could help. Otherwise, maybe just techniques on how to feel more confident and speak in front of any audience.

N/A

Adding more theoretical classes

Changes that would have helped improve my learning in this course would be a clearer in-class discussion on the outline and direct steps to foll in delivering specific speeches and online submissions. I found that there was often a lot of confusion amongst myself and my fellow classmates about when assignments were due. There was always a different way to turn things in that was not always fully delivered to us by the instructor

make the grading scale not as strict because it is very difficult to get an A in this class even while doing very well

only thing I didn't like about this course was that annoying ass kid who sat in the front row

Nothing.

More of a lecture style rather than discussion

schedule changed around alot (some due to snow days), felt hectic. days in class to workshop speech may have been beneficial.

Unrestricted Items

**100A** Rate the usefulness of the 0/ 0% 0/ 0% 0/ 0% 2/12% 2/12% 7/41% 6/35% 17 6.00 0

instructor's comments on  
assignments and speeches



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# SRTE

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## Instructor Report Detail

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Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

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**Reporting Date:** 12/11/2018 12:29 PM    **Semester:** 2018/19 FA    **Merge Title:** SRTEs F18  
**Instructor ID:** jdj171    **Instructor:** Jeremy Johnson

Course ID	Course Title	Students	Responses	Response Rate
201819FA__PCAS__100A026_1__21881--16662	CAS 100A - Effective Speech	25	10	40.0%
201819FA__PCAS__215_002_1__21881--17432	CAS 215 - Argumentation	24	14	58.3%

### University Items

**A1** Are you taking this course as an elective?    Yes: 5    No: 15    I don't know: 1    N: 20    Percent Yes: 25.0%  
**A2** What grade do you expect to earn in this course?    A: 15 / 65.2%    B: 7 / 30.4%    C or lower: 1 / 4.3%

	Lowest Rating					Average Rating					Highest Rating					N	Mean	N/A
	1	2	3	4	5	6	7	8	9	10	11	12						
<b>A3</b> Rate the overall quality of this course.	1/ 4%	0/ 0%	2/ 8%	3/13%	4/17%	9/38%	5/21%	24	5.33	0								
<b>A4</b> Rate the overall quality of the instructor.	0/ 0%	1/ 4%	0/ 0%	3/13%	2/ 8%	8/33%	10/42%	24	5.92	0								

### Department Items

	Lowest Rating					Average Rating					Highest Rating					N	Mean	N/A
	1	2	3	4	5	6	7	8	9	10	11	12						
<b>B001</b> Rate the clarity of the instructor's presentations.	0/ 0%	1/ 4%	1/ 4%	4/17%	6/25%	5/21%	7/29%	24	5.42	0								
<b>B014</b> Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	0/ 0%	3/30%	1/10%	3/30%	3/30%	10	5.60	0								
<b>B038</b> Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	0/ 0%	0/ 0%	2/ 8%	6/25%	4/17%	12/50%	24	6.08	0								
<b>B043</b> Rate the instructor's skill in encouraging students to improve.	0/ 0%	0/ 0%	0/ 0%	1/10%	1/10%	3/30%	5/50%	10	6.20	0								
<b>B049</b> Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	2/ 8%	4/17%	4/17%	14/58%	24	6.25	0								
<b>B063</b> Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	1/ 4%	3/13%	7/29%	13/54%	24	6.33	0								
<b>B089</b> Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	1/10%	1/10%	1/10%	2/20%	5/50%	10	5.90	0								
<b>B113</b> Rate the instructor's awareness of your progress in the course.	0/ 0%	0/ 0%	2/20%	1/10%	0/ 0%	3/30%	4/40%	10	5.60	0								
<b>B131</b> Rate the instructor's skill in selecting instructional strategies which increase student motivation.	0/ 0%	0/ 0%	2/20%	1/10%	0/ 0%	3/30%	4/40%	10	5.60	0								
<b>B140</b> Rate the instructor's skill in stressing important material.	0/ 0%	0/ 0%	1/10%	3/30%	0/ 0%	2/20%	4/40%	10	5.50	0								

Item ID	Description	0	1	2	3	4	5	Count	Avg	Std Dev	
B141	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	1/ 4%	0/ 0%	2/ 8%	2/ 8%	6/25%	13/54%	24	6.13	0
B156	Rate the effectiveness of the course in improving critical thinking skills.	0/ 0%	1/ 4%	1/ 4%	1/ 4%	3/13%	8/33%	10/42%	24	5.92	0
B162	Rate the importance of the knowledge learned in this course.	0/ 0%	0/ 0%	1/10%	1/10%	1/10%	5/50%	2/20%	10	5.60	0
B173	Rate the effectiveness of the course in enhancing research skills.	0/ 0%	0/ 0%	1/10%	2/20%	1/10%	4/40%	2/20%	10	5.40	0
B013	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	2/14%	0/ 0%	4/29%	8/57%	14	6.29	0
B024	Rate the instructor's availability during posted hours and appointments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 8%	2/17%	9/75%	12	6.67	2
B052	Rate the instructor as an intellectual role model for students.	0/ 0%	1/ 7%	0/ 0%	0/ 0%	4/29%	1/ 7%	8/57%	14	6.00	0
B068	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	1/ 7%	1/ 7%	0/ 0%	2/14%	2/14%	8/57%	14	5.93	0
B088	Rate the instructor's enthusiasm about the subject matter.	0/ 0%	1/ 7%	0/ 0%	1/ 7%	1/ 7%	3/21%	8/57%	14	6.07	0
B114	Rate the instructor's openness to discussion of other viewpoints.	0/ 0%	1/ 7%	0/ 0%	0/ 0%	1/ 7%	4/29%	8/57%	14	6.21	0
B147	Rate the instructor's skill in encouraging students to think.	0/ 0%	1/ 7%	0/ 0%	1/ 7%	1/ 7%	5/36%	6/43%	14	5.93	0
B149	Rate the instructor's skill in making class sessions intellectually stimulating.	0/ 0%	1/ 7%	1/ 7%	0/ 0%	1/ 7%	6/43%	5/36%	14	5.79	0

**University Open Ended Items**

**Open 1** What helped you learn in this course?

It helped me when Jeremy would write important stuff on the board or show us a powerpoint with information we needed to know/learn.

It really helped that Jeremy puts a huge emphasis on being respectful towards each other specially when we are doing the speeches. Not a lot of people enjoy speaking in public or in front of people so that kind of environment made it easier and less scary to speak.

I think the teacher helped and also the book

The feedback

The instructor made the class an effective learning environment.

The impromptu really helped me with becoming more comfortable in front of the class.

N/A

The impromptu speeches helped me gain more confidence speaking in front of the class

I really enjoy the impromptu speeches. They helped me think on the fly and gain more confidence speaking in front of people.

the book, asking questions, powerpoints

powerpoints,

Going over each of the readings in class helped to clarify and reinforce the concepts, which is how I learn. What also helped was the fact the exams actually consisted of what we went over in class, not making it 10X harder like some other courses.

The book and going to class.

The instructor did a good job of presenting the information in an escalating manner that built on previously given material.

Comparing curriculum terms to real life scenarios/videos we could easily understand

In class examples and working through them.

The readings in the textbook helped in learning how to implement the terms into the course and the end of semester debate.

Jeremy was always making sure that everything was understood and explained things in multiple ways and this definitely helped me learned th best.

Jeremy's teaching style is really what helped me learn in this class. His expertise and passion for the course really shines through in his teachin and makes the material easier to understand for the most part.

The fact that we had one main goal for the semester, to do well on the end debate. Also, the explanations given.

**Open 2** What changes would improve your learning?

More structured notes

Have a work day built into the course to have class time for students to ask for help on speeches and just time to work on speeches.

I think that the instructor was kinda all over the place with his notes on the board, but I understood what was just saying. I just wish his notes were a little more organized

chill with exams

more individual instructions/ comments to improve speeches

Learning in this class was set up nicely

N/A

Personally I feel that I shouldn't be graded from what I can read in a text book for a public speaking class. I took the class to become more comfortable speaking in front of others(which I now do), but having to take a test on something that I could have read online for free seemed counter-intuitive.

Reinforcing the material learned for exam 2 more (especially fallacies because those are always confusing). Also maybe do more small imprompt debates throughout the semester to be better prepared for the end debates (especially cross examination practice)

I felt as if most of the stuff we learned in the beginning part of the semester was not helpful to apply to use in our debates and real life. I think we should learn more material that can be more applicable to actual argumentation and debating. And with the debates, I don't like the format the debates. It just isn't realistic or helpful for real life. I like the idea of debating, but I think instead of just having the teams debating talk the whole time, there should be time in the debate for questions from the class about the material to let them be engaged in the debate so it isn't s boring, and to really test the teams knowledge of the material they researched for the debate.

Less lectures and more interactive lessons.

Post more powerpoints on canvas to look at later.

talk about the debate sooner, the class should only be about the debate, have class time to work on it throughout the whole semester, better organization of information

Doing smaller projects that lead up to a complete debate at the end of the semester.


More distinct instructions for things like papers and presentations.

Learning what a debate looked from the get-go would have helped. As mentioned in class the exams were closer to quizzes and felt like they happened quick.

Having practice examples be put on the study guides for the exams. More explanation on writing assignments.

study guides, clearer on whats actually on exams

**Unrestricted Items**

<b>100A</b>	Rate the usefulness of the instructor's comments on assignments and speeches	0/ 0%	0/ 0%	0/ 0%	3/30%	0/ 0%	2/20%	5/50%	10	5.90	0	 <small>1 2 3 4 5 6</small>
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**open ended cas** What did you like best about this course?

Learning about the art of argumentation.

I felt that Jeremy Johnson was very clear in what was expected of us as a class and I felt as if I was always well prepared.

Being challenged, every time I thought I couldn't, I was reassured that I could.

