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Introduction to Cultural Analytics:

Data, Computation, & Culture

Cornell University

Information Science/American Studies/English

Spring 2020, Spring 2021

Course Website: <https://melaniewalsh.github.io/Intro-Cultural-Analytics/>

This introductory undergraduate course prepared students to analyze, interpret, and visualize cultural data—such as novels, movies, tweets, and more—with computational methods. After a basic introduction to the programming language Python, we covered topics such as data collection, text mining, network analysis, and data visualization.

As demonstrated in the attached student evaluations, students reported that course lectures were both high-quality (4.74/5) and engaging (4.74/5). They also confirmed that our classroom environment was highly inclusive (4.89/5), which was particularly important to me in an introductory programming course geared toward students from non-computational backgrounds. Many students also felt that topics were relevant and useful beyond the classroom. “A lot of the concepts were super relevant to American Studies and contemporary issues in society which was amazing,” one student reflected. “I learned about info sci and how tech can be used to solve real world problems or at least analyze these problems that I already have an interest in.”

Student Evaluations..... [*p.p. 3-17*](#)

Humanities By the Numbers:

Essential Readings in the Digital Humanities

Washington University in St. Louis

Comparative Literature/Interdisciplinary Project in the Humanities

Spring 2018

This graduate seminar introduced students to current discussions, debates, and methods in the digital humanities. My students gave unanimous perfect scores for the clarity and effectiveness of my instruction (5/5), the positivity of our classroom environment (5/5), as well as near-perfect scores in all the other categories. They also voiced appreciation for my technical expertise, my detailed feedback on written work, and my careful design of the lab sessions that covered digital methods and tools.

Student Evaluations..... [*p.p. 18-24*](#)

American Fiction in the Social Media Age

Washington University in St. Louis

English

Fall 2017

Course Website: <https://afsma17.com/>

This advanced undergraduate course explored how twenty-first-century American writers represent and incorporate forms of new media. As the attached student evaluations demonstrate, my students gave unanimous perfect scores for the intellectual challenge, interest, and value of the course that I designed (5/5), as well as for my enthusiasm and rapport as the instructor (5/5).

Student Evaluations..... [p.p. 25-34](#)

College Writing 1

Washington University in St. Louis

College Writing Program

Fall 2015, Spring 2016

This introductory writing course for freshmen helped students find their writerly voice and prepared them to enter conversations in a wide range of disciplines with confidence and clarity. We covered a broad spectrum of reading material that ranged from James Baldwin's *Notes of a Native Son* to academic research about anti-aging science. We tackled an equally broad number of writing genres that ranged from personal essays to a cumulative final research project.

In evaluations for the Fall 2015 version of this course, my teaching received better evaluations (5.82/7) than most courses in the College Writing Program (5.63/7). Students also expressed a desire for clearer expectations regarding essay grading procedures. In response to this feedback, in the Spring 2016 version of the course, I created detailed rubrics for each essay, which students were required to submit with their assignments and which I used to grade the assignments. The evaluations for this iteration of the course markedly improved in the categories "Expectations were clearly explained" (from 6.1 to 6.82/7) and "Grading procedures were fair" (from 5.5 to 6.18/7). These improvements were part and parcel of a larger trend, as my evaluations improved in nearly every category, including the overall rating of my teaching (5.82 to 6.55/7).

Student Evaluations..... [p.p. 35-47](#)

College of Engineering, Cornell University**Course Evaluation Response Summary****Semester: Spring 2020****Course Owner: INFO****Course: INFO 1350 Lec 1****CID: 18106****Instructor: Walsh****19 Responses, 32 Enrolled, 59.38% Response**

Question	Mean	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the material in this course? 1. Very under prepared, more pre-requisites needed 2. Under prepared 3. Adequately prepared 4. Over prepared in some areas 5. Over prepared, material largely duplicates pre-requisites	3.26	19	1	0	14	1	3
12. [Course Content] Content Organization: Did the course structure and organization facilitate your learning? 1. Very disorganized, significantly hindered my learning 2. Somewhat disorganized 3. Adequately organized 4. Well organized 5. Very well organized and structured, significantly enhanced my learning	4.68	19	0	1	0	3	15
13. [Course Content] Synthesize & Apply Content: This course challenged me to synthesize ideas, think critically about the content, and apply the material to unfamiliar topics and problems. 1. Not at all 2. Occasionally 3. Every few classes 4. Many classes and assignments 5. Nearly every class and assignment	4.63	19	0	1	1	2	15
14. [Course Content] Examples & Applications: Were the number and variety of examples and practical applications presented appropriate to the course content and for your learning style? 1. No, almost no examples 2. A few, but insufficient number and/or mostly trivial 3. Some, but more or higher quality would have been helpful 4. Yes, including some very good ones 5. Excellent use of examples and applications that significantly increased my understanding of the material	4.74	19	0	0	1	3	15
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-structured, free of significant or frequent errors, and appropriately covered the course content? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good	4.74	19	0	0	1	3	15
22. [Course Delivery] Context: Did the lecturer motivate the course content and place it in the context of your major or your overall engineering education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly 5. Absolutely	4.79	19	0	0	0	4	15

23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content? 1. No, generally boring 2. Rarely engaging 3. Generally held my attention 4. Engaging 5. Very engaging and often required actively thinking about material	4.74	19	0	0	1	3	15
31. [Recitation or Discussion Section] Was the section effective in increasing your understanding of, and ability to use, the course material? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good	--	0	0	0	0	0	0
41. [Laboratory Activities] How valuable were laboratory activities in enhancing your learning in this course (e.g., taught specific skills, provided experience with real equipment and data, provided hands-on experience, increased my understanding of the material)? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth time spent on them	--	0	0	0	0	0	0
42. [Laboratory Expectations] Lab expectations (goals, tasks, reports, deadlines, etc.) were clear and realistic. 1. Not at all 2. Partially 3. Adequately 4. Usually clear and realistic 5. Almost always very clear and realistic	--	0	0	0	0	0	0
43. [Laboratory Resources] Lab resources (equipment, software, information, instructions, etc.) were sufficient to provide a positive experience. 1. Rarely sufficient, severely detracted from the experience 2. Sometimes sufficient 3. Usually sufficient 4. Almost always sufficient 5. Excellent resources that enhanced the laboratory experience	--	0	0	0	0	0	0
44. [Laboratory Staffing] Support and help, during lab and for lab reports, were sufficient to successfully complete and analyze experiments. 1. Rarely sufficient 2. Partially sufficient 3. Adequate 4. Almost always sufficient 5. Excellent, significantly enhanced the laboratory experience	--	0	0	0	0	0	0
51. [Workload, Resources, Assignments & Assessment] Workload: How many total hours outside of class, per week, on average, did you spend on this course (beyond lecture, recitation or discussion section, and lab sessions)? 1. <3 hours 2. 3-6 3. 7-10 4. 11-15 5. >15 hours	1.58	19	8	11	0	0	0
52. [Workload, Resources, Assignments & Assessment] Workload Value: The time spent on various assignments (homework, lab reports, coding, projects) was reasonable for the amount it improved my understanding of the course content. 1. Little value relative to the time required 2. Some value 3. Reasonable value for the time spent 4. Good value for time spent 5. Excellent value to time ratio	4.58	19	0	0	1	6	12

53. [Workload, Resources, Assignments & Assessment] Resources: How valuable were outside of class-time resources (e.g., readings, videos, online content, course notes) in building your understanding? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them	4.58	19	0	0	2	4	13
54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability	4.47	19	0	0	4	2	13
55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely	4.68	19	1	0	0	2	16
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate, nothing specific to encourage or discourage anyone 5. Actively inclusive, all are fully encouraged to participate and are supported	4.89	19	0	0	0	2	17
62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help	4.74	19	0	0	1	3	15
63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No, violations clearly occurred that were not addressed 3. Not strongly, violations could well have occurred (even if I am not aware of any) 4. Yes, instructor took reasonable steps to maintain academic integrity 5. Yes, academic integrity was clearly and intentionally maintained	4.83	18	0	0	0	3	15
71. [Remote Learning] If you experienced issues with connectivity or other interruptions to your remote learning, were you able to work successfully with your instructor(s) to make needed adjustments? 1. I did not need to ask my instructor(s) for any adjustments (Not applicable) 2. No, I was not able to work out any adjustments with my instructor(s) 3. Yes, I was somewhat successful in working out needed adjustments with my instructor(s) 4. Yes, I was very successful in working out needed adjustments with my instructor(s)	4.00	9	10	0	0	9	--

72. [Remote Learning] How effective was the presentation of course material or subject matter? 1. Not at all 2. A little 3. Moderately 4. Very	3.67	18	0	0	6	12	--
73. [Remote Learning] How clearly did the instructor(s) communicate changes that were made to the course? 1. Not at all 2. A little 3. Moderately 4. Very	4.00	19	0	0	0	19	--
74. [Remote Learning] How accessible was help if you needed it from the instructor(s) (e.g., via "virtual" office hours, online forums, email)? 1. Not at all 2. A little 3. Moderately 4. Very	4.00	19	0	0	0	19	--
75. [Remote Learning] How aware were you of academic misconduct among students in this class? 1. Not at all 2. A little 3. Moderately 4. Very	1.46	13	11	0	0	2	--
77. [Remote Learning] One common characteristic has been the recording of lecture content. How valuable did you find the ability to access this content after lecture? 1. I only watched each video once or less. 2. I only watched once but I valued being able to pause lectures. 3. I occasionally returned to review content. 4. I often returned to review content and valued having the lectures as an additional resource. 5. Access to recorded lectures dramatically improved my ability to successfully complete the learning outcomes for the course.	1.72	18	12	2	2	1	1
91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 1 = Worse than average 5 = Much better than average	4.79	19	0	0	0	4	15
92. [Comparison to Other Courses] Course: Overall, how does this course compare with other comparable (technical or non-technical, as appropriate) courses you've taken at Cornell? 1 = Poorly, not educational 5 = Excellently, extremely educational	4.84	19	0	0	0	3	16

College of Engineering, Cornell University
Course Evaluation Response Summary
Semester: Spring 2020 Course Owner: INFO
Course: INFO 1350 Lec 1 CID: 18106
Instructor: Walsh
19 Responses, 32 Enrolled, 59.38% Response

Comments On Course Content

1133: Very interesting and engaging content! I was excited to both learn the technical material, and the cultural datasets we explored. Great breadth and just enough depth to keep it fun!

