

Shawna Malvini Redden, Ph.D.

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Teaching Philosophy



To me, teaching—like learning—is an active process. Taking inspiration from pedagogy scholars including hooks, Freire and Sprague, I believe knowledge is constructed through discussion, interaction, and collaboration. My role as an instructor is to facilitate the learning process.

I endeavor to challenge my students (and myself), to foster critical thinking, and to engage in meaningful discussion. Most of all, I hope to create excitement about learning.

To do this, I think it is important to:

- Build relationships founded upon mutual respect and open communication
- Develop coursework thoughtfully
- Ask meaningful questions
- Allow time for meaningful answers
- Provide structure while staying flexible
- Encourage creativity, critical thinking, and dialogue
- Create a safe space for students to express themselves

At the beginning of every semester I revisit course evaluations and student feedback, looking for places to make constructive change. For example, based on student comments, I have refined exam and assignment structures to provide options that accommodate different learning styles including individual and collaborative work. On faculty/course questionnaires, students indicate that my classes are difficult, fun, active, relatable to everyday life, and filled with opportunities for students to speak and interact with each other (and course concepts) in novel ways. I am consistently told that my grading standards are “hard” and that I am fair in how course policies are applied. I make sure that students have an opportunity to provide feedback about the course throughout the term, not just at the end of the semester. Consequently, I am able to make changes when necessary in order to benefit student learning.

To facilitate meaningful learning, I design courses in ways that ask students not only to engage with concepts and ideas, but to apply them across various settings. This application occurs in individual class periods via small group activities and discussions, through homework reflection assignments, and within projects and exams. By applying course concepts to experiences in personal relationships, work settings, and communities, students report that they find my classes relevant and engaging. Further, in asking students to apply and synthesize ideas, they become active participants in negotiating knowledge in the classroom.

As a teacher, my biggest rewards are watching students grow throughout the course of a semester, push boundaries, ask questions, apply class concepts, and ultimately think differently than when the class began. I appreciate hearing how students take their knowledge from the classroom and apply it to relationships and work settings in positive ways. I feel privileged to have the opportunity to help students learn and shape their lives.

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Teaching Enrichment Awards, Coursework, Research & Service



Teaching Awards

- Spring 2012, Teaching Excellence Award, ASU Graduate Professional Student Association



Teaching Enrichment Coursework/Training

- Fall 2007, Instructional Communication Practicum (COMS 222, CSUS), Graduate level course designed to provide training in lecturing, leading discussion, and planning small group activities.
- Spring 2008, Instructional Communication Theory (COMS 221, CSUS), Graduate level course in pedagogical and instructional communication theory.
- Fall 2009, Completed New Graduate Instructor Orientation in the Hugh Downs School of Human Communication
- Fall 2009, Completed the Teaching Associate Development program for ASU
- Fall 2010, Participated in ASU's Preparing Future Faculty program
- Fall 2010, Attended ASU Graduate College "Strategies for Success" seminar
- Fall 2010, Attended ASU Teaching & Learning seminar "Applying the Seven Principles of Good Teaching"



Related Research

Malvini Redden, S. (2011, February). *Building community and writing for change: Using civically engaged letters to achieve liberatory education*. Paper presented at the annual meeting of the Western States Communication Association, Monterey, CA.



Disciplinary Service

- Fall 2015, Conference Submission Reviewer, Instructional Communication Division, International Communication Association

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Explanation of Roles and Courses Taught



Summary of Courses Taught

Instructor of Record

- Intro to Organizational Communication
- Communication Scholarship (writing intensive)
- Interpersonal Theory
- Senior Seminar in Organizational Communication
- Critical Analysis of Messages (writing intensive)
- Interpersonal Special Topics: Relational Leadership
- Intro to Interpersonal Communication
- Leadership Group Communication (online)
- Small Group Communication
- Intro to Argumentation
- Communication Experience

Graduate Seminar Assistant for Doctoral Level Courses

- Advanced Qualitative Methods
- Advanced Qualitative Data Analysis

Teaching Assistant

- Intro to Human Communication (100-person lecture)
- Presentational Speaking in the Organization (100-person lecture with breakout groups)

Courses & Roles

Course Designer and Sole Instructor on Record

Course designer and sole instructor responsibilities: Choosing textbook; designing course assignments/syllabus; preparing lesson plans; managing classroom environment; designing exams; evaluating student work; engaging in student development.

Intro to Organizational Communication (CMST 370 at CSUC)

Intro to Organizational Communication invites students to learn the theories, practices, and methods used to understand communication in organizations. In this course, students will explore not only how communication functions within organizations and between organizational members, but how communication fundamentally organizes. Throughout the semester, students will examine organizational structures, decision making, culture and subcultures, identity, power, leadership, relationships, conflict, diversity, ethics and emotionality, among other topics.

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Course Designer and Sole Instructor on Record, Continued

Communication Scholarship (CMST 331 at CSUC)

Communication Scholarship is an intensive research, writing and ethics course for communication studies majors. Students will receive instruction in conducting secondary research within scholarly literature, and disciplinary writing practices necessary for successful upper division writing in the major. Students will also develop an understanding of key ethical theories and issues that relate to the study of communication. This course meets the General Education requirement for Writing Intensive coursework.

Theories of Interpersonal Communication (COMS 143 at CSUS)

Theories of Interpersonal Communication introduces students to a wide range of interpersonal communication theory, research, and principles. Students will have the opportunity to discuss, apply, and synthesize interpersonal communication theories, and demonstrate how those theories emerge in everyday life and relationships.

Senior Seminar in Organizational Communication (COMS 180 at CSUS)

Description: Senior Seminar in Organizational Communication invites students to make an in-depth study of the theories, practices, and methods used to understand communication in and by organizations. This course explores not only how communication functions within organizations and between organizational members, but how communication fundamentally organizes. Throughout the semester, students will examine organizational structures, decision making, culture and subcultures, identity, power, leadership, relationships, conflict and emotionality, among other topics. Students will be asked to consider all of the various organizations with which they interact including current and previous employers, schools, churches, stores, and government agencies.

Critical Analysis of Messages (COMS 100B at CSUS)

Description: Critical Analysis of Messages, a required course for Communication Studies majors, offers students the opportunity to study, interpret and evaluate various types of messages. The course is designed to help you think critically about the messages surrounding you and in turn, learn how to write well. Writing intensive, the course involves learning classical and contemporary models for analyzing messages and practice with written analysis.

Relational Leadership for the 21st Century (COM 400 Special Topics at ASU)

Description: Upper division special topics course designed to explore and evaluate various aspects of relational leadership. Understanding and facilitating interpersonal relationships in organizations is critical both in leadership and supporting roles. As the landscape of modern organizations evolve, understanding how to develop and maintain healthy professional relationships via ethical communication is imperative. This course will provide theoretical and practical applications necessary for developing relational leadership skills.

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Sole Instructor on Record

Sole instructor responsibilities: Designing course assignments, calendar, syllabus; preparing lesson plans; managing classroom environment; designing exams; evaluating student work; engaging in student development

Intro to Interpersonal Communication (COM 110 at ASU)

Description: A lower-division course designed to teach the fundamental concepts related to interpersonal communication across a variety of interactions including with friends, coworkers, family members and romantic partners. The course focused on learning concepts, processes, and challenges involved with interpersonal relationships, and learning skills to be a better communicator.