This was my favorite class that I have ever taken at Penn State. Jeremy is a fantastic instructor. He always made sure that everyone understood each thing we learned in class and that everyone was comfortable and up-to-date. He encouraged discussion in the classroom, even if it was things that were outside the classroom. He created a safe space for learning, discussion, and debate.

I liked how straightforward everything was. There was no question as to how this course was going to go/work. Jeremy was also a very understanding professor and will to help with anything.

open-ended nature of the material

The wide range of examples and the instructors willingness to debate and discuss every topic.

The openness in the class discussions/atmosphere.

The debates!

debate

The professor actually cares about each students well being, making the students want to come to class and engage in discussion. Views studer as people with a life outside of school like everyone else.

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**Reporting Date:** 11/14/2018 3:59 PM    **Semester:** 2017/18 SU    **Merge Title:** 100C SU18  
**Instructor ID:** jdj171    **Instructor:** Jeremy Johnson









Course ID	Course Title	Students	Responses	Response Rate
201718SU____1CAS__100C001_1__21851---5769	CAS100C - Effective Speech	21	11	52.4%
201718SU____1CAS__100C002_1__21851---5770	CAS100C - Effective Speech	21	12	57.1%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 3	No: 9	I don't know: 0	N: 12	Percent Yes: 25.0%
<b>A2</b>	What grade do you expect to earn in this course?	A: 12 / 100.0%	B: 0 / 0.0%	C or lower: 0 / 0.0%		

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	1234567
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	1/ 5%	2/ 9%	3/14%	16/73%	22	6.55	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	3/13%	19/83%	23	6.78	0	

### Department Items

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	1234567
		1	2	3	4	5	6	7				
<b>B048</b>	Rate the effectiveness of the instructor's responses to student questions.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 5%	21/95%	22	6.95	1	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/13%	20/87%	23	6.87	0	
<b>B062</b>	Rate the organization of course material.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 9%	21/91%	23	6.91	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 9%	21/91%	23	6.91	0	
<b>B070</b>	Rate the instructor's skill in keeping the course on schedule.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 9%	21/91%	23	6.91	0	
<b>B101</b>	Rate the promptness with which graded exams, reports, and other materials were returned.	0/ 0%	0/ 0%	0/ 0%	1/ 4%	0/ 0%	3/13%	19/83%	23	6.74	0	
<b>B103</b>	Rate the clarity of the instructor's explanations of how grades would be derived.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	2/ 9%	20/87%	23	6.83	0	
<b>B112</b>	Rate the fairness of the overall grading system in the course.	0/ 0%	1/ 5%	0/ 0%	1/ 5%	0/ 0%	1/ 5%	19/86%	22	6.59	0	

### University Open Ended Items

**Open 1** What helped you learn in this course?

I thought the lesson content was well organized, and presented in a manner that was interesting. I learned a great deal and would recommend this course to others.

I liked the lectures; the book was sometimes a bit much.

Organization of the course material

The instructor graded so quickly, so I was able to see how I had done on all of my assignments before another was due. This allowed me to make adjustments and learn as I went, instead of turning in assignments that were all done the same because I didn't know what I was doing wrong.

Jeremy was extremely helpful during this course. It was challenging, especially with some of the terminology, but he was always available to answer questions.

The lecture notes were great. I liked the reviews we did after the project to get critiques on what we did well or needed to improve.

Overall was a great course. The modules helped the most learning the concepts

The textbook was definitely the most helpful thing in the class.

The course content in Canvas was engaging and interesting (speeches and context and such.)

I think the structure and organization built upon itself and made it effective

The readings we had to do as well as the canvas pages given to read

Mr. Johnson gave good examples and his directions on his assignments were easy to follow and what he expected on each assignment.

Hearing the speeches and reading the additional commentary to see what other rhetorical analysts had to say was very helpful.

The lecture material as well as instant feedback from the instructor.

Like many students, I experienced a profound sense of dread at the idea of taking a course in public speaking. I selected this course precisely because it required fewer speaking assignments than the other options. However, I have been pleasantly surprised by how much I have enjoyed the course. Jeremy is a great instructor who is very supportive and encouraging of his students. The course material is very informative, and I think that the format of this course achieves its objective of teaching students to think critically about speech and public speaking. My only regret in taking this course is that I did not enroll in it sooner.

The textbook was helpful as well as the notes before each assignment due that week.

Not applicable

**Open 2** What changes would improve your learning?

N/A

None!

I didn't care for the course's textbook so much, it felt a little elementary. Additionally, I feel that required outlines for writing is counter-intuitive to my writing process. These should be optional for students seeking guidance.

I felt that overall the course was great for learning, but there was a week where we had two essays that felt like it was a bit much considering the topic was easily done in just the one essay.

Changes to the course would be change the deadlines on the discussion boards. To create a conversation, have the initial discussion board posts due on a Wednesday or Thursday of the week, then have the responses due by Sunday. This allows students who complete work early the opportunity to respond per requirements, without waiting until the last minute. If not, you have people waiting to submit their initial posts and respond late on Sunday nights close to the deadline, which makes it impossible to respond to them within the allotted time. This would also allow the instructor time to read the initial posts and ask questions, thus contributing to the overall forum dialogue.

This was not a difficult class, but it was extremely time consuming. I spent more time on busy work for this one class than I did my two 400 level major classes combined. And that was frustrating.

I think I would've benefited from an extra speech earlier on in the class with more feedback from the professor. I honestly don't think peer reviews help.

Not applicable

nothing here

I do not see any changes that would have improved my learning.

I wouldn't change anything about the course.

I wouldn't make any changes.

N/A

n/a

No suggestions or recommendations.

No changes

### Unrestricted Items

<b>CAS100</b>	Rate your agreement with the following statement: "The instructor was easily accessible."	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	2/ 9%	20/87%	23	6.83	0	
<b>CAS101</b>	Rate how well you believe exams/quizzes/projects/papers assessed course objectives.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	3/13%	19/83%	23	6.78	0	
<b>CAS102</b>	Rate your agreement with the statement: "The instructor responded to my inquiries in a timely manner."	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	22/96%	23	6.96	0	
<b>CAS103</b>	Rate your agreement with the statement: "I would recommend this course to others."	0/ 0%	0/ 0%	1/ 4%	0/ 0%	0/ 0%	2/ 9%	20/87%	23	6.74	0	





Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 8/14/2017 2:58 PM    **Semester:** 2016/17 SU    **Merge Title:** SU17  
**Instructor ID:** jdj171    **Instructor:** Jeremy Johnson












Course ID	Course Title	Students	Responses	Response Rate
201617SU____1CAS__100B001_1__21751---8808	CAS100B - Effective Speech	20	1	5.0%
201617SU____PCAS__100B208_6W221756W2-5632	CAS100B - Effective Speech	23	17	73.9%





### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 3	No: 4	I don't know: 1	N: 7	Percent Yes: 42.9%
<b>A2</b>	What grade do you expect to earn in this course?	A: 5 / 62.5%	B: 3 / 37.5%	C or lower: 0 / 0.0%		

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	3/18%	6/35%	6/35%	2/12%	17	5.41	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	1/ 6%	1/ 6%	7/41%	4/24%	4/24%	17	5.53	1	

### Department Items

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	1/ 6%	1/ 6%	1/ 6%	3/17%	3/17%	6/33%	3/17%	18	5.00	0	
<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	1/ 6%	0/ 0%	2/11%	3/17%	5/28%	7/39%	18	5.78	0	
<b>B024</b>	Rate the instructor's availability during posted hours and appointments.	0/ 0%	0/ 0%	1/ 6%	1/ 6%	2/12%	8/47%	5/29%	17	5.88	1	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	0/ 0%	1/ 6%	1/ 6%	2/12%	4/24%	9/53%	17	6.12	1	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	1/ 6%	0/ 0%	2/11%	5/28%	10/56%	18	6.28	0	
<b>B052</b>	Rate the instructor as an intellectual role model for students.	0/ 0%	0/ 0%	1/ 6%	4/22%	3/17%	3/17%	7/39%	18	5.61	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	1/ 6%	0/ 0%	1/ 6%	5/28%	5/28%	6/33%	18	5.72	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	1/ 6%	0/ 0%	0/ 0%	2/12%	1/ 6%	6/35%	7/41%	17	5.82	0	
<b>B088</b>	Rate the instructor's enthusiasm about the subject matter.	0/ 0%	0/ 0%	0/ 0%	1/ 6%	0/ 0%	6/33%	11/61%	18	6.50	0	
<b>B114</b>	Rate the instructor's openness to discussion of other viewpoints.	0/ 0%	1/ 6%	0/ 0%	0/ 0%	0/ 0%	3/17%	14/78%	18	6.56	0	
<b>B122</b>	Rate the appropriateness of the instructor's encouragement of student participation and discussion.	1/ 6%	0/ 0%	0/ 0%	0/ 0%	3/17%	4/22%	10/56%	18	6.11	0	

<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 6%	7/41%	9/53%	17	6.47	0	
<b>B147</b>	Rate the instructor's skill in encouraging students to think.	0/ 0%	0/ 0%	1/ 6%	1/ 6%	2/11%	3/17%	11/61%	18	6.22	0	
<b>B149</b>	Rate the instructor's skill in making class sessions intellectually stimulating.	0/ 0%	0/ 0%	1/ 6%	0/ 0%	4/22%	6/33%	7/39%	18	6.00	0	
<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	0/ 0%	0/ 0%	1/ 6%	1/ 6%	3/17%	6/33%	7/39%	18	5.94	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

All of the individual essays were helpful in learning important speaking terms and things.

I learned how to prepare for speeches effectively. Since CAS100B was a six-week course, you and your group had to make the best effort to prepare to present on Thursday. That meant meeting up with them from Monday through Wednesday. I also learned that your viewpoints mattered, but you have to explain what you mean sometimes. I also learned that if you put the effort to write a great reflection, then it will show in your grade. This is because that sometimes you will get the better grade than other members in your presentation groups.

reading the textbook

Engaging in topics relevant today helps students learn more effectively.