1490: Content was great. Learned basics of python in a way that was relevant specifically to cultural analytics, which is the area of focus for this course.

2332: I think that there should have been a greater emphasis on coding, which could have been done without sacrificing the great digital humanities content we discussed. The humanities part of the class was so interesting, but I'm a humanities person and I took this class to learn about coding.

2826: All of the assignments we did were incredibly interesting and engaging. One comment I do have is that I wish we had done some homework assignments that were slightly more different from the in class work. I was able to comprehend the material very well, but I did occasionally want to be challenged a bit more.

6137: Content was challenging every class, but instruction and schedule made success very achievable.

8681: Great introduction class for people comfortable with humanities but want to take a stab into data analytics and coding.

8815: GREAT COURSE!!

8895: The course content was so interesting and engaging, it was approachable for a humanities major by engaging with my interests but also introducing new ideas.

9191: There was a variety of examples and applications of what we learned, which I really appreciated. It was helpful to see how data analysis is useful in many different contexts.

9249: This was truly an amazing course that took a simple math requirement and turned it into one of my favorite classes here at Cornell. I had zero experience working with python or any coding and now I am truly interested in it and hope to continue practicing it.

9558: My favorite course at Cornell.

10575: I loved how it was topic focused and each class more or less we learned a new skill. It was very focused on LEARNING which was awesome and not on grades.

10783: Super interesting variety, I feel like there could be something for everyone, even if someone didn't vibe with everything

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Comments on Course Delivery

1133: Hey queen! Girl you have done it again, constantly raising the bar, and doing it flawlessly. I'd say I'm surprised but, I know who you are: I've seen it up close and personal. You make me so proud, and I love you.

1490: Professor Walsh was very engaging. She encouraged us to discuss why people would want to utilize the tools she was teaching us, and the different ways it could be done. It felt like a natural learning environment.

2332: I think that the course should have challenged us to go out of our comfort zones more. Too much of the course was a simple matter of copying and pasting code. I think that we should have been given the building blocks and the opportunity to write all the code ourselves. It would have been helpful to solidify what we had learned with regular exercises for practice with the skills. The best part of the course is the independent final project because it's challenging me in new and exciting ways. The course should have more of that!

2826: AMAZING!!!!

Prof Walsh is the most engaging, warm, funny, enjoyable professor I've had at Cornell. Loved going to class every day. She made the material so comprehensible, and I could always tell how passionate she is about the topic.

8681: I really liked how current the examples we used were because it kept me engaged.

8895: Prof. Walsh was fantastic. She engaged in our own interests constantly, asking us to bring in our "home" fields as application of the computational ideas. I was not at all expecting it to be so relevant to me as a distribution requirement, but it was a truly a great course.

9249: The course was very accessible for someone who has no coding background. While also introducing topics in the humanities to people who mostly focus on engineering.

10575: Course delivery was good. A lot of the concepts were super relevant to American Studies and contemporary issues in society which was amazing. I learned about info sci and how tech can be used to solve real world problems or at least analyze these problems that I already have an interest in. I do feel that I can easily get lost in in-class lectures though. For example, if I missed a day of class it would be difficult to catch up. Or if I forgot to download an application, etc. But Prof Walsh and the TAs were helpful and nice and not judgmental!

10783: GREAT professor. I wish she would teach more classes. I have friends who want to take this class now that I've told them about it. This I think is my favorite class I've taken here at Cornell and that was in large part because Professor Walsh made it fun, understandable, accessible, applicable, and genuinely cared about her students.

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Comments on workload, resources, assignments, and assessments

1133: *chef's kiss* amount of work, especially for an intro course.

1490: The modules she made for each lesson were particularly effective for learning and being able to review at your own pace later on. This was the first class in which I had learned in this way and found it very enjoyable.

2332: Most of the assignments were helpful readings on an important issue, ie an article about trans advocacy on Twitter. They took fairly little time to read and were very interesting. In this regard, they definitely improved my understanding of digital humanities. With that said, assignments did not significantly help me better understand Python. I think that this was a missed opportunity because a lot of what I was hoping to get out of this class was a robust background in Python. More assignments with practice using Jupyter were necessary. There was not enough work overall.

2826: Main comment is above. Assignments were always very clear, but I would have enjoyed to be challenged a bit more. All of the readings were very interesting as well.

6137: The assignments were extremely helpful in developing a better understanding of material.

8895: So approachable! I learned so much but did not have to over-exert myself at any point. The class was far more focused on understand and learning than busy work for grades.

9127: I think it would be helpful to have projects similar to the final project happen once a month. While doing my final project right now, I'm learning and understanding a lot more about course concepts than I felt I understood from running through the homework Jupyter notebooks. I think working with data that I chose and applying concepts we learned in class pushes me to understand the code more, because I need to read through it to figure out what I need to/should be doing. The Jupyter notebooks we ran through in class were always really helpful and great resources, though!!!

9191: the course website was super helpful for the final project. Having all of the resources and code we used during class available online has helped me solve problems when I bring what we learned together in the final project.

9249: Everything was fair, and accessible while challenging at the same time. I felt prepared for each assignment.

10575: Yes! I think this course definitely focused on learning and being able to understand,

10783: We didn't have exams but I felt like the things we were graded on were good.

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Comments on Environment-Diversity

1490: There were absolutely no issues and I even feel that much of the course content reinforces diversity/inclusion ideals.

2332: Professor Walsh is the most down-to-earth professor I have ever met. She is amazingly warm and welcoming. Give her an award!

10575: Very inclusive and understanding of different backgrounds

College of Engineering, Cornell University
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Comments on Environment-Assistance

1490: As mentioned previously, the modules Professor Walsh made for each class were very effective. In addition, both her and the TAs were available to respond to emails and were always enthusiastic about helping us work through issues. They also set up a Campuswire class page, where students could post any course-related questions or specific content questions. This in particular was an amazing resource. On numerous occasions I posted a question which was answered very quickly by Professor Walsh. This was my first experience with Campuswire and it was very positive.

2332: Professor Walsh was very accessible and I enjoyed going to her office hours. Minor point: I suggest that office hours are broken down by 15-minute chunks, not 10. Meetings for office hours always go over 10 minutes and it makes the meeting feel rushed.

2826: Always responded to emails quickly and were very helpful with issues I had with my codes in class.

8681: Great use of different sources of help (email, office hour, campuswire)

8895: There were so many opportunities to gain help in person and online. Prof. Walsh was responsive and accessible, and the office hours I did attend were abundantly helpful.

9191: I liked using youcanbook.me because making the appointment motivated me to actually use office hours if I needed them.

9249: Assistance in class and after class was great.

10575: I never went to office hours because it was far in the Engineering quad and since this class was meant for humanities people, I don't really like traveling to spaces on campus that I don't know or are known to be super competitive you know?

10783: campuswire was so dope and prof was fast at responding
 easy to set up a meeting time for office hours so that was nice
 Discussin threads were helpful as well

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Comments on Environment-Academic Integrity

2332: N/A, I would say. I'm not sure what it would have looked like for a student to breach academic integrity in this class.

2826: Was never really an issue in the class.

College of Engineering, Cornell University
Course Evaluation Response Summary
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Comments on Remote Teaching - Aspects to Continue

1490: Class ran pretty similarly to the way it did pre-remote learning. I wouldn't say there was anything drastically different that should be implemented.

2332: This class is better in-person. Definitely better to transition back in the future, whenever possible.

2826: Zoom office hours maybe? But honestly I would prefer to just meet with her in person.

8681: campuswire, online office hours (screensharing to troubleshoot is pretty effective)

8895: I really liked the virtual check-ins in place of class for the final project -- that was really helpful and lightened my load. I appreciated that some requirements were loosened to give us more wiggle room and ease of mind. Prof. Walsh was incredibly understanding, empathetic, and flexible.

9127: The one-on-one meetings for the final project were very helpful!!

9249: N/A

10575: Online office hours! Makes it so much easier to access the professor at weird break times where traveling to a far building would not make sense. I also liked how lectures were recorded.

10783: nothing. Class was basically the same except it was on zoom, and it was definitely easier to have class conducted in person for this content

College of Engineering, Cornell University**Course Evaluation Response Summary****Semester: Spring 2020****Course Owner: INFO****Course: INFO 1350 Lec 1****CID: 18106****Instructor: Walsh****19 Responses, 32 Enrolled, 59.38% Response****Comments on TA**

1133: Angel truly went above and beyond during class to help all of us figure out python when we literally had no idea what we were doing. She took initiative to answer our questions, and was always super helpful when anyone had an issue.

1490: My TA Angelina Nugroho in particular was a great TA. She was very accessible for questions both during and outside of lectures if needed, and had a good understanding of course content. She even led lecture herself on the 1-2 days when Professor Walsh was unable to make it.

8726: Angel went above and beyond when it came to helping students address problems with notebooks and other minor issues

8815: Angel, she was very helpful!

10177: Angel was super helpful and a great help.

10575: Angel because she was super helpful and personable

10783: angel was really crucial for this class. When it was in person she could come around and help us debug as the professor was taking us through the code which made the class run so much smoother and enhanced my learning and i think that of my classmates. She did a great job and knew her stuff, was nice and approachable. She definitely deserves a teaching award because she was so critical

College of Engineering, Cornell University**Course Evaluation Response Summary****Semester: Spring 2020****Course Owner: INFO****Course: INFO 1350 Lec 1****CID: 18106****Instructor: Walsh****19 Responses, 32 Enrolled, 59.38% Response****Comments on Strengths**

759: Professor Walsh very effectively taught the material and encouraged us to bring in our own experiences and interests so that she could integrate them into the analysis we did in the course. She was extremely adaptable and helpful in the switch to online learning, encouraging us to focus on our own physical and mental health by adjusting the course schedule and some course policies.

1133: An infosci course for someone who is scared of infosci! It was such a good, welcoming, and inclusive introduction to some daunting topics, and I left every class/assignment more confident in my abilities and more interested in the intersections between STEM, social science, and humanities.

I also volunteer to take literally any course that Professor Walsh teaches. She is funny, informative, helpful, and encouraging. I was constantly engaged during her lectures, even online. ily.