Intro to Argumentation (COMS 2 at CSUS)

Description: A lower-division required course for Communication Studies majors designed to teach students how to study, interpret and evaluate public messages. Included practice in argumentation, critical evaluation, evidence, and reasoning.

Communication Experience (COMS 5 at CSUS)

Description: A lower-division course designed to build basic skills and teach introductory concepts necessary for effective communication in a variety of settings including within groups, interpersonal relationships, during public presentations and in organizations.

Small Group Communication (COM 230 at ASU)

Description: A lower-division course designed to teach students about the important role communication plays in small groups. Focused on practical and theoretical aspects of small group communication include group development, leadership, decision making processes, and managing conflict.

Leadership Group Communication ONLINE (COM 430 at ASU)

Description: An online, upper division course designed to provide a basic introduction to leadership communication and what it means to be a good leader. Topics examined include: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, interacting with team members and addressing values in leadership.

Graduate Seminar Assistant

Co-teaching responsibilities: Assisting in designing the syllabus; choosing readings; assisting in lesson plan preparation; providing peer feedback and evaluation of written assignments; leading discussions and activities.

Advanced Qualitative Methods (COM 609 at ASU)

Graduate Seminar Assistant to Dr. Sarah J. Tracy

Description: Doctoral level advanced qualitative methods course, covering qualitative approaches in communication studies including epistemology, methodology, and representation. Topics included

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interpretive theory, and intellectual traditions including participation action research, sensemaking, symbolic interactionism, ethnography of speaking, cultural studies, autoethnography, and “new” ethnography. Coursework involved reading, discussion, and in-depth qualitative research projects.

Advanced Qualitative Data Analysis (COM 692 at ASU)

Graduate Seminar Assistant to Dr. Sarah J. Tracy

Description: Doctoral level advanced qualitative data analysis module. The course overviewed basic coding and thematizing techniques, qualitative data analysis software (NVivo), and various analytic techniques including developing codebooks, typologies, metaphor analysis, and discourse tracing.

Graduate Teaching Assistant

Co-teaching responsibilities: Lecturing; managing Blackboard; communicating with students; reviewing and grading discussion questions; managing gradebook; reviewing and preparing exams; meeting with students.

Intro to Human Communication (COM 100 at ASU)

Assistant to Dr. Jess Alberts

Description: A lower-division course designed to introduce basic concepts of human communication including topics related to culture, gender, identity, organizations and relationships.

Presentation Speaking in Organizations (COMS 103 at CSUS)

Assistant to Dr. Jacquelyn Irwin

Description: A lower-division course designed to give business students a chance to sharpen their presentational skills in formal speaking situations.

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Letters of Recommendation

1. Dr. Belle Edson, Director of Undergraduate Education at ASU
2. Brittany Draper, Former Student, COM 230 at ASU
3. Thank you card from Sacramento State 100B class, Fall 2013



September 27, 2012

To Whom it May Concern:

Shawna Malvini Redden has requested that I write a letter of recommendation; I do so with no hesitation. If you were to hire Shawna you would be hiring an outstanding teacher, a promising researcher with grant experience, and a great colleague. I have been Shawna's supervisor for the past four years while she has been working on her PhD with us, and I have observed her in and outside of the classroom. Let me divide my letter into three sections, her student centered teaching; her clarity in the classroom, and her collegiality.

What I observe in the classroom is that Shawna loves teaching. She brings great enthusiasm to teaching organizational communication and because of this enthusiasm and passion she creates an environment where students are engaged and interested in what they are learning. She is one of the only graduate students I have supervised who has undergraduates stopping by to see me to say how much they've learned, and how much they've enjoyed her class. She uses a variety of teaching tools to create a student centered classroom where students feel free to question her, each other and to learn information and theories that they turn around and apply.

Students tell me that Shawna's classroom and her teaching style are clear and concise. She uses lots of examples, asks questions of her students about things they've read and how they are connecting the material to their own lives. She stays focused and engaging while encouraging the students to participate and to share observations taken from daily life. In addition, since Shawna has been a corporate communication specialist to organizations before returning to pursue her degree, her real life experiences and examples help to highlight and enliven the classroom. One of Shawna's true gifts in the classroom is her ability to take complex information and make it understandable to her students. That comment is found over and over again on her evaluations.

Finally, Shawna is a great colleague. She has been involved in a number of capacities on this campus serving graduate students, which I believe suggests someone who understands the 'service' component of academic positions. Our new graduate students often call upon her to help them with classroom problems or issues. She is always willing to share her ideas and her resources with her colleagues in the School. I believe that if you were to hire Shawna Malvini Redden you would be hiring a wonderful, creative, gifted teacher scholar, and a great colleague. If I can provide any further information about Shawna please don't hesitate to call me directly.

Sincerely,

A handwritten signature in blue ink that reads 'Belle A. Edson'.

Belle A. Edson, Ph.D

Director of Undergraduate Studies

COLLEGE OF LIBERAL ARTS AND SCIENCES
THE HUGH DOWNS SCHOOL OF HUMAN COMMUNICATION

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Brittany Draper

9812 E Monterey Ave

[REDACTED]

September 12, 2012

To Whom It May Concern:

I am pleased to write this letter of recommendation for Shawna Malvini Redden. Mrs. Malvini Redden was my teacher for my Small Group Communication class during the fall semester of 2010 at Arizona State University. Shawna has excellent communication skills and was able to use them to communicate with her students, which made it easy to learn and feel comfortable in her classroom.

Shawna was very organized and made sure to keep the class well-managed and smooth flowing throughout the semester. Because of Mrs. Malvini Redden's organizational skills she was able to keep the class on track with our schedule, yet was able to stop and make sure everyone clearly understood the material and concepts that she was presenting in class. I enjoyed having a teacher that worked hard to build connections with each student and created a classroom environment that made you want to come to class to learn. Shawna also made sure to be dependable and dedicated to our course throughout the semester, and she was always quick to answer questions and be available to students when her help was needed.

Shawna's high energy and passion for teaching was undeniable and it made the course more enjoyable and beneficial for the students. I highly recommend Shawna Malvini Redden for this teaching position because I know she will be a great asset to any program she is a part of. Please feel free to contact me if you have any questions.

Sincerely,

Brittany Draper

Student, Arizona State University

[REDACTED]

Thank you. you were Awesome.
Jeremy A. Edwards

Dr. Malvini,
This course was
a blast, a long w/
the interwebs that you
used!

-Dean Hattwig-
Solano

Thank you for
a great semester
always
Talyssa
Rayos del Sol

Dr. Malvini,
This course was
fun and interesting
and you made class
interesting
-Kerith (room)

Dr. Malvini -
This has been my favorite
class at Sacstate! Thank
you so much, I really
learned a lot!

-Brittini
Franklin

Dr. Malvini,
As a finish my last
class of my undergrad
will remember how lucky I was
to have you as a professor. You
taught me more than I
ever expected and I thank
you for that. Good luck
with everything!
-Kaitlee
Baker

Dr. Malvini,
Thanks for a
great semester!
-Jameson

Thank you for helping
me develop my skills
as a writer. It's been
a journey. Bad bless your
journey! -T

You never regret
following our Lord.
You can't go wrong.

DR Shawna
Stay classy and
sassy w/ funny
High.