The number of speeches that we had to complete

The instructor had a very unique and engaging teaching style.

Jeremy made the class a very comfortable environment for all students. Although some students may disagree with topics or subject, he has made a large effort to review, answer questions, and assist in any way. This class has surpassed all my expectations on how I could have taken this class with any other instructor by being very interactive and making it more of a teach the teacher experience vice learning by text or PowerPoint.

Mainly the group projects helped me out.

waiting for the class to end

Speaking in front of the class

The very deep and thought provoking deliberations uncovered answers not previously thought of.

### Open 2 What changes would improve your learning?

New groups would be good for each assignment as sometimes groups are non-productive.

More clarity in our lectures.

More structured lectures and discussions

I think that in class guided writing assignments would help students better achieve when it comes to Quiz short answer questions. Potentially better usage of CANVAS to help students stay on track.

A vague idea of what kind of material will be on the following quiz.

More clarity of what will be on quizzes and more review material.

More time to complete assignments.

More review on testable curriculum.

Changes that would improve my learning is that if the instructor told the class what to focus on when studying for the quizzes. There were so many concepts and terms in the textbook, I did not know what to focus on.

More activities

change our partners and not be stuck with them for every project

Being in a room other than the basic classroom environment



Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:27 PM    **Semester:** 2016/17 FA    **Merge Title:** FA17  
**Instructor ID:** jdj171    **Instructor:** Jeremy Johnson












Course ID	Course Title	Students	Responses	Response Rate
201617FAUP__PCAS__100A047_1__21681--15901	CAS100A - Effective Speech	27	8	29.6%
201617FAUP__PCAS__395_001_1__21681--15841	CAS395- Forensics Pract	6	3	50.0%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 3	No: 6	I don't know: 0	N: 9	Percent Yes: 33.3%
<b>A2</b>	What grade do you expect to earn in this course?	A: 6 / 75.0%	B: 2 / 25.0%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	2/18%	1/ 9%	3/27%	5/45%	11	6.00	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/10%	0/ 0%	9/90%	10	6.80	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/18%	3/27%	6/55%	11	6.36	0	
<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/27%	8/73%	11	6.73	0	
<b>B024</b>	Rate the instructor's availability during posted hours and appointments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 9%	3/27%	7/64%	11	6.55	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 9%	2/18%	8/73%	11	6.64	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/18%	9/82%	11	6.82	0	
<b>B052</b>	Rate the instructor as an intellectual role model for students.	0/ 0%	0/ 0%	0/ 0%	1/ 9%	1/ 9%	2/18%	7/64%	11	6.36	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/18%	3/27%	6/55%	11	6.36	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/10%	2/20%	7/70%	10	6.60	1	
<b>B088</b>	Rate the instructor's enthusiasm about the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 9%	10/91%	11	6.91	0	
<b>B114</b>	Rate the instructor's openness to discussion of other viewpoints.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/18%	9/82%	11	6.82	0	
<b>B122</b>	Rate the appropriateness of the instructor's encouragement of student participation and discussion.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/18%	9/82%	11	6.82	0	

<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	4/36%	7/64%	11	6.64	0	
<b>B147</b>	Rate the instructor's skill in encouraging students to think.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/45%	6/55%	11	6.55	0	
<b>B149</b>	Rate the instructor's skill in making class sessions intellectually stimulating.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/45%	6/55%	11	6.55	0	
<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 9%	3/27%	7/64%	11	6.55	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

The encouragement of open discussions helped me learn in class. It gave people practice with impromptu speaking and also let people share their opinions. I also found the in class examples for various subjects to be helpful.

Discussions during class

The in class discussions were very helpful because we weren't discussing a lot of matters on if they were fact or fiction or right or wrong. We had a lot of discussions where opinions were respected and points were brought up in order to make the students think for themselves.

The thing that helped me improve my public speaking skills most was Jeremy's detailed feedback on our grading rubrics for each of our major speeches. I made sure to read over these tips and I think it is what has helped me learn the most about public speaking.

Jeremy Johnson himself. Incredible teacher, great person, willing to sit down and help his students. Creates an excellent classroom environment and gives his students confidence.

having to write impromptu speeches and main speeches using the material we learned.

Working with Jeremy

Great guidelines to parliamentary debate, as well as its strategies. Very open atmosphere.

memes tbh

### Open 2 What changes would improve your learning?

I think the class was very well laid out. Maybe a little more information about what to expect going into the exam. He kinda gives a moderate sized list of what you should know, but he doesn't emphasize anything in particular or say what is more important. Also, on the second exam I feel as though there were a lot of logical fallacies to memorize and call upon from small examples. I believe making us use 5-10 logical fallacies would've been more practical because it allows us to know the logical fallacies and still makes us understand what they are.

One thing I felt could be improved about the class was the note taking aspect. Since most notes were the result of student replies, it was difficult to know if you had a "good" definition for something, or if all of the aspects of a topic were covered. In the end, this did not matter too much on the exams, but it did make it slightly harder to make day to day notes for future reference.

Be more concrete about what is exam material and what is just a good practice for speeches

N/A

The only thing I could suggest would be that there are more opportunities for feedback. For instance, it could be helpful to have a few notes/critiques about our delivery after each one of our impromptu speeches.

Turn down the heating in the classroom

Not much. It's pretty good.

Do more stuff with Jeremy

Make sure there is a detailed syllabus and more practices of debate rather than thesis studies. Helping some individuals to come up with strong arguments based on conservative ideology.

Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:28 PM **Semester:** 2015/16 SU  
**Instructor ID:** JDJ171 **Instructor:** JEREMY JOHNSON

Course ID	Course Title	Students	Responses	Response Rate
201516S1WD__RCAS__100C008	CAS100C, Section 008: EFFECTIVE SPEECH	21	5	23.8%

University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 1	No: 3	I don't know: 0	N: 4	Percent Yes: 25.0%
<b>A2</b>	What grade do you expect to earn in this course?	A: 3 / 75.0%	B: 1 / 25.0%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	2/40%	2/40%	5	6.20	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	4/80%	5	6.80	0	

Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B048</b>	Rate the effectiveness of the instructor's responses to student questions.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	4/80%	5	6.80	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/100%	5	7.00	0	
<b>B062</b>	Rate the organization of course material.	0/ 0%	0/ 0%	0/ 0%	1/20%	0/ 0%	2/40%	2/40%	5	6.00	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/40%	3/60%	5	6.60	0	
<b>B070</b>	Rate the instructor's skill in keeping the course on schedule.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	4/80%	5	6.80	0	
<b>B101</b>	Rate the promptness with which graded exams, reports, and other materials were returned.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/40%	3/60%	5	6.60	0	
<b>B103</b>	Rate the clarity of the instructor's explanations of how grades would be derived.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/40%	3/60%	5	6.60	0	
<b>B112</b>	Rate the fairness of the overall grading system in the course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/100%	5	7.00	0	

University Open Ended Items

**Open 1** What helped you learn in this course?

Mr. Johnson encouraged us to reach out on anything and always gave constructive feedback.

The materials provided gave me all of the tools I needed in order to be successful in this course. When I swayed from the objectives, Jeremy gently guided me back onto the path. That was extremely helpful and surprisingly, motivating as well.

N/A

**Open 2** What changes would improve your learning?

I liked this just the way it was.

N/A

Unrestricted Items

<b>CAS100</b>	Rate your agreement with the following statement: "The instructor was easily accessible."	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/100%	5	7.00	0	1234567
<b>CAS101</b>	Rate how well you believe exams/quizzes/projects/papers assessed course objectives.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	4/80%	5	6.80	0	1234567
<b>CAS102</b>	Rate your agreement with the statement: "The instructor responded to my inquiries in a timely manner."	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/100%	5	7.00	0	1234567
<b>CAS103</b>	Rate your agreement with the statement: "I would recommend this course to others."	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	1/20%	3/60%	5	6.40	0	1234567



Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:28 PM    **Semester:** 2015/16 SP    **Merge Title:** SP16  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201516SPUP__RCAS__100A043	CAS100A, Section 043: EFFECTIVE SPEECH	26	18	69.2%
201516SPUP__RCAS__395_001	CAS395, Section 001: FORENSICS PRACT	9	2	22.2%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 1	No: 12	I don't know: 0	N: 13	Percent Yes: 7.7%
<b>A2</b>	What grade do you expect to earn in this course?	A: 10 / 66.7%	B: 5 / 33.3%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	2/10%	3/15%	0/ 0%	8/40%	7/35%	20	5.75	0	
<b>A4</b>	Rate the overall quality of the instructor.	1/ 5%	2/10%	0/ 0%	1/ 5%	0/ 0%	4/20%	12/60%	20	5.85	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	2/10%	1/ 5%	1/ 5%	0/ 0%	7/35%	9/45%	20	5.80	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	1/ 6%	2/11%	1/ 6%	3/17%	11/61%	18	6.17	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	1/ 5%	1/ 5%	0/ 0%	1/ 5%	1/ 5%	3/15%	13/65%	20	6.05	0	
<b>B043</b>	Rate the instructor's skill in encouraging students to improve.	2/11%	0/ 0%	0/ 0%	1/ 6%	2/11%	3/17%	10/56%	18	5.78	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	3/15%	0/ 0%	3/15%	14/70%	20	6.40	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	2/10%	2/10%	2/10%	14/70%	20	6.40	0	
<b>B089</b>	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	2/11%	1/ 6%	1/ 6%	4/22%	10/56%	18	6.06	0	
<b>B113</b>	Rate the instructor's awareness of your progress in the course.	1/ 6%	0/ 0%	0/ 0%	1/ 6%	0/ 0%	8/44%	8/44%	18	6.06	0	
<b>B131</b>	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	0/ 0%	0/ 0%	1/ 6%	2/11%	3/17%	3/17%	9/50%	18	5.94	0	
<b>B140</b>	Rate the instructor's skill in stressing important material.	0/ 0%	1/ 6%	0/ 0%	2/11%	0/ 0%	7/39%	8/44%	18	6.00	0	
<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	1/ 5%	0/ 0%	0/ 0%	2/10%	2/10%	1/ 5%	14/70%	20	6.15	0	