1490: Professor Walsh clearly enjoys teaching students, and is passionate about the subject material. This was evident from day 1 and resulted in a very positive learning experience overall. The course was also very well thought-out and organized. There felt like a clear plan about what we were learning for the entire semester.

2332: Professor Walsh is empathetic and cares about us as human beings. Big vote of confidence on her teaching style.

2826: This course was such a wonderful combination of humanities and technology. Ive gotten more interested in this fiels recently and this course helped my love for it blossom.

3964: Prof Walsh really cares about her students & it shows. Even before we went online, she was accommodating and helpful to all students and clearly genuinely cares about us & the subject she is teaching. I really appreciated how she actively made the class inclusive and challenged us to think about any bias we might have about who is welcome in the computer science field. In every reading or assignment, she made us think about the ethics behind our work, and I thought that was super helpful and added a lot to my understanding of the material.

8726: Great course!! Professor Walsh goes above and beyond when it comes to helping her students understand the material and engage with it

9127: The professor was very approachable and friendly. She was always one of my favorite professors to talk to. Her enthusiasm about the course made this class very fun to go to. Class could've been more engaging on some days with more group activities. But overall, I really enjoyed this course. The subject was very new and engaging and I hope I can take more courses like this one in the future!!

9191: Professor Walsh's passion for the class was one of the best parts of it. It's hard to be apathetic about the course material when she was so enthusiastic.

Coding doesn't seem as daunting as before, and I feel prepared to continue learning on my own.

9249: The instructor made this class my favorite class at Cornell. Class was always stimulating and interesting and this was made possible through the instructor's enthusiasm. The tools I learned in this class could be applied to my own research projects and future projects I may engage in.

10177: Professor Walsh made us very comfortable with coding as it is usually is an intimidating subject. She including everyone in the class and made it feel like a safe place.

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10575: Prof Walsh is super engaging and inspiring. Motivates her students to learn and not worry about grades. It's hard to find a class where professors genuinely care about teaching a subject and having their students "get" it.

College of Engineering, Cornell University
Course Evaluation Response Summary
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19 Responses, 32 Enrolled, 59.38% Response

Comments on Weaknesses

1133: None they don't exist.

1490: None come to mind.

2332: I would have liked more communication during the three-week Covid hiatus.

9249: There were no weaknesses to this class.

10177: NA

10575: The room was kinda small



A&S Spring 2018 Instructor Report for SP2018.L93.IPH.425.01 - Humanities by the Numbers: Essential Readings in Digital Humanities (Melanie Walsh)

Project Title: **A&S Spring 2018 Course Evaluations**

Project Audience: **9**

Responses Received: **7**

Response Ratio: **77.78%**

Report Comments

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

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

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

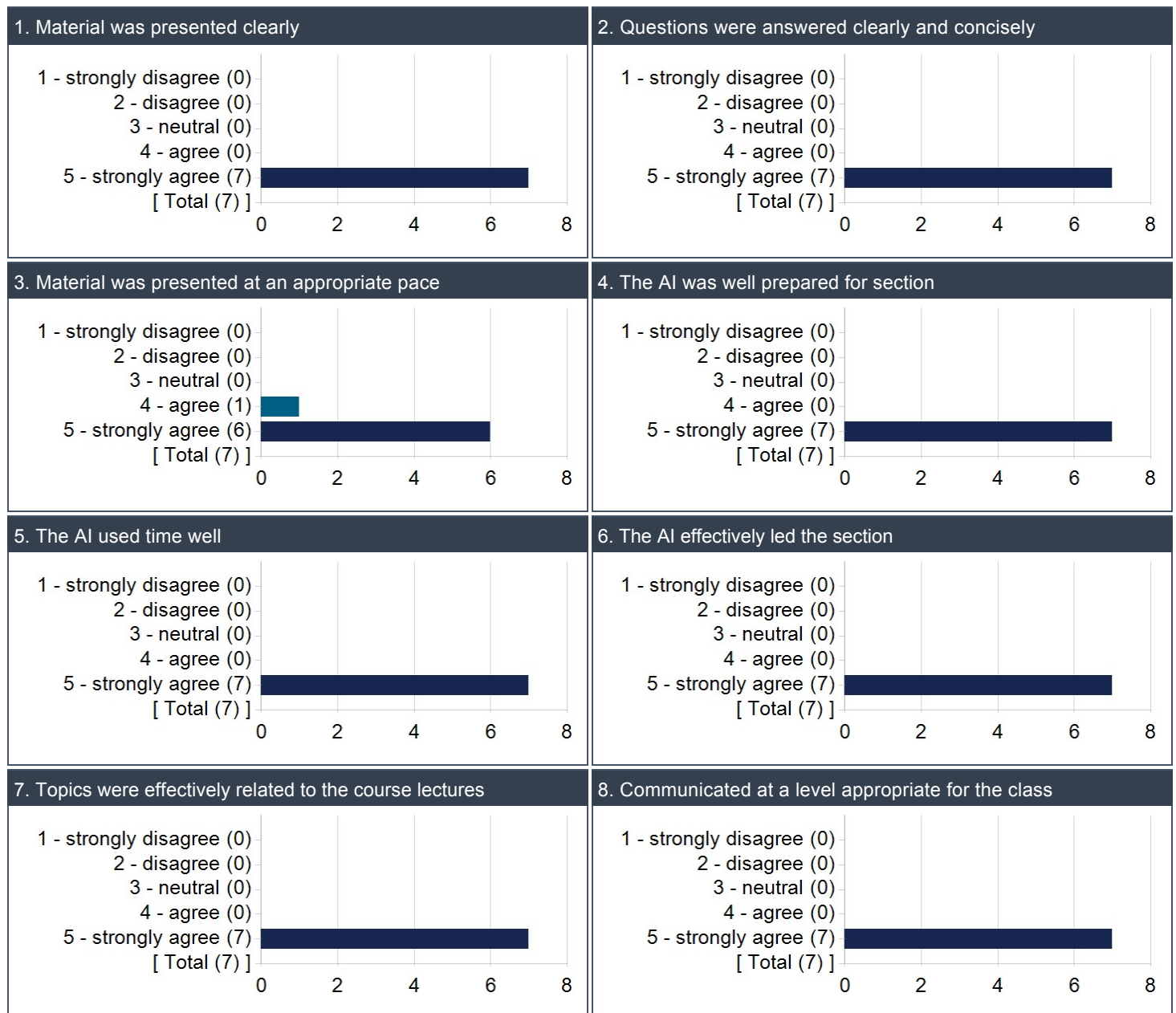
Reports will not be generated for course sections with no responses.

Creation Date: **Fri, Jun 08, 2018**

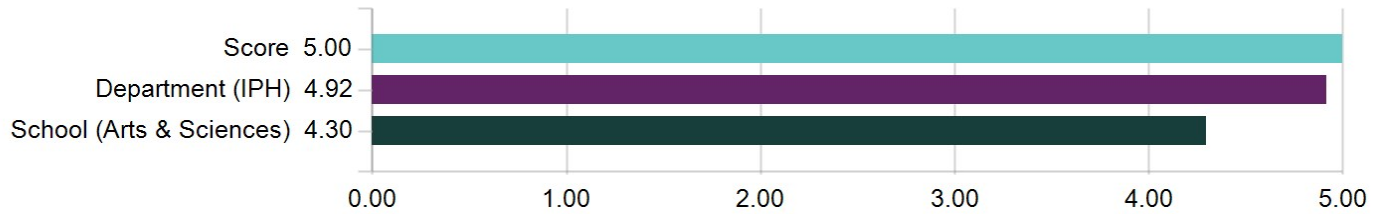
AI Evaluation for Melanie Walsh

Instruction

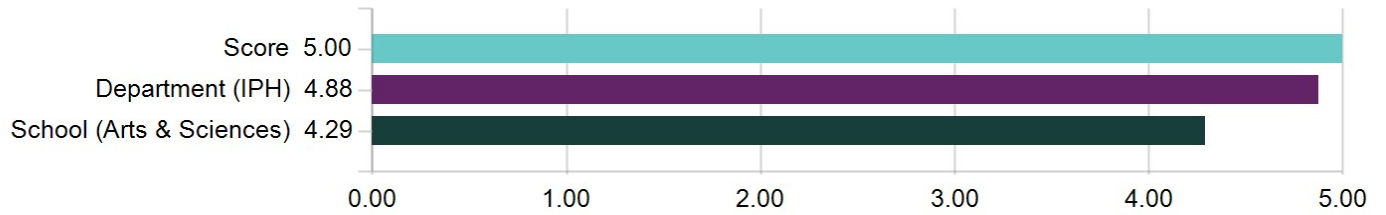
Question	Score			
	Mean	Median	Response Count	Standard Deviation
Material was presented clearly	5.00	5.00	7	0.00
Questions were answered clearly and concisely	5.00	5.00	7	0.00
Material was presented at an appropriate pace	4.86	5.00	7	0.38
The AI was well prepared for section	5.00	5.00	7	0.00
The AI used time well	5.00	5.00	7	0.00
The AI effectively led the section	5.00	5.00	7	0.00
Topics were effectively related to the course lectures	5.00	5.00	7	0.00
Communicated at a level appropriate for the class	5.00	5.00	7	0.00



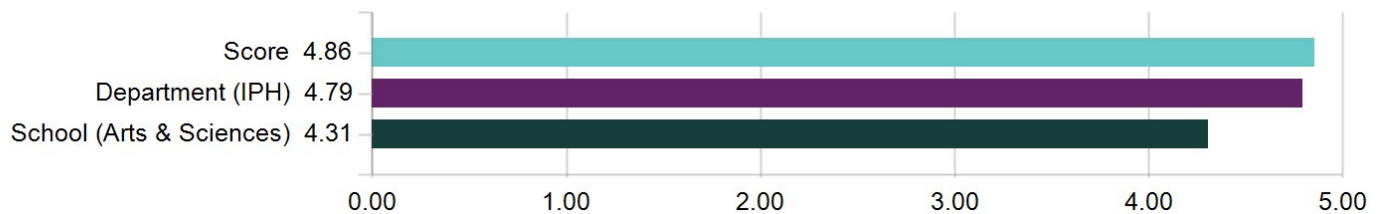
1. Material was presented clearly



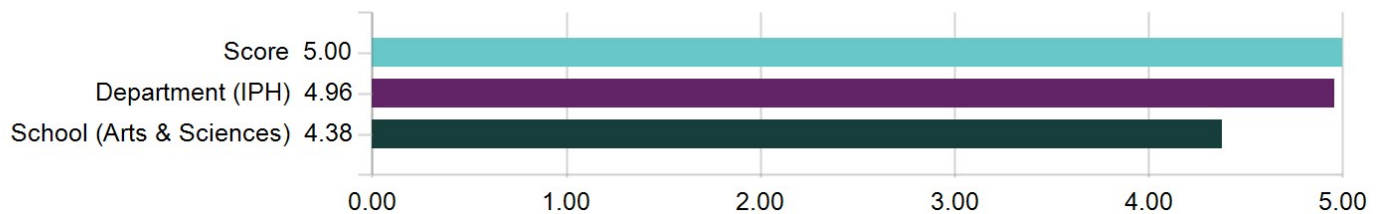
2. Questions were answered clearly and concisely