Love you lots
Spencer
Baker
6/10/2014

Dr. Shmalwi,
Blah Blah Blah
Blah "Rhetoric" Blah
Blah Blah "Borke"
Blah (Wright, 2013).

Thanks for
making me
a better
writer.

-Corbin-

Thank you
Shawna! you
were totally one
of the professors that made
a huge impact in my class
this year. you will be
remembered forever.
is one that will be
you are badass!
-mistral!

...AND OPENED OUR MINDS!

Thank you Shawna.
I loved it how you
had been so caring,
confident and
keeping yourself calm.
You're awesome!
♥Anna

THANK YOU SHAWNA FOR A GREAT
SEMESTER!

Thank you for an excellent semester!
-Dan

THANK YOU FOR A FUN AND INTERESTING
CLASS. YOU WERE GREAT.
-ANDREW WALTON

You are awesome!
-Jason Clark

Thanks Shawna
we'll miss you!
-Steve Catano

-Scott Thompson

Steve Clark

Hey Shawna,
I really enjoyed
your class!

DON'T WATCH
"THE SKINING"
ALONE! J.k.
Have good one.

Troy Bennett

Dr. Malvini - Redden.
Thank you for a
wonderful semester.
You made my last
english class amazing.
-Alejandra Gutierrez

Dr. Malvini - Redden,
Thank you for being
such a great mentor.
This semester. Your class was
a highlight of my semester! -Sarah
Warner

No More Miley!
Thank you for the semester. Hard work, but fun
class!! -Nikki

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Sample Syllabi

- Communication Scholarship (CMST 331 at CSUC)
- Senior Seminar in Organizational Communication (COMS 180 at CSUS)

cmst 331

fall 2015
communication scholarship

section 1, #2270, MWF, 9-9:50 a.m., THMA 113

description

Communication Scholarship is an intensive research, writing and ethics course for communication studies majors. Students will receive instruction in conducting secondary research within scholarly literature, and disciplinary writing practices necessary for successful upper division writing in the major. Students will also develop an understanding of key ethical theories and issues that relate to the study of communication. This course meets the General Education requirement for Writing Intensive coursework.

Catalogue description: "Writing skills course for communication studies majors that addresses issues in communication scholarship, including practical applications of theory and research in communication, communication journals and the publication process, how to conduct a scholarly literature review, how to write a scholarly research paper in communication studies, and how to write on a professional level." Prerequisites: ENGL 130 (or its equivalent) with a grade of C- or better. *Note: To meet the prerequisite for upper-division work in the Communication Studies major, students must pass CMST 331 with a final grade of C- or better.*

texts & materials

1. **Required:** Neher, W. W., & Sandin, P. J. (2007). Communicating ethically: Character, duties, consequences, and relationships. Boston: Pearson Education, Inc.
2. **Required:** Graff, G., & Birkenstein, C. (2014). "They Say/I Say": The moves that matter in academic writing (3rd edition). WW Norton & Company.
3. **Required:** Other readings, as assigned. (Available free online or Blackboard Learn)
4. **Required:** Reliable access to a printer.

course objectives

Knowledge of communication ethics

- o identify and describe prevailing ethical theories
- o apply ethical theory to analyze case studies involving ethical conflict
- o recognize and analyze ethical issues relating to the field of communication studies

Knowledge of rhetorical situations

- o identify and adapt writing to the rhetorical demands of different purposes, audiences & contexts
- o understand and follow disciplinary writing conventions

Inquiry practices

- o understand the purpose and value of scholarship
- o determine the information needs of different purposes, audiences & contexts
- o locate and access relevant published scholarship
- o accurately interpret and critically evaluate published scholarship
- o use scholarly material as support for written analysis and argument

Writing and revising practices

- o use content to illustrate mastery of a subject and develop ideas & arguments
- o structure written information and arguments clearly and effectively
- o control grammar and mechanics to communicate effectively in writing
- o revise to improve drafts in response to feedback
- o develop strategies for improving personal writing weaknesses

contact info

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phone: 530.898.4772
office: THMA 430
hours: M/W 10-11:30 a.m.; 2-2:30 p.m.
web: drmalviniredden.com
twitter: @dr.shawna

cmst 331 policies & requirements

the process of teaching & learning in cmst 331

To me, learning is an active process which means that in this class, YOU will be directly involved through discussion, activity and collaboration. Not only does it make the process more enjoyable (read: not boring), but your learning will be more effective, increasing your competence in the subject matter.

Effective learning happens when:

- * you understand communication, writing, scholarship, and ethics in ways more sophisticated than when you began the course
- * you are conscious of the communication choices you make interpersonally and in writing, and how those choices impact others
- * you are able to identify and explain excellent writing, scholarship, and ethical practices

You will facilitate these outcomes by:

- * mindfully completing reading and written assignments before coming to class
- * being prepared and willing to share ideas and dialogue with colleagues
- * looking for connections between real life experiences and the ideas and concepts encountered throughout the course to build a deep, complex understanding of communication processes

A typical class session will involve a great deal of student-to-student interaction. You will: talk about your ideas; develop, present and analyze arguments; write and share your writing; develop conceptual maps and models; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes, and you'll do some note taking. As a result, there will be ample opportunity to practice relevant skills and test concepts presented.

classroom behavior & student conduct

Keeping the **golden rule** in mind, you should treat others as you wish to be treated. I intend to treat each student with respect, dignity and courtesy. I assume that your classmates and I will receive the same treatment from you. You are expected to arrive on time, fully prepared to actively engage in class discussion and activities. Active participation demonstrates your commitment to the learning process and enhances your understanding of the material.

Specifically, I want to build a classroom climate that is comfortable for all. In a communication class, it is especially important to:

- * display respect for all members of the classroom – including the instructor and students
- * pay attention to and participate in all class sessions and activities
- * avoid unnecessary disruption during class time (e.g., talking, arriving late, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.)
- * avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represent examples of the types of things that can have a dramatic impact on the class environment.

****One one more thing, for those who are super comfortable speaking in class—yay! However, please be aware that I may not always call on you so as to make room for others to join the conversation.****

cmst 331 policies & requirements

late work/make-up exams

Unless specifically noted, all assignments are due at the BEGINNING of class time on the date assigned. If you will be absent when an assignment is due, you may turn the assignment in early or send it to class with one of your colleagues. (Make friends!) Early work may be submitted during office hours or in class. Note: Absolutely no assignments will be accepted via e-mail. **Ever. Ever, ever.** Late work will be accepted only in extreme circumstances (read: you are in a full body cast and cannot type) and will be marked down by one full letter grade for each day late. Informal in-class activities cannot be made up. Make-up exams will be considered only in extreme circumstances.

attendance

Updated 10/17/15—In order to have a meaningful class, everyone needs to arrive on time and prepared for the day's activities. That said, the responsibility for attendance is now entirely yours. Attendance will be taken periodically and participation assessed via in-class activities. If you miss a class period where an assignment is due—for any reason—you assume responsibility for the zero that will be recorded. This includes papers, presentations, quizzes, exams and in-class activities. Excessive absences, tardiness, and early departure will result in a loss of participation points.