<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	1/ 5%	1/ 5%	1/ 5%	0/ 0%	1/ 5%	5/25%	11/55%	20	5.90	0	
<b>B162</b>	Rate the importance of the knowledge learned in this course.	1/ 6%	2/11%	0/ 0%	0/ 0%	3/17%	3/17%	9/50%	18	5.61	0	
<b>B173</b>	Rate the effectiveness of the course in enhancing research skills.	1/ 6%	2/11%	0/ 0%	1/ 6%	5/28%	2/11%	7/39%	18	5.28	0	
<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B024</b>	Rate the instructor's availability during posted hours and appointments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B052</b>	Rate the instructor as an intellectual role model for students.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B088</b>	Rate the instructor's enthusiasm about the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B114</b>	Rate the instructor's openness to discussion of other viewpoints.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B122</b>	Rate the appropriateness of the instructor's encouragement of student participation and discussion.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B147</b>	Rate the instructor's skill in encouraging students to think.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	
<b>B149</b>	Rate the instructor's skill in making class sessions intellectually stimulating.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/100%	2	7.00	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

#### Impromptu speech days

I thought Jeremy's lectures were a great source of information, and how he conducted them made learning the material feel natural and not forced. I can't comment on how well the textbook would have helped as I didn't buy it. Jeremy's feedback from individual assignments really helped me hone in on what I was doing right and wrong in my speeches.

I thought the study guides for each examination were extremely beneficial.

Jeremy is very experienced and skilled in what this course is meant to teach. I think just listening to his experiences and knowledge on it all is what helped the most. I also think his encouragement of participation from the class from the very start lead to a comfortable learning environment. This was important for learning in this class, because if I was intimidated or nervous I would not have achieved as much because those feelings get in the way. Jeremy kept a comfortable, causal environment which was great.

#### Impromptu speeches, open forum styled learning

The fact that the professor made the activities engaging and fun kept the class very interesting. His enthusiasm helped the class be motivated all of the time and created an environment of respect and learning.

#### Going to class, reading the book, impromptu speeches

I would say maybe the book and the interesting/engaging video clips

Impromptu speeches made me a lot more comfortable speaking in front of my peers. The topics were interesting and challenged me to try to think outside the box in order to outdo Jeremy's creativity and wit.

#### Class discussions

Jeremy was fun and not boring so it made it easier to pay attention.

Nice class environment and awesome instructor. The class contents are really helpful, guess all of us students know how to prepare for public speech now. At the end of the class I was not afraid of public speaking anymore. Thank you Jeremy. Really want to take this class again if I can.

#### Impromptu speeches



Definitely not Jeremy's suffocating insistence on inflicting his political opinions on his students each day. It also didn't help that CAS 100 is an extremely subjective course to Jeremy's opinion, which didn't allow any of his students to offer any rebuttal to any of his ridiculous power trips over the course of the semester.

I love the impromptu speeches they helped me gain confidence to stand and talk in front of a room!

The impromptu speeches were excellent and greatly helped me grow in my speaking abilities.

Impromptu speeches and feedback

Deano is the real OG. Jeremy is just a Ripon off him.

**Open 2** What changes would improve your learning?

Less technical knowledge and more practice. I would've liked to be filmed and view my own mistakes while speaking to better my speech giving abilities for the future.

textbook is absolutely pointless and a waste of money.

I would not change anything

more strict with readings; clarity with occasional pieces of learning

Did not like my professor, was kind of a dick

Nothing

A lot of focus went into posture/movement during speeches. Sometimes I felt this distracted me from improving other areas of my speech because I was so focused on moving the right amount during my speech. Maybe a day focused on movement would help, that way we don't stress about it for an entire semester and can focus on other areas as well.

I really can't think of any changes that could have been made that would've made this class feel any less smooth than it already was.

More class-wide discussions.

Higher letter grade.

Better notes in class, a better knowledge of what the instructor expects, a better learning environment free of judgement. I felt the teacher was very passive aggressive and judgemental. His feedback was never pleasant, never actually gave things to work, just kind of put you down and called it "constructive criticism". He was very condescending and very unfair in grading. I also believe that the weights of the grading was a bit unfair as well.

I would improve a variety of things. I would first have a proctor sitting in the back of Jeremy's classes. I can guarantee you none of the political agendas and personal campaigns that were made over the course of the semester would not have happened. He spent multiple times calling me out personally for whatever reason after answering questions incorrectly in class, which he then would tie into his political opinions and state why "America has so many problems these days" and how "so many people are so uneducated and don't know what they're saying." Jeremy made it a point to put me down personally in front of the class entirely too many times, and it was absolutely ridiculous. I've had many teachers over the course of my four years at PSU, and I have never encountered someone like him. I've never written a negative SRTE before, but Jeremy lit a fire under me to write this after the first 2 or 3 weeks after his first public outburst on me for no reason. It would bring me great joy to see Jeremy's superior read this over his shoulder and hear him deny all of these allegations. Some things are different than your tiny little insignificant 900 person school in Wisconsin where you didn't get a taste of how the world actually works. You can't do the things you did. This wasn't a political science class like you treated it, and your unnecessary, unworthy cockiness that you displayed in front of the classroom was the most atrocious learning experience I have ever been a part of. You may have the qualifications to have taught this course, but your personal agenda coupled with your disgusting outward cockiness towards students who are not less than 3 years younger than you was appalling. It would be a wonderful site to see you being ripped apart by your superior the way you cut down a handful of your students, especially myself. I know I'm not the only one writing an SRTE similar to this, and you absolutely know the individuals writing these as well. But you'll probably play dumb to your superior and act like you have no idea what this is. Maybe the only way I can further anger you is through one way: Make America Great Again? Actually, no, I don't care about politics or Donald Trump for that matter. Make CAS 100A great again and move on from this repulsive liberal Jeremy Johnson

Some of the more 'lecture' days I didn't get a lot out of. I know it's necessary to learn the technical stuff so it's hard to get around this. Also I would've liked to learn tricks or really any way to work on delivery of speeches. I still struggle with hand placement and saying "like" and "uhm". I think it would have helped to not just be told not to this, but what exactly can I do to keep myself from doing that.


More impromptu speeches. Those were a lot of fun and I think everyone had a good time on those days. Whenever we were grouped with other people, even just for reviewing outlines, I felt that I had a connection with some of my classmates, making it easier to talk to them instead of just talking to a room full of people I don't know.

More of a focus on speaking skills, less on content. I think that a public speaking class should have more emphasis put on the person's ability to speak in front of people, not on what they're talking about. Create more flexible/open topic options for students so that grades can be more focused on the ability to speak clearly, convey information, and meet expectations.

None.

Pun game too strong, pls nerfbat to oblivion

### Unrestricted Items

<b>100A</b>	Rate the usefulness of the instructor's comments on assignments and speeches	2/11%	0/ 0%	1/ 6%	1/ 6%	0/ 0%	4/22%	10/56%	18	5.72	0	
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Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:29 PM    **Semester:** 2014/15 SU  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201415S1UP__RCAS__100A105	CAS100A, Section 105: EFFECTIVE SPEECH	18	9	50.0%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 3	No: 3	I don't know: 1	N: 6	Percent Yes: 50.0%
<b>A2</b>	What grade do you expect to earn in this course?	A: 3 / 42.9%	B: 4 / 57.1%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/22%	3/33%	4/44%	9	6.22	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	3/33%	5/56%	9	6.44	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/22%	7/78%	9	6.78	0	
<b>B043</b>	Rate the instructor's skill in encouraging students to improve.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/13%	7/88%	8	6.88	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	
<b>B089</b>	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	
<b>B113</b>	Rate the instructor's awareness of your progress in the course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	1/11%	7/78%	9	6.67	0	
<b>B131</b>	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	
<b>B140</b>	Rate the instructor's skill in stressing important material.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/22%	7/78%	9	6.78	0	
<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	8/89%	9	6.89	0	

<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	0/ 0%	0/ 0%	0/ 0%	1/11%	0/ 0%	1/11%	7/78%	9	6.56	0	
<b>B162</b>	Rate the importance of the knowledge learned in this course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/22%	7/78%	9	6.78	0	
<b>B173</b>	Rate the effectiveness of the course in enhancing research skills.	0/ 0%	0/ 0%	0/ 0%	1/11%	0/ 0%	1/11%	7/78%	9	6.56	0	

### University Open Ended Items

#### Open 1 What helped you learn in this course?

- Jeremy's impromptu speeches really helped me improve my public speaking skills
- Impromptu speeches
- I found that I am no longer as nervous when speaking in front of others. Impromptu speeches really helped build my confidence when presenting. Instructor was awesome.
- I think all of the speeches in the class are helping me a lot. Jeremy you really helps us a lot and i love the way that you teach us. Please keep going and keep your passion. We need more teachers like you in Penn State. Thank YouBosco
- Class discussions, the textbook, and class activities
- Impromptus were useful, talking to jeremy about my speech and submitting outlines and getting feedback also greatly helped me.
- Great teacher. Made me want to come to class. Enthusiasm. 10/10, would take again.

#### Open 2 What changes would improve your learning?

- JEREMY IS HANDS DOWN THE COOLEST PROFESSOR EVER
- Clearer definitions and more speech examples
- If anything I would maybe change the structure of the last week of class. I did great on the last speech but didn't do nearly as well on final as I know I couldve because I dedicated my time to the speech, in addition for prep for the ceremonial speech. Maybe switch the order or put some things the week before. But overall, best experience I think I couldve gotten, thank you jeremy, you rock!
- More impromptu speeches would be awesome.
- Used a lot of class interpretation for definitions of terms or examples. I understand that he was trying to be nice, but I felt that it resulted in definitions that could have been more specific. Other than that, great class.
- Speeches are very rigid, give more freedom (more for the CAS department, I know the teachers have no say).