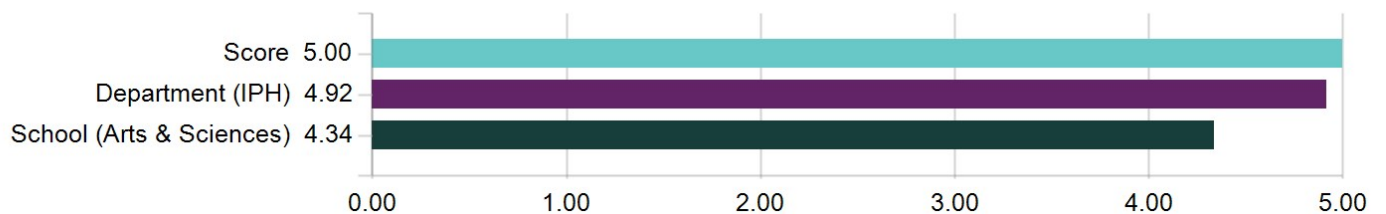
3. Material was presented at an appropriate pace



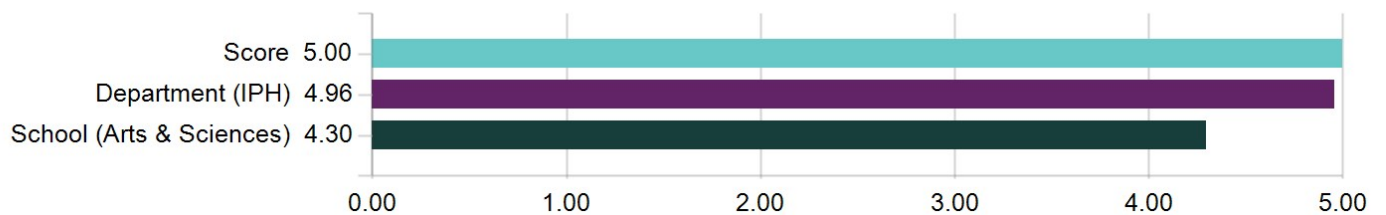
4. The AI was well prepared for section



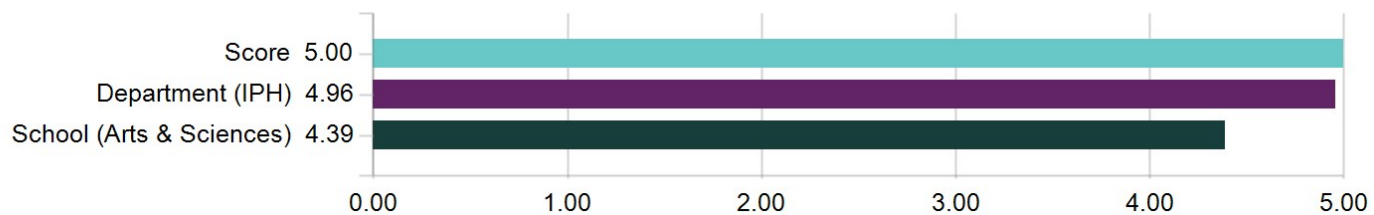
5. The AI used time well



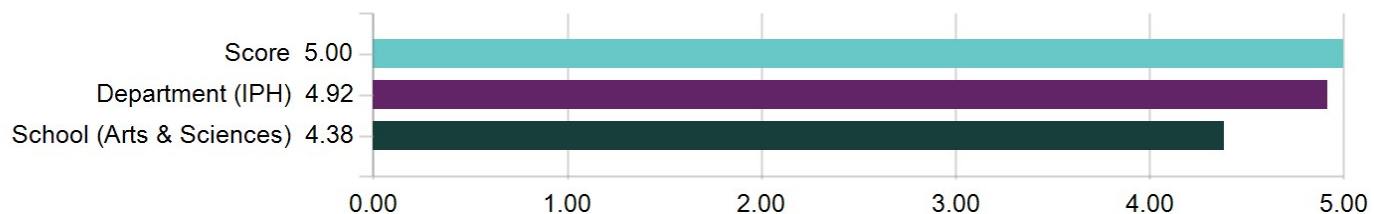
6. The AI effectively led the section



7. Topics were effectively related to the course lectures



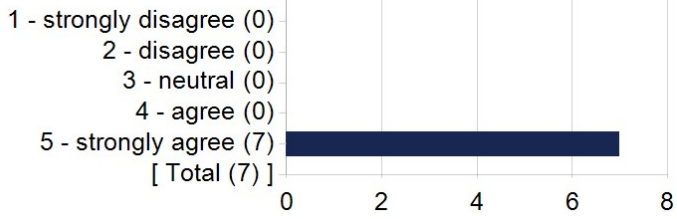
8. Communicated at a level appropriate for the class



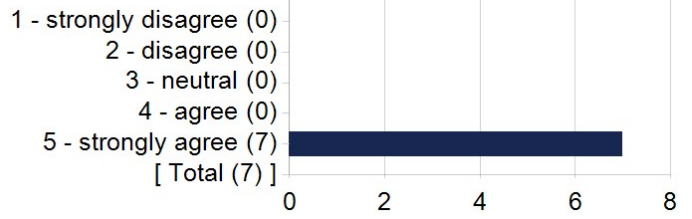
Interaction with Students

Question	Score			
	Mean	Median	Response Count	Standard Deviation
Expectations were clearly explained	5.00	5.00	7	0.00
Grading procedures were fair	5.00	5.00	7	0.00
AI was concerned for students	5.00	5.00	7	0.00
AI was available for consultation outside of section	5.00	5.00	6	0.00
AI maintained positive environment in section	5.00	5.00	7	0.00

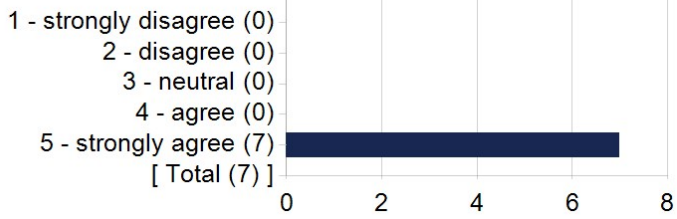
1. Expectations were clearly explained



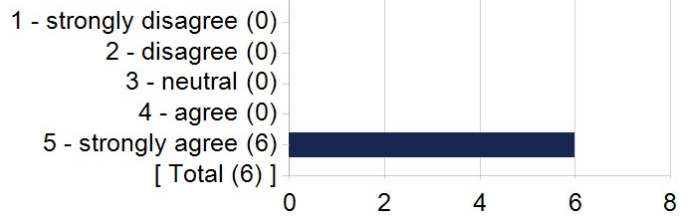
2. Grading procedures were fair



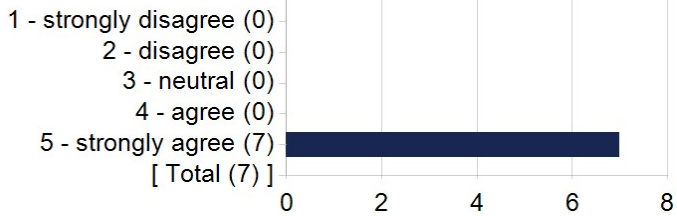
3. AI was concerned for students



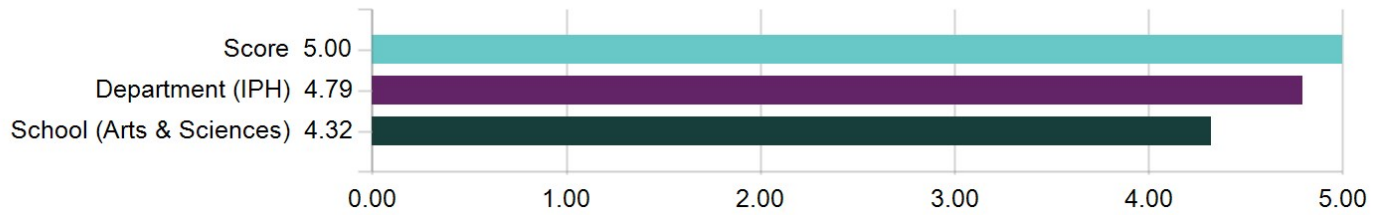
4. AI was available for consultation outside of section



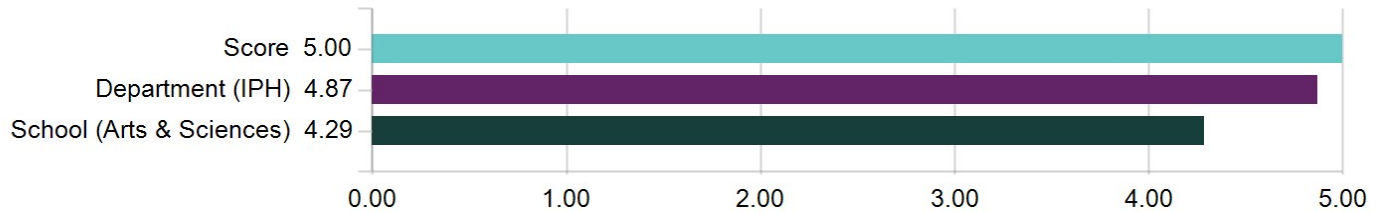
5. AI maintained positive environment in section