If you miss a class, it is your responsibility to get lecture notes or handouts from your colleagues. I do not need to be notified if you're going to miss or have missed class.

add/drop policy

Students may drop this course during the first two weeks of the semester without restriction or instructor approval. Students may add with instructor approval if room is available. Priority will be given to those who are graduating first. During the 3rd and 4th weeks of classes, Change of Program (COP) forms are needed to add/drop, and require the instructor's signature. After the 4th week of classes, all COP forms to add/drop require a serious and compelling reason (see University Catalog) and require approval signatures from the instructor, department chair, and dean of the college. Do not assume you will be automatically dropped for not attending class; however, failure to attend the first two days may lead to being dropped. It is your responsibility to make a commitment to dropping or staying in class by the second week. Please follow the appropriate drop procedures or you may get a failing grade for the class.

electronic devices

In order to create the best learning environment, electronic devices (e.g. ipods, laptops, cell phones, tablets) are not to be used in the classroom without specific direction from me.

Specifically: Cell phones must be turned off and put away during class. If you choose to use your cell phone during class, you choose to forfeit 50 points from your final grade, each time. If you need to use your phone, no problem. Just step out in the hallway.

Also, the use of laptops—except for prescribed periods of time—is prohibited. If you believe you have special circumstances, please speak with me right away.

a social media-free zone

Research* indicates that we have but two primary channels for receiving and interpreting information: visual and aural. These channels become overloaded easily when faced with too much stimuli or information, e.g., trying to snapchat/instagram, “listen” to a lecture, take notes and pay attention to visual aids. Since meaningful learning involves actively engaging with content, limiting electronics in the classroom gives you an opportunity to involve yourself with the course material. Isn't that great? Don't worry, I promise to ignore my phone, too.

* Links to research are available on BBLearn.

cmst 331

academic honesty, plagiarism and cheating

The very best way to fail this course? Plagiarize or cheat. Academic misconduct will result in, at the very least, a zero on the assignment in question, and may include a failing course grade and/or possible university sanctions. Please be aware that plagiarism is the stealing of ideas which happens when you use someone else's material (including words, figures, images, structure, style, etc.) without giving the creator proper credit. Note that "recycling" papers from other classes also falls under academic misconduct and will not be tolerated. All work completed for CMST 331 must be original. Please acquaint yourselves with the university's academic integrity policy, which can be found here: <http://www.csuchico.edu/sjd/integrity.shtml>.

To assist with student learning, honesty, and integrity in our academic processes, you may be asked to submit your essays to Turnitin which will enable you to check your paper for citations and plagiarism. Turnitin also allows me to compare your work with prior publications and papers. Details about how to use Turnitin will be given in class.

e-mail etiquette

Please remember that e-mail should be treated with the same care and respect that you would a face-to-face interaction. Compose e-mail carefully, using a pertinent subject line, an appropriate greeting and a concise message, without spelling or grammatical errors. I will attempt to return all e-mail promptly, within two business days. Messages received after 8 p.m. will not be addressed until the following day.

Please note that I may not always respond to questions when the information is readily available (read: in the syllabus, on BBLearn or spelled out in an assignment sheet).

blackboard learn

Course announcements and assignments are distributed in large part via Blackboard Learn. You are required to check this site frequently for e-mails, assignments and updates. It is vital that you become familiar with this technology immediately not only for success in this course, but in your other courses as well.

on figuring out "what she wants"

Every semester, I overhear students discussing "what she wants" on homework and papers, or "what she REALLY wants," as opposed to what's written on assignment sheets. Please know that I spend a significant amount of time developing assignment directions with purpose statements, learning goals, grading rubrics, etc. that spell out the basics of what I'd like to see you accomplish.

What I *really* want is for you to take that structure and then do your **best work**. Be creative. Think hard. Write drafts and re-write. Care about your work because putting in time and attention will help you think better and learn more overall. Worry less about "getting it right" because there are many ways to accomplish the same assignment and all of them may be just fine, if they also meet the minimum requirements (read: the assignment sheet). Be confident and have fun. I'm already looking forward to reading your ideas.

Of course, if you have questions, come see me in office hours!

cmst 331 policies & requirements

assignments & evaluations

Throughout the semester, you will have a number of opportunities to demonstrate your understanding of scholarship, writing, and ethics. Along the way, you can earn up to 1,000 points, which are distributed across the assignments listed below. Detailed criteria and requirements will accompany each assignment.

In-class Activities/Homework/Quizzes.....250 points

During class you will have the opportunity to practice and discuss relevant course concepts through discussions, activities, and short writing assignments. Some in-class activities require homework assignments to be completed in advance. Some activities will be completed via Blackboard Learn.

They Say/I Say and APA--Midterm Exam125 points

This exam will assess your understanding of APA style & how to properly read and write about scholarship.

Paper 1 "They say" (Research report)125 points

In 2-3 pages, you will accurately explain the meaning and significance of an assigned scholarly article.

Paper 2 "They should" (Case study analysis & recommendations)125 points

In 2-3 pages, you will analyze a case study in communication ethics and provide recommendations.

Paper 3 "I say" (Research-based argument)225 points

In 6-7 pages, you will develop a professional quality research paper that presents a clear, thoughtful and well-researched argument addressing a significant problem related to communication studies. You will present the results of your research during the final exam period.

Peer Reviews (3 reviews, 50)150 points

For each paper, you will participate in peer review sessions. This involves formally reviewing peers' work outside of class and writing careful responses. Peer reviews cannot be made up and are not accepted late.

assignment formatting

All written assignments (except in-class or online activities) must be typed AND stapled or they will be not accepted.

Seriously. No staple = no points. Proper grammar, correct spelling and articulate writing style are imperative.

Assignments neglecting these elements will receive lower grades as a result. Specific formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point Times New Roman or Garamond font.

Please also include a single-spaced header for each assignment that includes your name, the date, the class and section number, and the assignment on the right-hand margin. Full APA style will be required for formal papers only.

Straight A. Student
September 10, 2015
CMST 331, Section 3
Homework #1

cmst 331 policies & requirements

grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of college students. It is your responsibility to understand why you have achieved a certain grade and what steps can maintain or improve your grade (see “Grading Questions” below and “Grading Standards” on page 7).

returned assignments

I will do my best to return regular assignments to you seven days after you turn them in. Exams and papers may take up to two weeks. Grades will be posted to BBLearn. Please make sure the score on your homework matches the score recorded on Blackboard. If it doesn't, you must bring me the hard copy with handwritten score. It is in your best interest to keep ALL assignments until the semester ends in case there is an error in the online grade book.

grading scale

94% +.....A	88% - 89%.....B+	78% - 79%.....C+	68% - 69%.....D+	< 60%.....F
90% - 93%.....A-	84% - 87%.....B	74% - 77%.....C	64% - 67%.....D	
	80% - 83%.....B-	70% - 73%.....C-	60% - 63%.....D-	

grading questions

If you have questions about a grade or evaluation, I am more than happy to speak with you. You will never, ever, ever have a grade lowered because you raise concern or voice an inquiry about it. It is ALWAYS in your best interest to talk with me and ask how something was graded or what could be done to improve scores next time around (See “Grading Standards” for more information).