### Unrestricted Items

<b>100A</b>	Rate the usefulness of the instructor's comments on assignments and speeches	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/33%	6/67%	9	6.67	0	
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Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:29 PM    **Semester:** 2014/15 SP    **Merge Title:** SP15  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201415SPUP__RCAS__100A043	CAS100A, Section 043: EFFECTIVE SPEECH	27	9	33.3%
201415SPUP__RCAS__395_001	CAS395 , Section 001: FORENSICS PRACT	3	2	66.7%













### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 2	No: 5	I don't know: 1	N: 7	Percent Yes: 28.6%
<b>A2</b>	What grade do you expect to earn in this course?	A: 7 / 87.5%	B: 1 / 12.5%	C or lower: 0 / 0.0%		

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	2/18%	3/27%	6/55%	0/ 0%	11	5.36	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/10%	5/50%	4/40%	10	6.30	0	

### Department Items

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	1/ 9%	1/ 9%	5/45%	4/36%	11	6.09	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	0/ 0%	1/11%	2/22%	3/33%	3/33%	9	5.89	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/18%	4/36%	5/45%	11	6.27	0	
<b>B043</b>	Rate the instructor's skill in encouraging students to improve.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	4/50%	4/50%	8	6.50	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	1/ 9%	1/ 9%	1/ 9%	8/73%	11	6.45	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	1/ 9%	1/ 9%	4/36%	5/45%	11	6.18	0	
<b>B089</b>	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	0/ 0%	1/11%	2/22%	2/22%	4/44%	9	6.00	0	
<b>B113</b>	Rate the instructor's awareness of your progress in the course.	0/ 0%	0/ 0%	0/ 0%	1/11%	1/11%	4/44%	3/33%	9	6.00	0	
<b>B131</b>	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	0/ 0%	1/11%	0/ 0%	0/ 0%	2/22%	4/44%	2/22%	9	5.56	0	
<b>B140</b>	Rate the instructor's skill in stressing important material.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	7/78%	2/22%	9	6.22	0	
<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	0/ 0%	1/ 9%	0/ 0%	1/ 9%	5/45%	4/36%	11	6.00	0	

<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	1/ 9%	0/ 0%	0/ 0%	1/ 9%	3/27%	2/18%	4/36%	11	5.45	0	
<b>B162</b>	Rate the importance of the knowledge learned in this course.	1/11%	0/ 0%	0/ 0%	1/11%	1/11%	5/56%	1/11%	9	5.22	0	
<b>B173</b>	Rate the effectiveness of the course in enhancing research skills.	1/11%	1/11%	0/ 0%	1/11%	1/11%	4/44%	1/11%	9	4.78	0	
<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B024</b>	Rate the instructor's availability during posted hours and appointments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B052</b>	Rate the instructor as an intellectual role model for students.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B088</b>	Rate the instructor's enthusiasm about the subject matter.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B114</b>	Rate the instructor's openness to discussion of other viewpoints.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B122</b>	Rate the appropriateness of the instructor's encouragement of student participation and discussion.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B147</b>	Rate the instructor's skill in encouraging students to think.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	
<b>B149</b>	Rate the instructor's skill in making class sessions intellectually stimulating.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/50%	0/ 0%	1/50%	2	6.00	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

Impromptu speeches

The improptu speeches helped with getting comfortable in front of a room.

Jeremy"s examples and feedback from the speeches helped me learn in this course! Also, the act of giving the speeches helped me learn how to effectively give speeches. Jeremy was a pleasure to have as a teacher.

Great teacher, good teaching techniques.

I thought it was helpful to have classes with discussion where we would go over what it means to organize a speech and learn specific strategies on how to improve.

Going to class every day and paying attention.All information needed is presented in class in a adequate manner.

Jeremy created a relaxed, open environment for us

Showing up to tournaments Brainstorming cases with Jeremy & practicing impromptu speeches

### Open 2 What changes would improve your learning?

nothing

More YouTube examples

Jeremy did not accept viewpoints very well if they did not align with his viewpoints.It was very obvious when he would agree with those who aligned with his views and he would argue with those that simply have a different viewpoint.This hindered me wanting to talk in this class.

Everything was taught very well for the knowledge needed to pass this course.


I found the book readings to be slightly unnecessary. The things that I am taking away from this course are the skills that I learned from Jeremy"s lectures and from actually giving the speeches. I believe that the skills learned in class greatly outweigh the theoretical information in the text book.

I would have liked to have more group activities where we could maybe discuss worksheets/important concepts and then come together as a class to share vs. having discussions lead by the professor.

I didn"t really want to bring this up in the car yesterday, but at times, Jeff can become somewhat overly snarky. I think for people who know him well, it"s fine, but

can be off-putting for some. During the DC trip, Charu thought that Jeff was lashing out at her and even Collin pointed it out to me a couple of times. I got a little annoyed by it as well. Just a note for future reference. Both of you are very receptive to feedback and I've definitely enjoyed my experience on the team this semester. Thanks for everything, Jeremy!

### Unrestricted Items

<b>100A</b>	Rate the usefulness of the instructor's comments on assignments and speeches	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/11%	5/56%	3/33%	9	6.22	0	 1 2 3 4 5 6 7
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
Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:29 PM    **Semester:** 2014/15 FA    **Merge Title:** FA14  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201415FAUP__RCAS__175_002	CAS175 , Section 002: PERSUASN PRPGNDA	23	20	87.0%
201415FAUP__RCAS__175_003	CAS175 , Section 003: PERSUASN PRPGNDA	19	16	84.2%





### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 16	No: 5	I don't know: 3	N: 21	Percent Yes: 76.2%
<b>A2</b>	What grade do you expect to earn in this course?	A: 9 / 34.6%	B: 16 / 61.5%	C or lower: 1 / 3.8%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	1/ 3%	1/ 3%	0/ 0%	4/11%	10/29%	9/26%	10/29%	35	5.51	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	1/ 3%	0/ 0%	8/23%	8/23%	8/23%	10/29%	35	5.49	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	1/ 3%	2/ 6%	7/19%	7/19%	9/25%	10/28%	36	5.42	0	
<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	1/ 3%	2/ 6%	3/ 8%	11/31%	6/17%	13/36%	36	5.61	0	
<b>B024</b>	Rate the instructor's availability during posted hours and appointments.	0/ 0%	0/ 0%	1/ 3%	1/ 3%	6/18%	8/24%	18/53%	34	6.21	1	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	1/ 3%	4/11%	3/ 8%	7/19%	7/19%	14/39%	36	5.58	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	1/ 3%	0/ 0%	0/ 0%	3/ 8%	6/17%	10/28%	16/44%	36	5.97	0	
<b>B052</b>	Rate the instructor as an intellectual role model for students.	0/ 0%	1/ 3%	4/12%	3/ 9%	8/24%	9/26%	9/26%	34	5.38	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	2/ 6%	4/11%	7/20%	8/23%	14/40%	35	5.80	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	2/ 6%	4/11%	8/22%	9/25%	13/36%	36	5.75	0	
<b>B088</b>	Rate the instructor's enthusiasm about the subject matter.	0/ 0%	0/ 0%	1/ 3%	4/11%	9/25%	4/11%	18/50%	36	5.94	0	
<b>B114</b>	Rate the instructor's openness to discussion of other viewpoints.	1/ 3%	1/ 3%	0/ 0%	1/ 3%	6/17%	9/26%	17/49%	35	6.00	0	
<b>B122</b>	Rate the appropriateness of the instructor's encouragement of student participation and discussion.	0/ 0%	0/ 0%	0/ 0%	5/14%	7/20%	6/17%	17/49%	35	6.00	0	

<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	0/ 0%	3/ 9%	3/ 9%	8/23%	6/17%	15/43%	35	5.77	0	
<b>B147</b>	Rate the instructor's skill in encouraging students to think.	0/ 0%	0/ 0%	0/ 0%	3/ 9%	9/26%	8/23%	15/43%	35	6.00	0	
<b>B149</b>	Rate the instructor's skill in making class sessions intellectually stimulating.	0/ 0%	0/ 0%	3/ 8%	4/11%	9/25%	7/19%	13/36%	36	5.64	0	
<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	1/ 3%	0/ 0%	0/ 0%	7/20%	3/ 9%	7/20%	17/49%	35	5.86	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

You were always very well prepared and definitely knew what you were talking about.

The information was interesting and presented in a way that made me want to know more about different subject matters

The open endedness of discussion, hearing other viewpoints.

The weekly readings

Wikipedia in association with the reading

The TA sessions on Friday were the best part because Jeremy made the class a comfortable place to discuss whatever opinion you might have. Also I was always entertained and never wanted to not be paying attention.

Jeremy was very good at keeping this class interesting all the time and he really got us to think outside the box when discussing whatever we were learning in class. Overall I would say the Jeremy was a great professor.

Lectures were very stimulating and informative. In particular, the Friday group discussions gave an excellent chance to state my opinions and hear from my peers. In particular, the instructor displayed a unique talent for facilitating discussion from otherwise reticent students. In 9 semesters at Penn State, this has been my favorite discussion section.

The online readings and youtube videos

The readings were interesting

Lectures and exam study guides.

The group project

It was interesting and I wanted to learn more.

Doing the reading and looking over the ppts for tests. Studying with friends is a big help.

The section discussions on Friday did add to the learning of this material at all.

The power points and readings.

using sources that were relatable in the presentations to understand more about the topic

Jeremy encourages discussion and he keeps it interesting.

N/A

Discussion sections were very helpful

Discussions

Class Discussions about propaganda films.