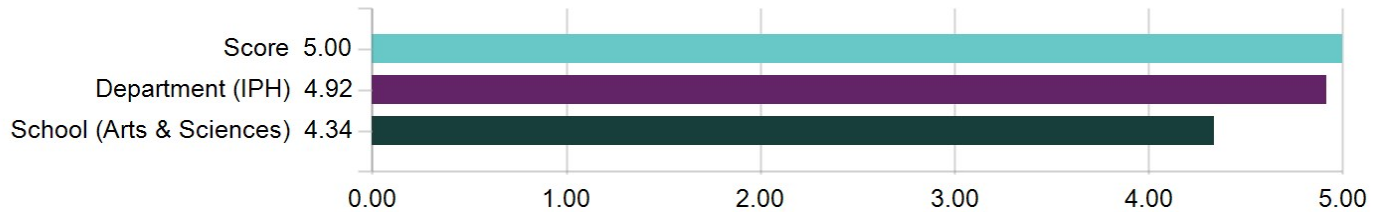
1. Expectations were clearly explained



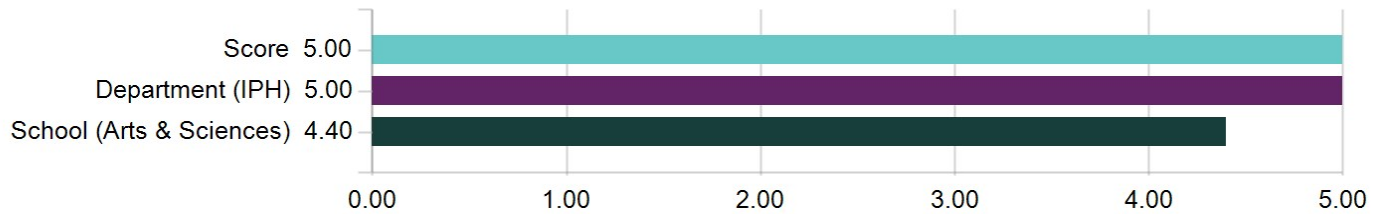
2. Grading procedures were fair



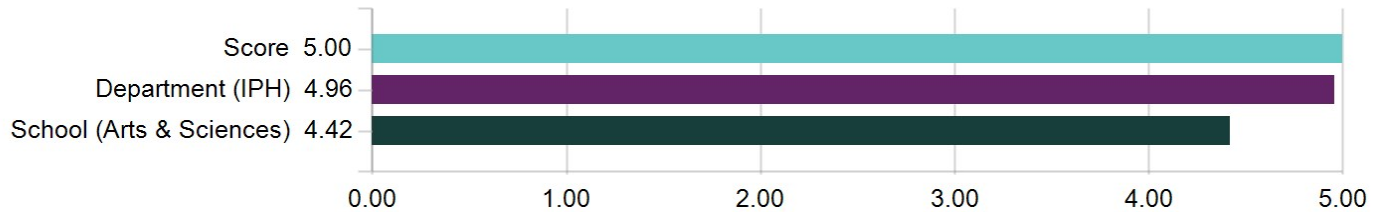
3. AI was concerned for students



4. AI was available for consultation outside of section



5. AI maintained positive environment in section



Please provide any additional feedback on **Melanie Walsh** that was not covered by the previous questions.

Comments
Melanie had seemingly endless tech knowledge – she knew about all there was to know about computational methods, their implications, and how to apply them to our interests. She was always eager to help us with our problems in lab, and was readily available outside of class via email.
The Lab that Melanie provided was tremendously helpful and also very entertaining. She has an impressive knowledge and skills of and in digital methods and an extremely broad range of expertise that is based on her personal experience. I enjoyed her well-structured and positive lectures and was very inspired by her ideas and comments – in the lab as well as in the regular class session. Melanie was extremely reliable, punctual and always willing to assist with concrete technical problems. I would always take this Lab again and am very grateful for this course. I learned a lot!
Melanie was so wonderful! The labs were exquisitely designed and she explained extremely complex tools and materials so clearly (and patiently). The labs were the perfect complement to the theoretical/critical component of the course; the tools she chose to introduce to us enhanced my understanding of the DH field and built on each other in a logical way. The lab reports were also really well structured to have us practice using the tools critically, in a way that was also sympathetic to our limited math/computer skills. Thanks, Melanie!!
Her passion and expertise are admirable. She is an outstanding assistant instructor.
Melanie is fun, helpful, and patient. She always prepares very careful and present the materials in an engaging and fun way.
Melanie Walsh is a very engaged AI who provided us with a lot of fun materials and data-sets. She is a confident teacher, has great control over her materials and teaching, and a motivating personality which makes classes more enjoyable in general. I was personally especially surprised by her detailed feedback on lab reports as I did not expect her to take up so much time for our papers. She provided me with tips for English writing as well as a lot of positive feedback.
She has amazing knowledge about the field. I had some doubts about the lab before starting the class, but already after the first class I could tell that she had everything under control. Great professor!



A&S Fall 2017 Instructor Report for FL2017.L14.E Lit.317.01 - Topics in #Literature: American Fiction in the Social Media Age (Melanie Walsh)

A&S Fall 2017 Course Evaluations

Project Audience 6

Responses Received 5

Response Ratio 83.33%

Report Comments

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

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

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

Reports will not be generated for course sections with no responses.

Creation Date Tue, Jan 02, 2018



Course and Instructor Evaluation

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

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

Learning

Competency Statistics	Value
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	0.00

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

Organization

Competency Statistics	Value
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	0.89

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

Enthusiasm (Melanie Walsh)

Competency Statistics	Value
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	0.00

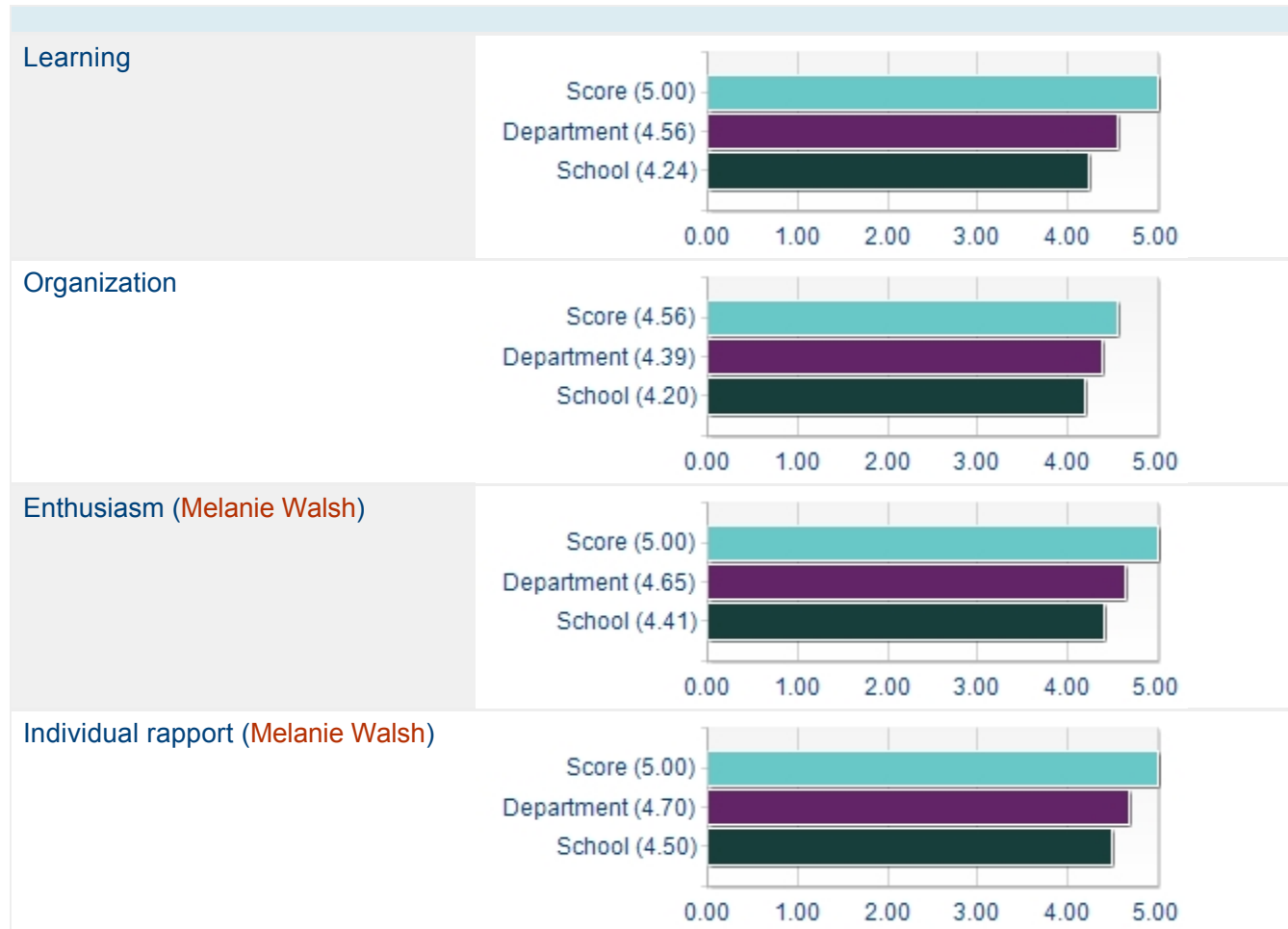
1. Instructor was enthusiastic about teaching the course
2. Instructor was dynamic and energetic in conducting the course
3. Instructor enhanced presentations with the use of humor
4. Instructor's style of presentation held my interest during class

Individual rapport (Melanie Walsh)

Competency Statistics	Value
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	0.00

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

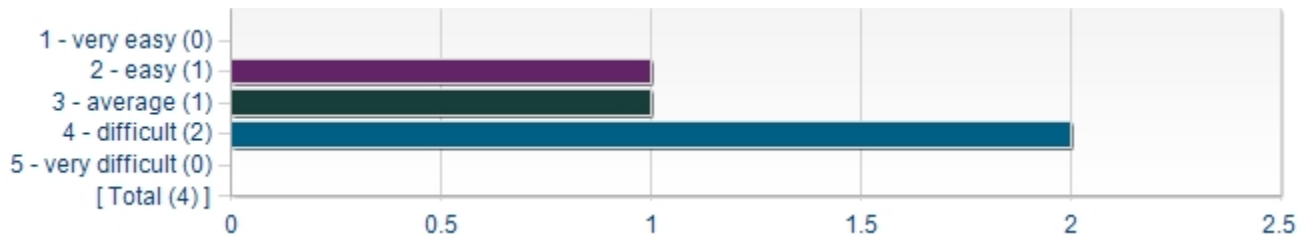
Course and Instructor Evaluation - Comparison Detail