Please note, however, I will not discuss grades for an assignment on the day I hand it back to you, nor will I discuss individual grades in the classroom or by email. All such discussions will take place in my office at least one day after the grade has been received. This is to give you time to read the comments/evaluation. If you wish to contest a grade, write out your argument clearly, concisely and completely, and bring it with you to the meeting. **You have seven days to contest a grade from the time the assignment was handed back.**

*** If you are concerned about your achievement in the course, please speak to me early and often. There is not much I can do to help when the semester is over! ***

an aside

As this is an upper division course, much of the discussion and activities will be centered around your questions, observations and contributions. As seasoned college students towards the end of your undergraduate education, it is expected that your work be polished and thought-provoking, and that you consistently engage with the material and assignments.

cmst 331 grading standards

A: Outstanding – Original, appropriate criticism of course concepts

“A” work constitutes superior handling of the mechanical and conceptual material covered in class. Not only will “A” work synthesize and interact with the ideas and materials covered, but it will also show some originality of thought, an unusual degree of clarity in expression, and an ability to contextualize ideas, explore implications, and/or raise meaningful questions. “A” serves as a reward for superior presentation of extremely diligent consideration given to conceptually complex work. Such quality of work is achievable, but it is not common.

B: Very Good – Thorough, appropriate synthesis of course concepts

“B” work is marked by a timely completion of the assignment, demonstrating not only a grasp of the material under consideration, but the ability to synthesize and interact with that material, rather than simply repeat it. “B” work goes beyond minimum requirements outlined in the assignment, but not in a disorganized or rambling manner. Not every attempt to go beyond the minimum requirements will succeed. The grade of “B” represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product.

C: Adequate – Solid comprehension of course concepts

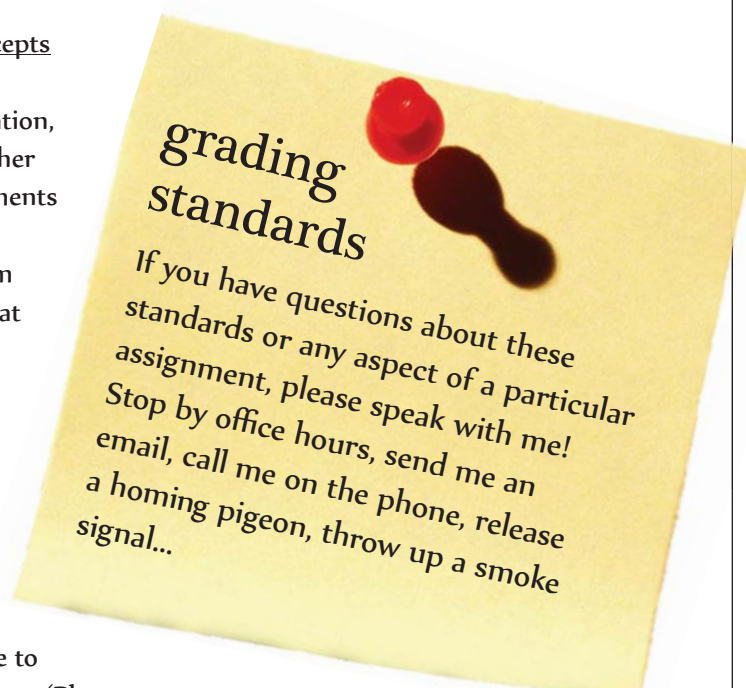
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that “going beyond” the minimum does NOT generally entail things like fancy cover sheets, colored fonts, or exceeding the assigned length of the assignment. “Going beyond” almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

D: Poor – Lack of understanding/Assignment does not meet most requirements

“D” is given for work that meets the requirements established, but demonstrates serious flaws either in conceptual formation or mechanical limits. “D” work could be seen in, for example, a good idea expressed very poorly or, conversely, a well-written paper that actually says nothing. “D” work: requires major revision; strays from or confuses audience and purpose; lacks substantive development; is overly generalized or uses facts that have questionable credibility; is formatted or designed in a way that is confusing or misleading; demonstrates an inconsistent or sometimes muddled style; demonstrates unsatisfactory mastery of standard written English where required.

F: Fails – Does Not Meet Assignment Requirements

“F” is given for an assignment that fails to meet the mechanical or conceptual requirements of university work. Mechanical requirements would be matters such as turn-in times, length of assignment, grammatical concerns, focus of assignment, etc. Conceptual matters would revolve around the comprehension of ideas and relationships between ideas. “F” work: fails to meet most of the stated assignment requirements; lacks focus on a subject or appropriate audience; includes unsatisfactory format; includes content that is weak, poorly developed, inadequate; lacks logical connections between ideas, sentences, paragraphs; lacks consistency in style and tone; demonstrates habitually poor writing skills where required.



cmst 331 resources

violence, discrimination & sexual assault support services

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources via Safe Place (<http://www.csuchico.edu/safeplace/index.shtml>; 530.898.3030).

As an instructor, one of my responsibilities is to help create a safe learning environment. I hope you feel able to share life experiences in classroom discussions, in your written work, and in our one-on-one meetings. However, I also have a mandatory reporting responsibility regarding sexual misconduct. This means, I will seek to keep information you share private to the greatest extent possible but I am required to report sexual misconduct with the university. For completely confidential resources, please speak with the Counseling and Wellness Center or Safe Place.

More information about Title IX: <http://www.csuchico.edu/title-ix/>

Counseling and Wellness Center: <http://www.csuchico.edu/counseling/index.shtml>; 530.898.6345

Student Health Services <http://www.csuchico.edu/shs/index.shtml>; 530.898.5241

writing/learning resources

If you need help with your writing or study skills, please visit the Student Learning Center. Students can sign up for tutoring, workshops, and other services. For more info, call 530.898.6839 or visit <http://www.csuchico.edu/slc/>

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible so that I may accommodate you. You will need to provide disability documentation to the Accessibility Resource Center, Student Services Center, 170. Please visit their web site at: <http://www.csuchico.edu/arc/> or call 530.898.5959.

student support services

Various services are available on campus to support to your academic career, including counseling, tutoring and career advising. Visit the Student Support Services site at: <http://www.csuchico.edu/admissions/student-support.shtml>

library databases

A multitude of periodical databases are available via the library web site to help you with your academic career. You will find "Communication & Mass Media Complete" especially helpful for any Communication Studies courses you take (especially this one!). Visit: <http://library.calstate.edu/chico/databases/subject/communication-studies>.

incompletes

Incompletes will only be considered due to an extreme personal situation. In that case, you must provide a compelling reason and substantive documentation that justifies an incomplete grade, as well as a concise plan and time-line for completing the course. I will then determine if your situation meets the requirements for an incomplete grade.

feedback

Throughout the semester you will have many opportunities to provide feedback about the course. I always welcome student input and realize if we wait until the end of the semester during university evaluations, I cannot make changes that will help you. So, please share your suggestions and concerns with me in an open and constructive manner *during* the semester whether in class, privately during office hours, via e-mail or anonymously.