Class engagement, referencing material covered earlier in the course.

Going to class and participating in class discussion.

Group discussions within the class time with the TA

I liked how to reading actually had something to do with what we were doing in class instead of it being a separate thing to learn about.

The effectiveness of my instructors, course outline and necessary materials for subject matter.

On Fridays with Jeremy, the open discussion nature of this class helped to sum up the lecture style of Mr. Hogan during the week. This was more interpersonal and Jeremy could get to know us better as learners in his class.

Hearing other people's point of view help my think deeper into the material.

### Open 2 What changes would improve your learning?

Sometimes I felt as if your opinions/bias got in the way of you accepting a student's opposing position. I feel like this made students less likely to participate.

Nothing.

Not many changes, overall good class.

get the midterm and final review outlines earlier



I would improve the syllabus as we go, because it got changed quite a bit

If the material was not presented completely one sided.

Time management with the readings before class would have heavily changed my potential grade in this class, so that's something that this class has shed light on for me

if the exam reviews were easier to read

I better study guide for the Midterm and Final.

More creativity in class

The one thing that could be improved in order to enhance our learning experience is to do a for more team projects which could really teach us how to work together on assignments in the real world

some of the assignment description of criteria were not clear. make rubrics to so that we can better understand how to submit things. make a pre deadline for the commission report where you can make suggestions. in terms of discussion, I wanted to have more reading required. this has the potential to be more then an intro course.

I can't think of anything.

have actual homework assignments, having homework i feel would only help with the learning process.

making the material easier to understand

Watch shorter more entertaining propaganda films.

More group work.

Less reading. When there is too much reading, students tend to get overwhelmed, especially when it is an elective course, and not do the reading.

N/A

Possibly telling us what we are going to discuss before the discussion class.

I wish more of our discussion topics related to the exams.

n/a

Having homework besides reading

Nothing in particular, I can think of.

A broader expanse and elaboration on other topics related to propaganda.

I'm not sure, this part of the class was more enjoyable as well as summarizing and continuing information gone over throughout the week.



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**Reporting Date:** 7/15/2017 3:30 PM    **Semester:** 2013/14 SU  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON







Course ID	Course Title	Students	Responses	Response Rate
201314S1UP__RCAS__100B102	CAS100B, Section 102: EFFECTIVE SPEECH	19	6	31.6%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 0	No: 4	I don't know: 0	N: 4	Percent Yes: 0.0%
<b>A2</b>	What grade do you expect to earn in this course?	A: 2 / 50.0%	B: 2 / 50.0%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	2/33%	3/50%	1/17%	0/ 0%	6	4.83	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	1/17%	0/ 0%	2/33%	3/50%	6	6.17	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	1/17%	1/17%	2/33%	2/33%	6	5.83	0	
<b>B005</b>	Rate the instructor's skill in relating course material to real life situations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/50%	3/50%	6	6.50	0	
<b>B010</b>	Rate the instructor's skill in handling students' questions and comments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/17%	1/17%	4/67%	6	6.50	0	
<b>B018</b>	Rate the instructor's skill in using examples and illustrations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/17%	3/50%	2/33%	6	6.17	0	
<b>B025</b>	Rate the instructor's willingness to help students make progress.	0/ 0%	0/ 0%	0/ 0%	1/17%	0/ 0%	2/33%	3/50%	6	6.17	0	
<b>B031</b>	Rate the instructor's skill in maintaining a positive atmosphere for learning.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/33%	4/67%	6	6.67	0	
<b>B035</b>	Rate the instructor's conscientiousness in keeping appointments with students.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/20%	4/80%	5	6.80	1	
<b>B045</b>	Rate the instructor's respect for students as individuals.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/33%	4/67%	6	6.67	0	
<b>B051</b>	Rate the instructor's skill in relating course material to other disciplines.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	4/67%	2/33%	6	6.33	0	
<b>B053</b>	Rate the effectiveness of the instructor's references to other experts to support his/her opinions.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/17%	1/17%	4/67%	6	6.50	0	
<b>B068</b>	Rate the clarity of the syllabus in stating course objectives, course outline, and criteria for grades.	0/ 0%	0/ 0%	0/ 0%	1/17%	1/17%	2/33%	2/33%	6	5.83	0	

<b>B070</b>	Rate the instructor's skill in keeping the course on schedule.	0/ 0%	0/ 0%	0/ 0%	1/17%	0/ 0%	3/50%	2/33%	6	6.00	0	
<b>B077</b>	Rate the organization of the course in terms of its logical arrangement of material and activities.	0/ 0%	0/ 0%	1/17%	0/ 0%	1/17%	3/50%	1/17%	6	5.50	0	
<b>B095</b>	Rate the usefulness of the instructor's comments on papers and exams in indicating errors.	0/ 0%	0/ 0%	1/17%	0/ 0%	1/17%	3/50%	1/17%	6	5.50	0	
<b>B097</b>	Rate the correspondence between exams and the important aspects of the course.	0/ 0%	0/ 0%	1/17%	0/ 0%	1/17%	3/50%	1/17%	6	5.50	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

stress free, group activities

Discussions in class, not having too many lectures was great, just talking and conversing about class topics was most efficient

The textbook was very dense at times and Jeremy helped narrow down the important terms from the textbook. The application of the textbook terms into assignments helped us to apply the concepts the textbook was teaching.

Classroom discussions

The book was helpful for exams. Most of the learning comes from actually giving speeches and presentations and reviewing feedback.

### Open 2 What changes would improve your learning?

While this is a summer class and it was obviously more condensed than a regular semester long class, I think the amount of reading assigned in the textbook was a little too much. At one point, we had to read two chapters in one night which totaled to 140 some pages with 240 terms. Not exactly realistic even during a semester course. Maybe restructuring the syllabus or selecting important pages would be more beneficial.

ditch the book

This is a difficult course to cram into a 6 week semester. I think it would be very beneficial to students to eliminate one of the 5 major assignments, leaving 4 presentations/speeches for the semester. This could allow for students to better plan and organize quality speeches.

Seeing the speech rubrics before we give them; some directions were unclear as to what you were looking for. Overall this was a great class and I enjoyed myself. Typically, I HATE having grad students teach courses, but Jeremy knew his stuff, still challenged us, and had a fun classroom atmosphere.

There is a big disconnect between the discussions and the book



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**Reporting Date:** 7/15/2017 3:30 PM    **Semester:** 2013/14 SP    **Merge Title:** SP14  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201314SPUP__RCAS__100A039	CAS100A, Section 039: EFFECTIVE SPEECH	25	11	44.0%
201314SPUP__RCAS__100A046	CAS100A, Section 046: EFFECTIVE SPEECH	28	13	46.4%




### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 5	No: 14	I don't know: 0	N: 19	Percent Yes: 26.3%
<b>A2</b>	What grade do you expect to earn in this course?	A: 12 / 63.2%	B: 7 / 36.8%	C or lower: 0 / 0.0%		

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	1/ 4%	2/ 9%	4/17%	4/17%	8/35%	4/17%	23	5.22	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	3/13%	1/ 4%	1/ 4%	11/48%	7/30%	23	5.78	0	

### Department Items

	Lowest Rating	Average Rating					Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	1/ 4%	0/ 0%	2/ 8%	3/13%	9/38%	9/38%	24	5.92	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	2/ 8%	2/ 8%	2/ 8%	9/38%	9/38%	24	5.88	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	1/ 4%	0/ 0%	1/ 4%	2/ 8%	3/13%	5/21%	12/50%	24	5.88	0	
<b>B043</b>	Rate the instructor's skill in encouraging students to improve.	0/ 0%	0/ 0%	4/17%	1/ 4%	1/ 4%	10/42%	8/33%	24	5.71	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	2/ 8%	2/ 8%	3/13%	17/71%	24	6.46	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	1/ 4%	0/ 0%	3/13%	8/33%	12/50%	24	6.25	0	
<b>B089</b>	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	1/ 4%	1/ 4%	3/13%	12/52%	6/26%	23	5.91	1	
<b>B113</b>	Rate the instructor's awareness of your progress in the course.	0/ 0%	0/ 0%	3/13%	0/ 0%	2/ 9%	7/30%	11/48%	23	6.00	1	
<b>B131</b>	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	1/ 4%	1/ 4%	0/ 0%	1/ 4%	5/22%	9/39%	6/26%	23	5.57	1	
<b>B140</b>	Rate the instructor's skill in stressing important material.	0/ 0%	1/ 4%	0/ 0%	3/13%	3/13%	8/33%	9/38%	24	5.83	0	
<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	1/ 4%	0/ 0%	2/ 8%	0/ 0%	4/17%	6/25%	11/46%	24	5.83	0	

<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	0/ 0%	1/ 4%	1/ 4%	5/22%	1/ 4%	11/48%	4/17%	23	5.39	0	
<b>B162</b>	Rate the importance of the knowledge learned in this course.	0/ 0%	1/ 4%	3/13%	4/17%	1/ 4%	6/25%	9/38%	24	5.46	0	
<b>B173</b>	Rate the effectiveness of the course in enhancing research skills.	0/ 0%	1/ 4%	4/17%	7/30%	4/17%	6/26%	1/ 4%	23	4.57	1	

## University Open Ended Items

### Open 1 What helped you learn in this course?

Jeremy had good knowledge of the subject matter. He also made the class fun with the impromptu speeches. It made all of us alot more comfortable giving speeches

I liked the more relaxed setting we established in class throughout the semester. Giving a speech is stressful enough for me that I appreciate the leniency I was given in other parts such as outlines and dress code.I love that the class was in fact, about effective speech, not do-a-ton-of-assignments-about-speaking and expect the students to become good at speaking. The impromptus were fun as every impromptu class session is different in terms of topic and style. The feedback we received from every speech are useful in the preparation for the next speech.Maybe it"s because Jeremy is a student as well so he understands our learning style and understands that we have many other obligations. The workload I was assigned felt just right and not overwhelming at all.Even though Jeremy has a lot of experience in speaking, he is still humble and does not expect everyone to be good in speaking after once or twice of practice. Instead, he is always willing to share his experience with us and offer guidance and encouragement when we need it.I dreaded this class initially and even though I did not do as well as I wished I would, the journey has been an enriching one with such a superb teacher as Jeremy.