Varied Rating Scale Responses

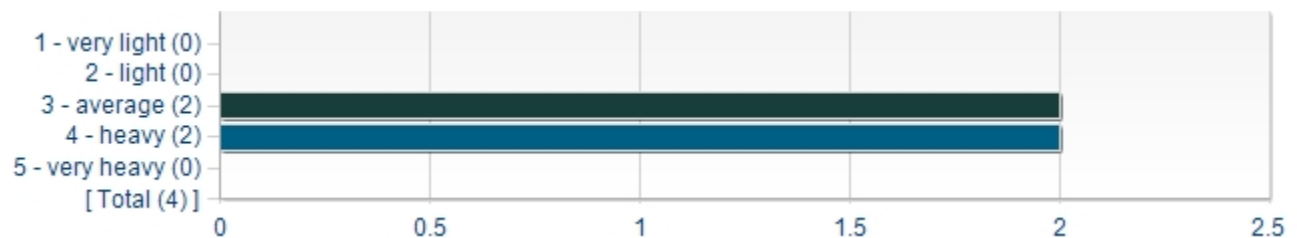
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



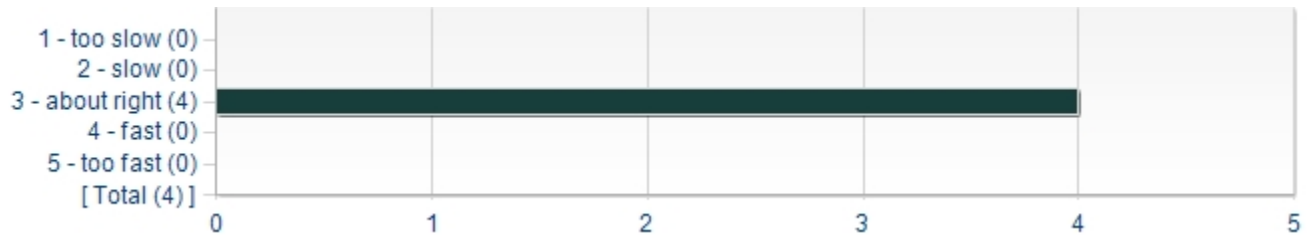
Statistics	Value
Mean	3.25
Median	3.50
Mode	4
Standard Deviation	0.96

Course workload relative to other courses was



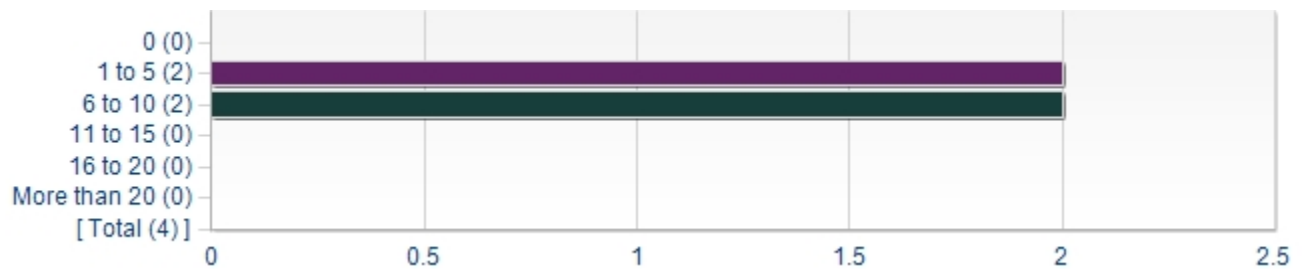
Statistics	Value
Mean	3.50
Median	3.50
Mode	3, 4
Standard Deviation	0.58

Course pace was



Statistics	Value
Mean	3.00
Median	3.00
Mode	3
Standard Deviation	0.00

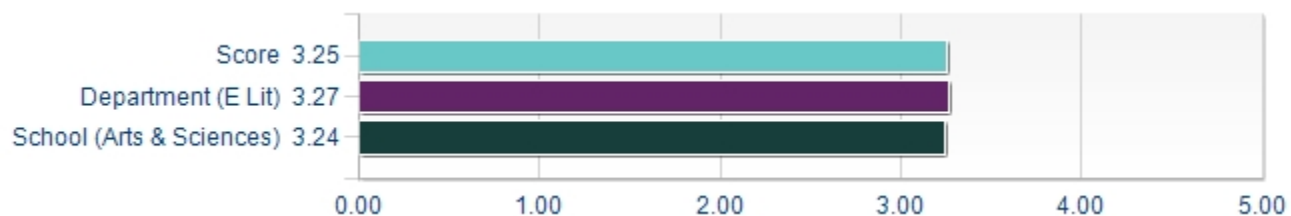
Hours per week required outside of class



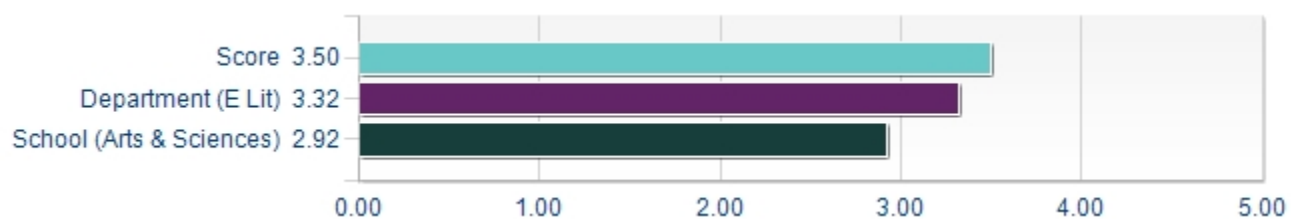
Statistics	Value
Mean	2.50
Median	2.50
Mode	2, 3
Standard Deviation	0.58

Varied Rating Scale - Comparison Detail

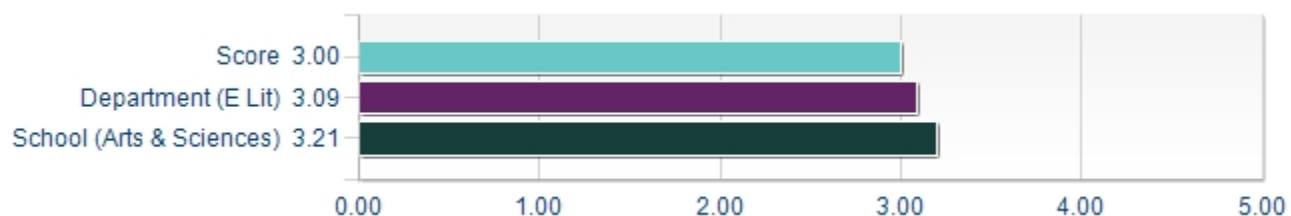
1. Course difficulty relative to other courses was



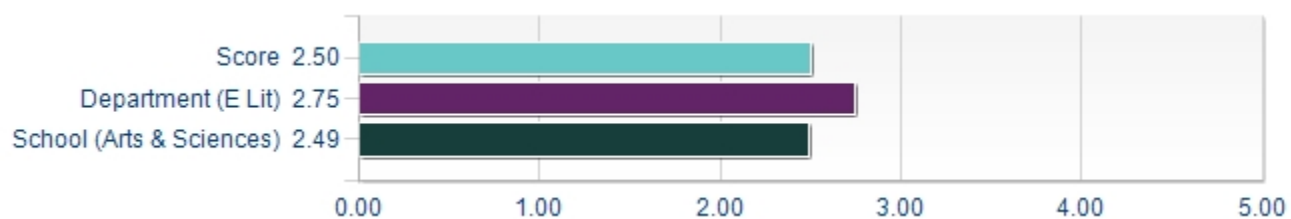
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

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

Comments

Take it! It's rare that you get to be part of the creation of knowledge and scholarship on subjects, and since you're dealing with texts from within the last five years, you get the opportunity to shape the discussion around them.

DO IT! I've recommended this course so many times to people until I found out the Melanie wasn't teaching it next semester, but I still talk to other students about how great the course has been.

It really sparks your interest in literature and is refreshing to learn about modern novels.

Be prepared to read. If you like reading, it is very enjoyable. This is not like a high school English class where you can get away with spark noting Shakespeare. The books are worthwhile to sit down and invest your time in. It is easier to participate in class when you have fully read the section and understand the plot and characters well.

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

Comments

Small, intimate class discussions

This course really taught me how I and the world interact with new media, something so prevalent in our lives today, but I never had thought very deeply about before. I have a new respect and understanding for new media and literature's continuing place in the rapidly technology growth and globalization society is going through.

the intimate class environment which was ideal for speaking openly about your thoughts and ideas.

I learned a lot about writing about literature. I handled writing about literature in the same way for a long time and this challenged me to think differently.

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

Comments

Read scholarship about the New Media novel (post–post–45 theory)

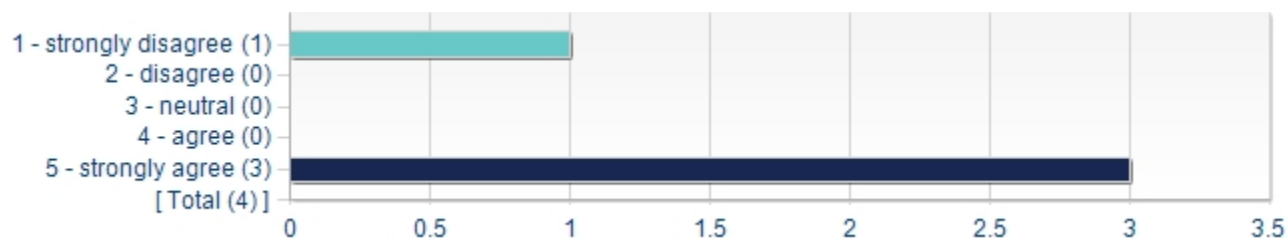
I think maybe meeting three times a week instead of two would have helped because we always seemed to be running out of time to discuss everything we wanted to, which, to be fair, was a lot.

more notes and exercises about writing mechanics and examples of essays that we can talk about as a class.

I think that this course did it all could to help me learn.