wk	date	topic for class	reading due	assistant due at the START of class
1	M 8/24	Introductions	Syllabus	Syllabus quiz
	W 8/26	What is good writing? What is Communication ethics?	The Role of Writing (online) Chapter 1: Intro to Comm Ethics	
	F 8/28			
2	M 8/31	How to read scholarly articles	Reading Scholarship (online) Start They Say/I Say	
	W 9/2	How to write summaries/Paper #1	Writing Summaries (online)	
	F 9/4	Virtue Ethics	Ch 2 Virtue Ethics	
3	M 9/7	Labor Day, No class		
	W 9/9	Wordiness & Writing Style	Writing Style (online)	
	F 9/11	Thesis & Paragraph Development	Thesis & Paragraph Development (online)	
4	M 9/14	Audience & Purpose	Audience (online)	Paper 1 Drafts due in class–3 copies
	W 9/16	Peer Review for Paper 1		Peer Responses due in class–3 copies (must be present, email not accepted)
	F 9/18	Ethical Duties	Ch 3: Duties	
5	M 9/21	Intros & Conclusions	Intros & Conclusions (online)	Paper 1 Due online via Turnitin by 11:59 p.m. Quiz #1
	W 9/23	Ethical Consequences	Ch 4: Consequences	
	F 9/25	Relational ethics	Ch 5: Relationships Finish They Say/I Say	
6	M 9/28	Discuss Paper 2 Stakeholder Analysis	Stakeholders (online)	
	W 9/30	Ethics in Interpersonal Comm	Ch 7: Ethics in Interpersonal Comm	
	F 10/2	Ethical Decision Making	Ethical Decision Making (online)	
7	M 10/5	Integrating sources & Avoiding Plagiarism	Quotations & Plagiarism (online)	Quiz #2
	W 10/7	Conducting Scholarly Research	Evaluating Print Sources (online)	
	F 10/9	Conducting Scholarly Research		

* I reserve the right to update or change portions of this syllabus in order to make the class a better experience for everyone. You are invited to make suggestions at any time. Any changes will be posted to BBLearn.

cmst 331 tentative course calendar*

wk	date	topic for class	reading due	assistant due at the START of class
8	M 10/12	Discuss Paper 3		Paper 2 Drafts due in class—3 copies
	W 10/14	Revising your work/Outlining	Revising Drafts (online)	
	F 10/16	Paper 2 Workshop		Peer Responses due in class —3 copies
9	M 10/19	Discuss Paper 3; APA		
	W 10/21	All Things APA	APA 101 (online) Deb's Fabulous APA Primer	Tentative Paper 3 Topics Due
	F 10/23	All Things APA		Paper 2 Due online via Turnitin by 11:59 p.m.
10	M 10/26	APA in Practice	Lynch's Kitchen Antics (Online) Tracy's Becoming a Character for Commerce (Online)	Paper 3 Planning Form Due
	W 10/28	APA Format/They Say/I Say		
	F 10/30	Midterm	Review notes for They Say/I Say	Midterm Exam
11	M 11/2	Building a Written Argument	Argument & Persuasion (online) Developing Arguments (online)	Annotated Bibliography Due
	W 11/4	Arguments, Reasons & Evidence	Malvini Redden, et al., Metaphor Analysis (Online)	
	F 11/6	Writing with Feeling	Tillman, A secret Life (Online)	Tentative Paper Outline Due
12	M 11/9	Writing as Craft and Art	Lamott; Rambo Ronai (Online)	
	W 11/11	<u>Veterans Day, Campus Closed</u>		
	F 11/13	Writing Secrets		
13	M 11/16	Plagiarism	Guide to Avoiding Plagiarism Plagiarism (UNC writing ctr)	Paper 3 Advanced Drafts due in class—3 copies
	W 11/18		Formatting, formatting, formatting	
	F 11/20	Virtual Peer Review for Paper 3		Peer Responses due online
14	11/23-11/26	<u>Thanksgiving Break!</u>		Happy Turkey Day!

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cmst 331 tentative course calendar*

wk	date	topic for class	reading due	assistant due at the START of class
15	M 11/30	Writing Workshop & Improvement Plans		Revised Advanced Draft Due—3 copies Academic Integrity HW due in class
	W 12/2	Writing Workshops		Quiz 4—APA citations & formatting
	F 12/4	Writing Workshops		
16	M 12/7	Paper 3 one-on-one Meetings		Sign-ups for 5-minute appointment slots will take place the week prior. Plan to bring your polished advanced draft, along with your Writing Improvement Plan and any questions.
	W 12/9	Paper 3 one-on-one Meetings		Meetings will happen in our normal classroom. You are not required to attend class except for your assigned appointment time, however you are STRONGLY encouraged to come to class and use the time to edit/revise.
	F 12/11	Paper 3 one-on-one Meetings		
17	M 12/14	Final Presentations (& Party) 10-11:50 (note different time!)		Paper 3 Final Draft Due in Hard Copy AND via Turnitin.com by 10 a.m.

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coms 180

fall 2014
org comm senior seminar
section 2, #81411, M/W, 1:30-2:45 p.m., MND 2032

description

Senior Seminar in Organizational Communication invites students to make an in-depth study of the theories, practices, and methods used to understand communication in and by organizations. In this course, we will explore not only how communication functions *within* organizations and between organizational members, but how communication fundamentally *organizes*. Throughout the semester, we'll examine organizational structures, decision making, culture and subcultures, identity, power, leadership, relationships, conflict and emotionality, among other topics. Students will be asked to consider all of the various organizations with which they interact including current and previous employers, schools, churches, stores, and government agencies.

Catalogue description: "Seminar on communication theories, techniques and research methodologies in the field of social and governmental organizational systems. Prerequisite: COMS 145; completion of 12 units of upper division COMS courses including COMS 100A."

texts & materials

1. **Required:** Mumby, D.K. (2013). *Organization communication: A critical approach*. Thousand Oaks: Sage.
2. **Required:** Other readings, as assigned. (Available free online or SacCT)
3. **Required:** Access to and full knowledge of how to use SacCT
4. Recommended: American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington: APA.

course objectives

1. To understand the major theories and approaches for studying organizational communication
2. To appreciate the complex ways that communication structures and is structured by organizations
3. To apply communication concepts and theories to organizational contexts and issues
4. To evaluate the role(s) of organizational communication in today's society
5. To demonstrate a sophisticated understanding of organizational communication concepts through oral and written work.

feedback

Throughout the semester you will have many opportunities to provide feedback about the course. I always welcome student input and realize if we wait until the end of the semester during university evaluations, I cannot make changes that will help you. So, please share your suggestions and concerns with me in an open and constructive manner *during* the semester whether in class, privately during office hours, via e-mail or anonymously.

contact info

instructor: dr. shawna malvini reddén
e-mail: shawna.malvini@csus.edu
phone: 916.278.7833 (no voicemail)
office: MND 5002
hours: M/W 12:30 to 1:15 p.m. & by appt
web: drmalviniredden.com
twitter: @drshawna

coms180 policies & requirements

the process of teaching & learning in coms 180

To me, learning is an active process which means that in this class, YOU will be directly involved through discussion, activity and collaboration. Not only does it make the process more enjoyable (read: not boring), but your learning will be more effective, increasing your competence in the subject matter.