All of the speaking opportunities and the impromptu speeches especially helped our class to relax and become a friendly environment to speak in. Loved it.

I did like the idea of the impromptu speeches as getting us as a class to be more comfortable with public speaking however some of the topics we needed to talk on made me more uncomfortable whereas if maybe we were given a couple options to choose from would have made it a little better.

The impromptu speeches helped in getting comfortable with the audience. The guidelines for each speech were helpful as well. The webcam was a cool way to be in control of our first speech; however, I think it would be better to have 3 main speeches in front of the classroom.

Impromptu speeches helped me get more comfortable speaking in front of the class.Exams helped boost grades.

Assignment sheets outlining the expectations was helpful for the first 2 speeches. Would have appreciated it with the third speech especially since it was mentioned in class that an assignment sheet would be posted.

The open ended discussion style of instruction that Jeremy used to teach the information.It never felt like a lecture.

practice, practice, practice

Jeremy was a very good, challenging teacher

During this course we were very highly encouraged to improve every single class. He had us doing impromptu speeches at least once a week which was very helpful in getting up comfortable in front of the class. He also gave us very helpful constructive criticism after each speech, showing us that he cared about our growth as a speaker.

The relaxed environment Jeremy provided.

Doing the impromptu speeches was great because it gave us a chance to get up and talk in front of the class and alleviate nerves before we would give our more important speeches.

Jeremy made a course I was dreading into something that was one of my most enjoyable courses at Penn State.His passion and enthusiasm is infectious and made every class fun and informative.I cannot stress what a difference Jeremy has made in my own public speaking skills and those of my classmates.His teaching style is nothing short of incredible.

Seeing examples in class of the speeches or structure of the speech. I think the discussions (full class time) on what is expected definitely helped and got me motivated to create my own. I think the review session before each exam was very helpful as well.

ebook

The impromtu speeches were very helpful in preparing me to speak in front of the class. Posting outlines on the forum for feedback was also very helpful.

The constant dialogue in the classroom instead of just relying on three major speeches made this class the most useful; more practice= better skills.

This course was well designed by Jeremy and was a fun environment for the most part.He did a good job of using the curriculum but changing it in ways that were easy to actually engage with.His exams were very fair and his grading in general met the expected.He was good at giving examples as well and very clearly tells class how good he is at public speaking all the time...

The amount of impromptu practice and just having the opportunity to stand in the front of a room and speak publicly honestly helps more than anything.The immediate feedback, both positive and negative, helps me as well.I also liked the feedback on speech outlines from both the professor and other students, I found comments really helpful.

Watching other students do their speeches helped me to learn in the class. It also helped when Jeremy did examples for the class to see what he was looking for.

### Open 2 What changes would improve your learning?

Instructor was condescending and in my opinion ruined the learning environment.Specifically raised questions at the end of speeches to students that had topics he disagreed with.Made speeches more stressful.A more mature, encouraging professor would have improved learning and the class environment.

I would differentiate the 2nd and 3rd speech better. It was a little confusing.

I would like a little more instruction on the motivational speeches. I think our class was confused about what to do.

Comments and feedback on speeches were specific and helpful, but never offered suggestions on how to improve the issues mentioned that needed work. Got bored while listening to everyone's speeches, would have been helpful to have peer evaluations. That would keep me engaged during speeches and I am interested in how my peers critique me.

your comments and feedback were very genuine. However i felt they could be worded better so they didn't come off as if you were attacking them or trying to undermine them.

- Having more specific instructions for speeches and assignments would be good - It would be nice if the speeches would be more like those that we will give in the future wherever we end up working. So, e.g., if you are a science major, it would be nice to have practice giving technical speeches

The online forum does not really seem to work out all that well. People do not check it as frequently and so discussions aren't always flowing. Maybe using more popular platforms like Facebook will encourage students to check frequently to discuss happenings and issues. I really liked the practice of putting most things on the Web though, it is convenient, you can submit things anytime from the comforts of your home, and you save paper!

I believe that some of the topics we learned did not have anything to do with how we presented our speeches nor the content of the speeches we were to present and wasn't sure of their significance in the course.

nothing

Boring textbook material could be cut down- how much text book material is actually relevant to SPEAKING. English and rhetoric go hand in hand, however it got boring at times. Lost attention.

I felt a little intimidated to ask questions.. There was a bit of sarcasm from the instructor that made me feel stupid for saying things every once in a while. As the course went on I felt it got better, but it still made me a bit apprehensive to raise my hand.

I think that the class should be changed to more every day communications instead of delivering speeches about researched subject matters. Students are lacking social skills when talking to one another and getting in front and presenting power point slides and I think this class should teach students to be less fearful when standing in front of a large crowd instead of memorizing things that most of us don't really care about. I just think that some of the speeches should be thought about more thoroughly as to the significance.

He is actually kind of a jerk when it comes to people talking in class. He often would shoot kids down or tell them why they're wrong about opinion questions. This didn't happen a lot but I would say maybe 4 times and it really only takes one time to make the class not want to talk again and put themselves out there. He looks for responses in the class and is very awkward when we don't talk he asks what he's doing wrong but no one wants to sit there and say "well, honestly you were a jerk when you answered so and so's question and no I really don't want to put a guess out there and be shot down the way they were." So we sit there in silence while he asks what's wrong and that's a waste of time. He also has hand gestures that are very distracting. I know he told us to be honest and not mean on these SRTE's but it honestly was distracting. Most importantly though he awkward and had sexual undertones in class a lot. For impromptu speeches we did "Cards Against Humanity" cards and honestly it would have been fun if he had taken out the inappropriate cards. That made for the absolute most awkward class I have ever sat through listening to a girl talk about vaginas. It was disturbing. I felt bad for that girl and didn't want to do it myself.

I really enjoyed the blog assignment, but I would have liked a few different good examples to judge the quality of my speech off of. I also would have liked practice identifying fallacies, maybe as a homework or extra credit assignment or something, simply because it was such a major portion of the second exam.


The way Jeremy runs his CAS 100A is perfect for this type of class and I wouldn't change anything really.

Watching an example of each type of speech before we give ours would have been very helpful.

I think it could be better if students had more time to prepare their speeches and talk to Jeremy about the speech before they had to present it. It sometimes felt like he just talked about what the speech was and then you were presenting it right after that.

I don't think I could have learned to publicly speak any better than I did in this class.

Unrestricted Items

<b>100A</b>	Rate the usefulness of the instructor's comments on assignments and speeches	0/ 0%	1/ 4%	0/ 0%	2/ 8%	2/ 8%	7/29%	12/50%	24	6.08	0	 1 2 3 4 5 6 7
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Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:30 PM    **Semester:** 2013/14 FA  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201314FAUP__RCAS__100A003	CAS100A, Section 003: EFFECTIVE SPEECH	21	17	81.0%

### University Items




<b>A1</b>	Are you taking this course as an elective?	Yes: 0	No: 8	I don't know: 1	N: 8	Percent Yes: 0.0%
<b>A2</b>	What grade do you expect to earn in this course?	A: 5 / 55.6%	B: 4 / 44.4%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	1/ 6%	0/ 0%	3/19%	5/31%	4/25%	3/19%	0/ 0%	16	4.25	0	
<b>A4</b>	Rate the overall quality of the instructor.	1/ 6%	3/19%	2/13%	6/38%	2/13%	2/13%	0/ 0%	16	3.69	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	1/ 6%	1/ 6%	1/ 6%	5/29%	4/24%	3/18%	2/12%	17	4.59	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	1/ 6%	1/ 6%	1/ 6%	3/18%	5/29%	4/24%	2/12%	17	4.76	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	1/ 6%	3/18%	3/18%	1/ 6%	3/18%	4/24%	2/12%	17	4.29	0	
<b>B043</b>	Rate the instructor's skill in encouraging students to improve.	0/ 0%	1/ 6%	3/18%	3/18%	2/12%	4/24%	4/24%	17	5.00	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	1/ 6%	0/ 0%	0/ 0%	2/12%	1/ 6%	6/35%	7/41%	17	5.82	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	1/ 6%	0/ 0%	2/12%	4/24%	5/29%	3/18%	2/12%	17	4.71	0	
<b>B089</b>	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	1/ 6%	1/ 6%	1/ 6%	5/31%	4/25%	0/ 0%	4/25%	16	4.63	0	
<b>B113</b>	Rate the instructor's awareness of your progress in the course.	0/ 0%	3/18%	3/18%	4/24%	2/12%	2/12%	3/18%	17	4.35	0	
<b>B131</b>	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	2/12%	3/18%	3/18%	4/24%	3/18%	1/ 6%	1/ 6%	17	3.59	0	
<b>B140</b>	Rate the instructor's skill in stressing important material.	2/12%	0/ 0%	3/18%	1/ 6%	5/29%	5/29%	1/ 6%	17	4.53	0	
<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	1/ 6%	1/ 6%	0/ 0%	1/ 6%	3/18%	6/35%	5/29%	17	5.47	0	



<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	2/13%	1/ 6%	2/13%	5/31%	2/13%	3/19%	1/ 6%	16	4.06	0	
<b>B162</b>	Rate the importance of the knowledge learned in this course.	1/ 6%	2/12%	1/ 6%	5/29%	3/18%	2/12%	3/18%	17	4.47	0	
<b>B173</b>	Rate the effectiveness of the course in enhancing research skills.	2/12%	2/12%	1/ 6%	4/24%	3/18%	4/24%	1/ 6%	17	4.18	0	

## University Open Ended Items

### Open 1 What helped you learn in this course?

The general laid-backness of the class that allowed speeches to come conversationally instead of read. memorize. Repeat.