Classroom Environment

The instructor **Melanie Walsh** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Statistics	Value
Mean	4.00
Median	5.00
Mode	5
Standard Deviation	2.00

Where relevant, please give specific examples to explain your answer above.

Comments

A good portion of the class dealt with identity, whether that be race, gender, sexuality, nationality, etc. Melanie was always extremely interested to hear our own perspectives of the novel and how our identities affected our interpretations of the text.

From the books we talked about to the discussions about race, gender, immigration/emmigration... the class is almost centered around inclusiveness and sensitivity to social issues.

Anything that anyone said was considered helpful to the discussion in some way. It did not matter who was speaking, Melanie respected everyone in the room equally.

Personalized Questions

Question from Melanie: Which of the novels this semester was your favorite, and why?

Comments

Probably Purity. There were times that I couldn't put it down. I love novels rooted in geo-history, and Purity taught me so much about East German culture.

I Hate the Internet was my personal favorite just because I'd never read a book written in a style and voice like his, and I didn't realize how unfamiliar I was with self published books until I read his. And I'm probably super biased because he skyped us and was so awesome and interesting.

Americanah was my favorite novel this year because I enjoyed Adichie's writing and her realist portrayals of modern society and life. I also found her writing to be engaging and humorous. She taught me a lot but never came across as a condescending scholar.

Americanah because of the attachment I felt towards Ifemelu even though our experiences were so different. Adichie wrote with such detail and emotion that I felt as though it were a movie or a television show and not a book.

Question from Melanie: If you had to drop one of the novels from the syllabus, which would it be, and why?

Comments

I Hate the Internet. I feel like you get the feel of the whole novel after reading the first 50 pages. You could assign a portion for one class, but devoting multiple classes to it seems unnecessary.

I thought they were all significant in their own way but for me, starting with 10:04 wasn't my favorite. Maybe it's just me since it was my least favorite of the books we read but such a metafictional piece was a bit jarring and confusing. I still wouldn't want to drop it though because it had such a good explanation of new media and publishing and metafiction.

Jarett Kobek's I hate the Internet would be the one novel I would choose to drop, but it was a hard decision. Maybe even adjusting the order in which we read the novel would help because it was such a large contrast between all the others that we have read. I loved that we got to Skype Kobek, but I did not love his novel and found it hard to write on.

I Hate the Internet was my least favorite novel because of how off beat it was. It definitely was very interesting and relevant to the class and I did find entertainment in reading it, but it I HAD to choose one it would be that.

Question from Melanie: What other changes would you make or suggestions do you have for a future version of this course?

Comments

I loved the experimental forms of fiction we looked at – would be great to do more of those!

Besides just wishing we sometimes had more time even though we already have an hour and a half, I can't think of any suggestions.

some suggestions would be to offer a different time for this class, maybe earlier in the day/ earlier afternoon. I also think this class could benefit from extra writing materials and sources in the beginning not spread out throughout the course.

I cannot think of any other changes. It was a very successful class.

WUSTL Course Evaluations

10/18/2018

Title of Course: College Writing 1		Course Section Requirements:	
Course: L59 100	Section: 20	Number of Quizzes	n/a
Semester: Spring 2016		Number of Examinations	n/a
Instructors: Melanie Walsh (Instructor)		Number of short papers (1-5pgs)	n/a
Completed Evaluations: 12 of 12 (100%)		Number of long papers (6 +pgs)	n/a
Scoring Key		Number of homework assignments	n/a
Bold - Score		Number of individual projects	n/a
(S) - System's Average Score For the Template		Number of group projects	n/a
(D) - Department's Average Score For the Template		Number of oral presentations	n/a
(M) - Median Score For the Question		Was attendance required?	No
		Was class participation required?	No
		Were take home exams given?	No

Lecture Class

Overall Evaluation (Melanie Walsh - Instructor)

6.27	Give an overall rating for the course							
(S) 5.54 of 12375	(blank)	1 - Poor	2	3	4	5	6	7 - Excellent
(D) 5.25 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (16.67%)	4 (33.33%)	5 (41.67%)
(M) 6.00								
6.55	Give an overall rating of the instructor's teaching							
(S) 5.66 of 12375	(blank)	1 - Poor	2	3	4	5	6	7 - Excellent
(D) 5.87 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (16.67%)	1 (8.33%)	8 (66.67%)
(M) 7.00								
5.27	Overall, how much did you learn in this course?							
(S) 5.61 of 12375	(blank)	1 - Very Little	2	3	4	5	6	7 - A Great Deal
(D) 4.83 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (33.33%)	0 (0.00%)	1 (8.33%)	1 (8.33%)	5 (41.67%)
(M) 6.00								
5.09	Would you recommend this course to another student?							
(S) 5.31 of 12375	(blank)	1 - No	2	3	4	5	6	7 - Certainly
(D) 4.37 of 389	0 (0.00%)	1 (8.33%)	2 (16.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	6 (50.00%)
(M) 7.00								

WUSTL Course Evaluations

4.36 How would you describe the workload in this course?

(S) 4.39 of 12375	(blank)	1 - Very Light	2	3	4	5	6	7 - Very Heavy
(D) 4.91 of 389	0 (0.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	3 (25.00%)	7 (58.33%)	0 (0.00%)	0 (0.00%)
(M) 5.00								

3.55 How would you describe the content of this course?

(S) 4.62 of 12374	(blank)	1 - Very Easy	2	3	4	5	6	7 - Very Difficult
(D) 4.25 of 389	0 (0.00%)	0 (0.00%)	1 (8.33%)	4 (33.33%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	0 (0.00%)
(M) 4.00								

Instruction (Melanie Walsh - Instructor)

6.73 The instructor made the course interesting

(S) 5.49 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.55 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	1 (8.33%)	9 (75.00%)
(M) 7.00								

6.73 Subject matter was explained clearly

(S) 5.51 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.76 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (25.00%)	8 (66.67%)
(M) 7.00								

6.82 Material was presented at an appropriate pace

(S) 5.56 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.89 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (16.67%)	9 (75.00%)
(M) 7.00								

6.91 The instructor was well prepared for class

(S) 6.28 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.39 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	10 (83.33%)
(M) 7.00								

Organization (Melanie Walsh - Instructor)

WUSTL Course Evaluations

6.55 The course lived up to its description

(S) 6.00 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.00 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (16.67%)	1 (8.33%)	8 (66.67%)
(M) 7.00								

6.64 Assigned work (readings, etc.) complemented lectures

(S) 5.88 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.79 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	2 (16.67%)	8 (66.67%)
(M) 7.00								

6.82 Class time was used well

(S) 5.78 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.66 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (16.67%)	9 (75.00%)
(M) 7.00								

6.82 Topics were well organized

(S) 5.87 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.93 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (16.67%)	9 (75.00%)
(M) 7.00								

Interaction with students (Melanie Walsh - Instructor)

6.82 Expectations were clearly explained

(S) 5.91 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.96 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	0 (0.00%)	10 (83.33%)
(M) 7.00								

6.18 Grading procedures were fair

(S) 5.82 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.59 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	1 (8.33%)	0 (0.00%)	2 (16.67%)	7 (58.33%)
(M) 7.00								

WUSTL Course Evaluations

6.73	Instructor was concerned for students							
(S) 5.94 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.07 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	10 (83.33%)
(M) 7.00								
6.82	Instructor was available for consultation outside of class							
(S) 6.07 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.49 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	0 (0.00%)	10 (83.33%)
(M) 7.00								
6.82	Instructor maintained positive environment in class							
(S) 6.19 of 12374	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.18 of 389	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (8.33%)	0 (0.00%)	10 (83.33%)
(M) 7.00								

Other Considerations (NOT Instructor Specific)

Early in the semester, did your professor explain the expectations for academic integrity?

(blank)	Yes	No
0 (0.00%)	11 (91.67%)	0 (0.00%)

When was your last exam held?

(blank)	The last week of classes	Reading period	Finals period	A take-home final	No final exam
0 (0.00%)	1 (8.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	9 (75.00%)

Was the date and/or time of your last exam changed during the semester?

(blank)	Yes	No
0 (0.00%)	0 (0.00%)	10 (83.33%)

Short answers (Melanie Walsh - Instructor)

What did you like most about this course?

WUSTL Course Evaluations

00	I went into College Writing with low expectations, and was pleasantly surprised to find that this class quickly became my favorite of the semester. Melanie Walsh was engaging, intellectually curious, insightful, and always willing to listen to our ideas with an open mind. The readings were interesting and complex, and our in-class discussions always left me thinking more about the topic outside of class. She cultivated genuine literary interest in all of her students, and I feel so lucky to have gotten such an exceptional instructor. She was easily accessible throughout the semester, very responsive, and always willing to offer feedback on ideas and potential theses. I really feel as if she helped me grow as a writer and am sad that the semester is nearing its close.
01	Such a great class!!! Melanie created such a positive environment for class where all criticism was extremely constructive and where everyone felt heard and important.
03	I enjoyed the class discussions that Melanie engaged us in. The readings were interesting, and I always looked forward to hearing what thoughts people came up with after reading the same thing.
04	I enjoyed the debates we had during class. I thought those served well to reinforce what we had read outside of class.
05	The class environment was really good, it was easy to participate as I felt comfortable with the instructor and everyone in the class. The discussions were very interesting.
06	I liked all of the discussions we had in class. The readings were well-selected in their controversies that brought up really interesting and exciting discussions. I was always kind of disappointed when class ended because I always felt like there was more to say and we were just being cut off by the end of the hour.
07	I really enjoyed our discussions of the readings. Last semester, people painted Writing 1 as a horrible course but I enjoyed it a lot and I think my writing has improved a great deal.
08	The best part of the course was the instructor. Melanie gave an impersonal course a character and personality that dramatically improved the course experience.
09	The opportunity to think deeply about issues that I care about then articulate those thoughts in writing. Also, we read a wide variety of articles that introduced me to provocative new ideas (or perhaps ideas that corroborated my experience), and I often shared those readings with my friends.
11	The instructor kept the course very interesting and encouraged discussion very well.

What did you like the least?