Effective learning happens when:

- * you understand communication and critical message analysis in ways more sophisticated than when you began the course
- * you are conscious of the communication choices you make when communicating, assessing claims, reading arguments and interpreting messages
- * you are able to construct and explain arguments, evaluate messages, and challenge and defend claims

You will facilitate these outcomes by:

- * mindfully completing reading and written assignments before coming to class
- * being prepared and willing to share ideas and dialogue with colleagues
- * looking for connections between real life experiences and the ideas and concepts encountered throughout the course to build a deep, complex understanding of communication processes

A typical class session will involve a great deal of student-to-student interaction. You will: talk about your ideas; develop, present and analyze arguments; write and share your writing; develop conceptual maps and models; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes, and you'll do some note taking. As a result, there will be ample opportunity to practice relevant skills and test concepts presented.

late work

All assignments are due at the BEGINNING of class time on the date assigned. If you will be absent when an assignment is due, you may turn the assignment in early or to send it to class with one of your colleagues. Early work may be submitted to the ComS Office in Mendocino 5014 and requires a time/date stamp. Note: Absolutely no assignments will be accepted via e-mail. **Ever. Ever, ever, ever.** No late work will be accepted except in extreme circumstances (read: you are in a full body cast and cannot type) and will be marked down by 50%.

attendance

To do well in this class (or any), you need to show up **on time** and be prepared. That said, the responsibility for attendance is entirely yours. Attendance will be taken daily and participation assessed via in-class activities. If you miss a class period where an assignment is due—for any reason—you assume responsibility for the zero that will be recorded. This includes papers, presentations, quizzes and exams. Excessive absences, tardiness, and early departure will result in a loss of participation points. If you miss a class, it is your responsibility to get lecture notes or handouts from your colleagues. If you miss more than three classes, for any reason, your grade will be lowered by 1/3 letter.

e-mail etiquette

The best and quickest way to reach me is via e-mail. Please remember that e-mail should be treated with the same care and respect that you would a face-to-face interaction. Please compose e-mail carefully, using a pertinent subject line, an appropriate greeting and a concise message, without spelling or grammatical errors. I will attempt to return all e-mail promptly, within 24 hours. Messages received after 10 p.m. will not be addressed until the following day.

coms180 policies & requirements

classroom behavior & student conduct

Keeping the golden rule in mind, you should treat others as you wish to be treated. I intend to treat each student with respect, dignity and courtesy. I assume that your classmates and I will receive the same treatment from you. You are expected to arrive on time, fully prepared to actively engage in class discussion and activities. Active participation demonstrates your commitment to the learning process and enhances your understanding of the material.

I want to build a classroom climate that is comfortable for all. In a communication class, it is especially important to:

- * display respect for all members of the classroom – including the instructor and students
- * pay attention to and participate in all class sessions and activities
- * avoid unnecessary disruption during class time (e.g., talking, arriving late, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.)
- * avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

academic honesty, plagiarism and cheating

The very best way to fail this course? Plagiarize or cheat. Academic misconduct will result in, at the very least, a zero on the assignment in question, and may include a failing course grade and/or possible university sanctions. Please be aware that plagiarism is the stealing of ideas which happens when you use someone else's material (including words, figures, images, structure, style, etc.) without giving the creator proper credit. Note that "recycling" papers from other classes also falls under academic misconduct and will not be tolerated. All work completed for ComS 100b must be original. Please acquaint yourselves with the university's academic honesty policy, which can be found here: <http://www.csus.edu/um anual/AcademicHonestyPolicyandProcedures.htm>.

To assist with student learning, honesty, and integrity in our academic processes, you will be asked to submit your essays to Turnitin which will enable you to check your paper for citations and plagiarism. Turnitin also allows me to compare your work with prior publications and papers. Details about how to use Turnitin will be given in class.

electronic devices

In order to create the best possible learning environment for you and your colleagues, electronic devices (e.g. ipods, laptops, cell phones, tablets) are not to be used in the classroom.

Specifically: Cell phones must be turned off and put away during class. If you choose to use your cell phone during class, you choose to forfeit 50 points from your final grade, each time. If you need to use your phone, no problem. Just step out in the hallway.

Also, the use of laptops—except for prescribed periods of time— is prohibited. If you believe you have special circumstances, please speak with me right away.

a social media-free zone

Research* indicates that we have but two primary channels for receiving and interpreting information: visual and aural. These channels become overloaded easily when faced with too much stimuli or information, e.g., trying to facebook/instagram, "listen" to a lecture, take notes and pay attention to visual aids. Since meaningful learning involves actively engaging with content, limiting electronics in the classroom gives you an opportunity to involve yourself with the course material. Isn't that great?

* Links to research are available on SacCT.

coms180 policies & requirements

assignments & evaluations

Throughout the semester, you will have the opportunity to earn 1,000 points. These points are distributed across the assignments listed below. Detailed criteria and requirements will accompany each assignment.

Reflection Essays (4 papers, 75 points each)300 points

In 4 pages, you will reflect on particular course topics and make applications to your own organizational experiences. Some reflection assignments will require extended observations, volunteer work & informal interviews with organizational members. Reflection essays will be discussed in class.

In-class Activities/Homework/Participation115 points

Reading Quizzes (20 points each)160 points

There will be 8 reading quizzes designed to test your knowledge of theory & vocab. HINT: You will likely see many of these same questions on the midterm and final.

Collaborative Exams (150 points each)300 points

The midterm and final will cover material from the textbook and class sessions, and may consist of multiple choice, short answer and essay questions. Study guides will be provided. You may take the exam in teams.

****You must be present at the final exam in order to pass the course.****

Discussion leading125 points

Throughout the semester, you will have the opportunity to lead discussions/activities on a research topic of your choosing that *supplements* the course readings. Discussion leading can be done in pairs or groups.

assignment formatting

All written assignments (except in-class activities) must be typed AND stapled or they will be not accepted. Seriously. No staple = no points. Proper grammar, correct spelling and articulate writing style are imperative. Assignments neglecting these elements will receive lower grades as a result.

Specific formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point Times New Roman or Garamond font. Please also include a single-spaced header for each assignment that includes your name, the date, the class and section number, and the assignment on the right-hand margin. APA style will be required for citations/references only.

Straight A. Student
September 10, 2014
ComS 180, Section 12345
Essay #1

coms180 policies & requirements

grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of college students. It is your responsibility to understand why you have achieved a certain grade and what steps can maintain or improve your grade (See “Grading Standards” on the following page).

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coms180

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B: Very Good – Thorough, appropriate synthesis of course concepts

“B” work is marked by a timely completion of the assignment, demonstrating not only a grasp of the material under consideration, but the ability to synthesize and interact with that material, rather than simply repeat it. “B” work goes beyond minimum requirements outlined in the assignment, but not in a disorganized or rambling manner. Not every attempt to go beyond the minimum requirements will succeed. The grade of “B” represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product.

C: Adequate – Solid comprehension of course concepts

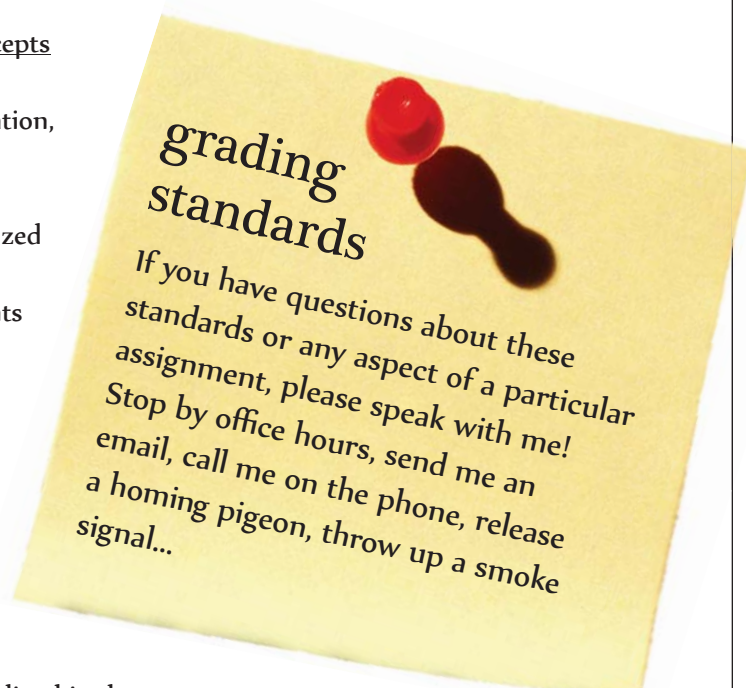
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that “going beyond” the minimum does NOT generally entail things like fancy cover sheets, colored fonts, or exceeding the assigned length of the assignment. “Going beyond” almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