I think the class discussions helped me learn a lot because Jeremy always encouraged us to talk more and put ourselves out there, and that's what this class is for.

We basically read from the book and discussed what we read in class. Knowing the material before the discussion helped.

going to class and taking notes, reading the e-book

The impromptu speeches helped me to learn in this course.

impromptu speeches and getting comments in class

An RA would try to talk me through the concepts i didn't understand

Going over what exactly was needed for the speech. What the instructor was looking for in terms of speeches. Class reviews the class period before the exams helped, also.

Not much. We read a book that "taught" us the mechanisms of speaking but was irrelevant to us actually giving speeches. The lectures that the professor gave didn't help give speeches and it seems that the only reason he lectured us was so that we could have a physical, written test on the information. Neither the lectures or the tests on them helped me learn anything about public speaking. What did actually help me learn that we didn't do NEARLY enough was give speeches. Yes, we gave the three main speeches but we also did impromptu speeches that would help us get comfortable with speaking. However, we only did a couple of these impromptus.

The impromptu speeches helped me gain confidence and work on my delivery before my actual speeches.

Jeremy Johnson has always made office hours and encouraged us to come in for help. I have a taken advantage of this and as a result have come out with a good grade in the class. He is willing to help if you spend the time and put effort in to improve.

Everything I learned in this class came from experience from the speeches we did

The fact that we were doing speeches on topics that we were passionate about and on current issues definitely helped me learn. I got to do research on topics that I was really passionate about and actually wanted to know more about.

Powerpoints, taking notes, experience

### Open 2 What changes would improve your learning?

HATED THIS CLASS BECAUSE OF THE TEACHER!

Some of the dates and instructions are a little unclear. If they were clearly written out it would help to improve my learning.

Don't critique speech's each day. It gives the people who go on the last day an unfair advantage. Don't judge harshly if the speakers look at their outlines/ notes a fair amount during the speech. The professor said that if we do that, it shows that we--the speakers--aren't prepared. Well, personally, I looked at my outline a fair amount and I practiced the whole speech, on average, 6 to 8 hours for each speech.

working with partners and critiquing outlines together rather than on the Forum, discussing current events in class like we did at the beginning of the year rather than doing the 20 posts on the Forum

A better teacher. Motivation to actually try in the class. Learning things that are even remotely relevant to the course. More impromptus. Less reading about speaking and more physical speaking.

Sometimes the professor can be condescending and rude to students when they do not know an answer.

Some of the assignments I felt were just busy work and did not have any relevance to the class. I felt like the forum posts were good because they covered current topics but this really doesn't help me improve my speaking skills.

more precise comments on outlines for forming the speeches

More focus on impromptus.

If we watched more speech videos and didn't have to follow certain patterns for our speeches.

The professor should be more motivational and not bring his students down. He should also try to be more mature and NOT ACT LIKE A CHILD.

I honestly don't even know at this point

I think a little more lecturing would be fine. Personally, that's the style of learning I like, but I do think it is still more important to have discussions.

Stop calling out people in class.

## Unrestricted Items



100A

Rate the usefulness of the instructor's  
comments on assignments and  
speeches

1/ 6%

1/ 6%

2/12%

4/24%

3/18%

4/24%

2/12%

17

4.59

0



1234567



Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 7/15/2017 3:31 PM    **Semester:** 2012/13 SU  
**Instructor ID:** JDJ171    **Instructor:** JEREMY JOHNSON












Course ID	Course Title	Students	Responses	Response Rate
201213S1UP__RCAS__100A105	CAS100A, Section 105: EFFECTIVE SPEECH	16	16	100.0%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 1	No: 12	I don't know: 0	N: 13	Percent Yes: 7.7%
<b>A2</b>	What grade do you expect to earn in this course?	A: 5 / 38.5%	B: 7 / 53.8%	C or lower: 1 / 7.7%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	1/ 6%	1/ 6%	3/19%	4/25%	5/31%	2/13%	16	5.06	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	1/ 6%	0/ 0%	1/ 6%	4/25%	5/31%	5/31%	16	5.69	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	1/ 6%	3/19%	1/ 6%	4/25%	7/44%	16	5.81	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	1/ 6%	2/13%	3/19%	4/25%	6/38%	16	5.75	0	
<b>B038</b>	Rate the instructor's skill creating a climate conducive to learning.	0/ 0%	1/ 7%	0/ 0%	2/13%	3/20%	4/27%	5/33%	15	5.60	0	
<b>B043</b>	Rate the instructor's skill in encouraging students to improve.	0/ 0%	1/ 7%	0/ 0%	3/20%	3/20%	4/27%	4/27%	15	5.40	0	
<b>B049</b>	Rate the adequacy of the instructor's knowledge of the subject matter.	0/ 0%	0/ 0%	0/ 0%	3/20%	0/ 0%	6/40%	6/40%	15	6.00	0	
<b>B063</b>	Rate the instructor in terms of his/her preparation for class.	0/ 0%	0/ 0%	0/ 0%	4/27%	0/ 0%	3/20%	8/53%	15	6.00	0	
<b>B089</b>	Rate the effectiveness of the instructor in demonstrating the significance of the subject matter.	0/ 0%	0/ 0%	0/ 0%	3/20%	2/13%	5/33%	5/33%	15	5.80	0	
<b>B113</b>	Rate the instructor's awareness of your progress in the course.	0/ 0%	0/ 0%	1/ 7%	3/20%	1/ 7%	5/33%	5/33%	15	5.67	0	
<b>B131</b>	Rate the instructor's skill in selecting instructional strategies which increase student motivation.	0/ 0%	1/ 7%	0/ 0%	2/14%	4/29%	3/21%	4/29%	14	5.43	0	
<b>B140</b>	Rate the instructor's skill in stressing important material.	0/ 0%	0/ 0%	1/ 7%	3/20%	3/20%	3/20%	5/33%	15	5.53	0	
<b>B141</b>	Rate the instructor's skill in encouraging class participation and discussion.	0/ 0%	1/ 7%	0/ 0%	3/20%	1/ 7%	2/13%	8/53%	15	5.80	0	

<b>B156</b>	Rate the effectiveness of the course in improving critical thinking skills.	0/ 0%	2/14%	0/ 0%	2/14%	2/14%	3/21%	5/36%	14	5.36	0	
<b>B162</b>	Rate the importance of the knowledge learned in this course.	0/ 0%	1/ 7%	0/ 0%	5/33%	4/27%	4/27%	1/ 7%	15	4.87	0	
<b>B173</b>	Rate the effectiveness of the course in enhancing research skills.	2/14%	1/ 7%	0/ 0%	2/14%	4/29%	3/21%	2/14%	14	4.57	1	

### University Open Ended Items

#### Open 1 What helped you learn in this course?

This class is needed for learning the basics of giving a speech. Maybe PSU should make this class a required course that must be completed by end of Freshman year. The basics would be helpful for the college student who will likely have to give a presentation in class.

ebook and internet

The discussions everyday and hands on experience through my speeches.

Great lesson plan and good comments on improving on speeches.

Reading the book.

The instructor. He just brought so much energy and ideas to the class that one could not help but enjoy learning the material.

The group discussion which provoked some great conversations and helped us learn a lot better.

First of all, the instructor has a very good, wide & deep knowledge background. not only in public speaking but also in other fields and topics. In addition, he is very energetic, fun, clear and informative in teaching. after all, he managed to make this speech class a very enjoyable + useful learning experience.

Attending class helped me learn. The textbook was overpriced, wordy, and just not very interesting. Learning logic and argument for me is a very visual process and the textbook uses only words. Most of the time after reading the chapter, I reached the conclusion that I could have just skimmed it, or defined the terms at the end of the chapter for myself without reading it, and it would have been a more effective use of my time.

Teacher genuinely cares about the progress of the students and teacher treats students as academics with valuable insight which allows for great class discussions.

#### Open 2 What changes would improve your learning?

My own work ethic improving as well as my focus.

The arbitrary grading

I'm not sure what would improve this class. I think its great as is.

Tuition is very expensive at PSU. In order for any student to feel that they are receiving a quality education - graduate students should be teaching UNDER a seasoned professor. Especially for first year grad students... it's not fair to throw them into a class of students and expect them to be able to carry it. At times, this class was downright awkward. It seems as though Summer courses are the traditional, baptism by fire for grad. students. They want to teach, then they should be mentored accordingly and not thrown in to get their feet wet. Tone it down... not everyone is destined or desires to be a national champion as our instructor liked to share on more than one occasion. This is a 100level required class. Don't scare people off. Several people dropped the class well after the 3rd week... with only one speech to go. Include more impromptu speech giving earlier on - to help those students who really struggle with public speaking- to feel more comfortable in a non-threatening environment.

mention clearly what's the most important thing in speech grading.

A much clearer and spelled out grading rubric for our speeches.

As it was talked about in class, an online forum for holding discussions about certain topics outside of class could be fruitful. It seems that so far the discussions have been great as long as the topic is interesting.

For this course in general, may be more preparation time for speeches in the future.

Include more tips on staying calm and avoiding nervousness when giving speeches.

Since this is a class in which many students already have a working knowledge of the subject matter, the tests of arbitrary vocabulary and simple ideas are kind of insulting, and a waste of time. I would have preferred to give more speeches and actually become a more effective communicator than relearn what pathos logos and ethos are for the 5th time in my academic career. I understand a certain amount of theory is necessary to create a good argument, but the amount of time wasted on things that I already knew bored and frustrated me and my classmates.

### Unrestricted Items

<b>100A</b>	Rate the usefulness of the instructor's comments on assignments and speeches	0/ 0%	1/ 7%	1/ 7%	3/20%	4/27%	4/27%	2/13%	15	5.00	0	
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