00	Coming from a high school that was very writing intensive, some of our readings about structuring essays were a little repetitive for me. That being said, I really have no complaints about this course.
01	I don't know, she was fantastic
03	I took AP Language and AP Literature and got a 5 on each exam in high school. Although the class was easy and enjoyable, I felt that it was mostly a repeat of the AP English courses offered in high school. I wish I could have taken a philosophy or history class in its place because much of the material was the same as that in high school.
04	I really did not like the grading on essays. I felt that no matter how hard I attempted to revise my work I would earn the same grade as the initial grade. This truly made me not enjoy the writing process as I felt that whatever I did would earn me the same grade.
05	Some of the readings were not discussed as deeply as I would have liked. We had too many readings and sometimes it led to a superficial discussion.
06	I don't know, maybe the personal essay. That was definitely my least favorite essay. Even the readings that were boring (like that one on social media efficacy or whatever) still produced engaging discussions.
07	I don't think something I didn't like
08	The quantity of required written work sometimes felt overbearing.
09	Not much - but the recursive writing process toward which we work is not very feasible in a college semester.
11	N/A

Is there something important about the course not covered by these questions?

00	No.
04	n/a
05	None.
06	Melanie is the coolest instructor. She's so personable and really excited by everyone's ideas.

WUSTL Course Evaluations

07	no
08	No.
10	I feel like creative writing is pretty ignored.
11	N/A

Classroom Environment

The instructor promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities. Please enter just the number on a scale of 1 to 7 where 1 is strongly disagree and 7 is strongly agree.

00	7
01	7
03	7
04	6
05	7
06	6
07	Yes. Class was serious but everyone felt comfortable sharing their thoughts, with the occasional joke. We had students from very different background and we were all encouraged to share our stories.
08	7
09	Yes, we openly discussed identity, especially in relation to readings. Melanie was very open to students' thoughts and asked them to elaborate more.
10	6
11	7

Where relevant, please give specific examples to explain your answer above.

00	She was always understanding and respectful of everyone's differing views and backgrounds, and cultivated a safe-space in which all students felt comfortable sharing their opinions even if they strayed from the norm.
03	We read James Baldwin, feminist essays, and engaged in other perspectives. It was definitely an inclusive environment.
04	She took into account inclusiveness
05	Everyone was genuinely curious to learn about everyone else, including the instructor. As I said, I felt extremely comfortable and invested.
06	Our readings associated with James Baldwin and Marjane Satrapi were diverse perspectives.
11	Multiple topics of discussion in class were about things such as personal identity, race, or ethnicity, and the instructor did a great job of making everyone's voice heard and that students treated one another with the proper level of respect.

Questions From Your Instructor

What was your favorite reading of the semester?

03	The Things They Carried
04	My favorite reading was Notes of a Native Son.
05	I loved James Baldwin or Consider the Lobster.
06	Probably all of the James Baldwin readings, especially the one where he gets arrested in Paris (I can't remember the title)
07	The Pitfalls of plastic surgery and consider the lobster
08	Consider the lobster.
09	Baldwin - Notes of a Native Son
10	James Baldwin
11	George Orwell- Politics and the English Language

WUSTL Course Evaluations

What was your least favorite reading of the semester?

03	So What
04	The long, super scientific one that was so boring I can't even remember the title.
05	Will Women Still Need Men?
06	The one on social media efficacy. I didn't even read the whole thing.
07	Maybe the very scholarly articles (Hayes)
08	It felt like we didn't really give baldwin the time he deserves, and because of that didn't really understand it well. Also why gladwell?
09	Research readings at the end of the semester (Biogerontology)
10	the scholarly materials
11	"Into the Woods"

[illegible]

(M) 5.00

WUSTL Course Evaluations

5.64	How would you describe the workload in this course?							
(S) 4.28 of 16575	(blank)	1 - Very Light	2	3	4	5	6	7 - Very Heavy
(D) 5.06 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	1 (9.09%)	3 (27.27%)	2 (18.18%)	4 (36.36%)
(M) 6.00								

4.00	How would you describe the content of this course?							
(S) 4.56 of 16575	(blank)	1 - Very Easy	2	3	4	5	6	7 - Very Difficult
(D) 4.37 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (36.36%)	3 (27.27%)	4 (36.36%)	0 (0.00%)	0 (0.00%)
(M) 4.00								

Instruction (Melanie Walsh - Instructor)

5.64	The instructor made the course interesting							
(S) 5.49 of 16575	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.82 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	3 (27.27%)	6 (54.55%)	1 (9.09%)
(M) 6.00								

5.73	Subject matter was explained clearly							
(S) 5.48 of 16575	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.84 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	1 (9.09%)	2 (18.18%)	3 (27.27%)	4 (36.36%)
(M) 6.00								

5.45	Material was presented at an appropriate pace							
(S) 5.57 of 16575	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.03 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (18.18%)	4 (36.36%)	3 (27.27%)	2 (18.18%)
(M) 5.00								

6.45	The instructor was well prepared for class							
(S) 6.28 of 16575	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.47 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	4 (36.36%)	6 (54.55%)
(M) 7.00								

Organization (Melanie Walsh - Instructor)

WUSTL Course Evaluations

6.27 The course lived up to its description

(S) 5.94 of 16575	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.07 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	2 (18.18%)	6 (54.55%)
(M) 7.00								

6.00 Assigned work (readings, etc.) complemented lectures

(S) 5.84 of 16574	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.07 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	1 (9.09%)	0 (0.00%)	4 (36.36%)	5 (45.45%)
(M) 6.00								

5.55 Class time was used well

(S) 5.78 of 16574	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.78 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (18.18%)	3 (27.27%)	4 (36.36%)	2 (18.18%)
(M) 6.00								

5.45 Topics were well organized

(S) 5.91 of 16574	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.03 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	2 (18.18%)	3 (27.27%)	1 (9.09%)	4 (36.36%)
(M) 5.00								

Interaction with students (Melanie Walsh - Instructor)

6.10 Expectations were clearly explained

(S) 5.89 of 16574	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.95 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	1 (9.09%)	4 (36.36%)	4 (36.36%)
(M) 6.00								

5.50 Grading procedures were fair

(S) 5.86 of 16563	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 5.75 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	2 (18.18%)	2 (18.18%)	3 (27.27%)
(M) 5.50								

WUSTL Course Evaluations

6.80 Instructor was concerned for students

(S) 5.94 of 16574	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.24 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (9.09%)	0 (0.00%)	9 (81.82%)
(M) 7.00								

6.80 Instructor was available for consultation outside of class

(S) 5.97 of 16574	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.54 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (18.18%)	8 (72.73%)
(M) 7.00								

6.70 Instructor maintained positive environment in class

(S) 6.22 of 16567	(blank)	1 - Strongly Disagree	2	3	4	5	6	7 - Strongly Agree
(D) 6.41 of 566	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (27.27%)	7 (63.64%)
(M) 7.00								

Other Considerations (NOT Instructor Specific)

Early in the semester, did your professor explain the expectations for academic integrity?

(blank)	Yes	No
0 (0.00%)	11 (100.00%)	0 (0.00%)

When was your last exam held?

(blank)	The last week of classes	Reading period	Finals period	A take-home final	No final exam
0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	10 (90.91%)

Was the date and/or time of your last exam changed during the semester?

(blank)	Yes	No
0 (0.00%)	0 (0.00%)	9 (81.82%)

Short answers (Melanie Walsh - Instructor)

What did you like most about this course?

- 00 The readings that we did to prep for class
- 02 Learned a lot about and improved my writing

WUSTL Course Evaluations

03	I like the material we discussed in class, Melanie did a good job facilitating positive discussions on sensitive social issues
04	Melanie is a very insightful instructor and promotes critical thinking. The discussions were extremely thought-provoking and really made me reevaluate the way I saw things previously.
05	I liked the teacher the most. Melanie is an excellent teacher because she knows what it like to be a college student and college writer.
06	I liked the subject matter for the papers we wrote.
08	Small class with peers
10	The instructor connected to the class and broke the wall between professor and students. She made me feel included and listened to all students' comments. Overall she was fantastic in terms of clearly communicating course material and being approachable.

What did you like the least?

00	Writing such structured essays
02	Hard to get good grades on papers.
03	I least liked the grading of the glass because I felt that it was very subjective between different papers and I was often at a loss of what was an 'A' paper. I feel that examples would help.
04	The workload can be a little overbearing, especially with daily readings and long papers due every few weeks.
05	I think Melanie could have more pointed questions. I'm sure it was intentional, but it was hard to answer questions because they were often vague.
06	I thought that the in class discussions often went off on strange tangents that were not directly pertinent to the material being presented.
08	professor walsh gave lots of feedback on essay but even when i went to her for help she provided very little assistance in helping me fix these skills on a more permanene
10	When discussions felt a little one-sided

Is there something important about the course not covered by these questions?

02	N/A
03	no
04	n/a
06	No
08	no

Classroom Environment

The instructor promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities. Please enter just the number on a scale of 1 to 7 where 1 is strongly disagree and 7 is strongly agree.

00	6
01	7
02	7
03	7
04	7
05	7
06	7
08	7
10	6

Where relevant, please give specific examples to explain your answer above.

WUSTL Course Evaluations

00	Discussions were very open to all students to pitch in their thoughts. There were many disagreements in class, but nobody left feeling uncomfortable or upset. The questions asked by the professor were a bit narrowed though so it seemed like one answer was expected.
02	N/A
03	Melanie did not discriminate
04	We did talk about diversity many times. Our class is quite diverse, so we were able to put forth many ideas and deep conversations about inclusivity.
06	Melanie effectively facilitated discussions so that everyone felt included and comfortable to truly express whatever opinion they had.
08	Plenty of discussion about race

Questions From Your Instructor

What was your favorite reading of the semester?

00	"Consider the Lobster" by David Foster Wallace
02	The Things They Carried (Excerpt)
03	small change-Malcolm Gladwell
04	Queering Harry Potter or The Things They Carried
06	Malcolm Gladwell's The Revolution Will Not Be Tweeted
07	Probably "Consider the Lobster." I liked the essays that we got to criticize, either for grammar/structure/flow or the main argument. It was a fun mental exercise to break apart others' work.
08	Is Google Making us stupid
09	Writer's Presence essays
10	Possibly the George Orwell reading, or maybe the David Foster Wallace reading

What was your least favorite reading of the semester?

00	Any readings from the Bedford Handbook or So What
02	Politics and the English Language
03	Baldwin-Notes of a Native Son
04	n/a
06	Notes of a Native Son by James Baldwin.
07	All the James Baldwin essays.
08	Notes of a Native son