D: Poor – Lack of understanding/Assignment does not meet most requirements

“D” is given for work that meets the requirements established, but demonstrates serious flaws either in conceptual formation or mechanical limits. “D” work could be seen in, for example, a good idea expressed very poorly or, conversely, a well-written paper that actually says nothing. “D” work: requires major revision; strays from or confuses audience and purpose; lacks substantive development; is overly generalized or uses facts that have questionable credibility; is formatted or designed in a way that is confusing or misleading; demonstrates an inconsistent or sometimes muddled style; demonstrates unsatisfactory mastery of standard written English where required.

F: Fails – Does Not Meet Assignment Requirements

“F” is given for an assignment that fails to meet the mechanical or conceptual requirements of university work. Mechanical requirements would be matters such as turn-in times, length of assignment, grammatical concerns, focus of assignment, etc. Conceptual matters would revolve around the comprehension of ideas and relationships between ideas. “F” work: fails to meet most of the stated assignment requirements; lacks focus on a subject or appropriate audience; includes unsatisfactory format; includes content that is weak, poorly developed, inadequate; lacks logical connections between ideas, sentences, paragraphs; lacks consistency in style and tone; demonstrates habitually poor writing skills where required.



coms180 resources

writing resources

If you need help with your writing, please visit the Writing Center in Room 128 of Calaveras Hall, just west of Mendocino Hall between Douglas and Alpine halls. Students may sign up for tutoring once per week and appointments must be scheduled in person. For more information, call 916-278-6356 or visit: <http://www.csus.edu/writingcenter/>

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible so that I may accommodate you. You will need to provide disability documentation to the Office of Services to Students with Disabilities, Lassen Hall 1008. To learn about resources available, please visit their web site at: <http://www.csus.edu/sswd/> or call 916-278-7239.

academic support services

Various services are available on campus to support to your academic career, including counseling, tutoring and career advisement. For more information, please visit the Academic Support Services web site at: <http://www.csus.edu/studentresources/>.

library databases

A multitude of periodical databases are available via the library web site to help you with your academic career and writing every single paper in this course. You will find "Communication & Mass Media Complete" especially helpful for any Communication Studies courses you take (especially this one!). Visit: <http://library.csus.edu/> to learn more.

incompletes

Incompletes will only be considered due to an extreme personal situation. In that case, you must provide a compelling reason and substantive documentation that justifies an incomplete grade. At that same time, you must also provide a concise plan and time-line for completing the course. I will then determine if your situation meets the requirements for an incomplete grade.

SacCT/blackboard

Course announcements and assignments are distributed in large part via SacCT/Blackboard. You are required to check this site frequently for e-mails, assignments and updates. It is vital that you become familiar with this technology immediately not only for success in this course, but in your other courses as well.

caveat

I reserve the right to update or change portions of this syllabus in order to make the class a better experience for everyone. You are invited to make suggestions at any time. Any changes will be posted to SacCT.

coms180 tentative course calendar*

wk	date	reading due/topic for class	assignment due at the START of class
1	M 9/1	Labor Day	No class!
	W 9/3	Introductions/Welcome	
2	M 9/8	Ch 1: Introducing Organizational Communication	
	W 9/10	Ch 2: The Critical Approach	Quiz 1 (Ch 1 & 2)
3	M 9/15	Ch 3: Scientific Mgmt, Bureaucracy & The Emergence of the Modern Org	
	W 9/17		
4	M 9/22	Ch 4: The Human Relations School	Quiz 2 (Ch 3 & 4)
	W 9/24		
5	M 9/29	Ch 5: Organizations as Communication Systems	
	W 10/1		
6	M 10/6	Ch 6: Communication, Culture & Organizing	Quiz 3 (Ch 5 & 6)
	W 10/8		Reflection Paper 1
7	M 10/13	Ch 7: Power and Resistance at Work	Quiz 4 (Ch 7)
	W 10/15		
8	M 10/20	Exam Prep	
	W 10/22	Midterm	
9	M 10/27	Ch 8: The Postmodern Workplace	Quiz 5 (Ch 8)
	W 10/29		Reflection Paper 2
10	M 11/3	Ch 9: Communicating Gender at Work	Quiz 6 (Ch 9)
	W 11/5		
11	M 11/10	Ch 10: Communicating Difference at Work	Quiz 7 (Ch 10)
	W 11/12		Reflection Paper 3
12	M 11/17	Ch 12 Branding & Consumption	
	W 11/19	Writing Day	
13	M 11/24	Ch 11: Leadership Communication	Quiz 8 (Ch 11)
	W 11/26		
14	M 12/1	Ethics and Organizing	Quiz 9 (Ch 12)
	W 12/3		
15	M 12/8	Ch 14: Communication, Meaningful Work & Personal Identity	Reflection Paper 4
	W 12/10		
16	M 12/15	FINAL EXAM 12:45-2:45	

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Course Evaluation Summaries



Summaries for Courses Taught:

- Spring 2015—Theories of Interpersonal Communication
- Spring 2015—Critical Analysis of Messages
- Spring 2015—Senior Seminar in Organizational Communication
- Fall 2014—Critical Analysis of Messages
- Fall 2014—Senior Seminar in Organizational Communication
- Spring 2014—Critical Analysis of Messages
- Spring 2014—Senior Seminar in Organizational Communication
- Fall 2013—Critical Analysis of Messages
- Fall 2013—Senior Seminar in Organizational Communication
- Spring 2012—Introduction to Interpersonal Communication
- Fall 2010, Spring 2010, Fall 2009—Small Group Communication and Relational Leadership
- Fall 2008—Introduction to Argumentation
- Fall 2007 and Spring 2008—Communication Experience
- Spring 2007—Presentational Speaking in Organizations

* Includes all courses taught except for “Leadership Group Communication”; this course was conducted online in summer 2010 and 2011, and no formal evaluations were kept by the university for those sessions.

** Course scores are grouped together for comparison where evaluation questions are the same.

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Shawna Malvini Redden**SUMMARY OF TEACHING EVALUATIONS**

Sacramento State University*

Fall 2014

1 = Poor to 5 = Excellent

	COMS 100B Critical Analysis of Messages Fall '14 <i>n</i> = 10 (of 23)	COMS 180 Senior Seminar in Org Comm Fall '14 <i>n</i> = 8 (of 28)
Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements	4.6	4.75
The instructor was organized	4.6	5
The instructor was flexible while adhering to course objectives	4.6	4.75
The instructor effectively managed class activities such as lecture, group discussion or in-class assignments	4.6	4.88
The instructor's comments on graded material were useful	4.4	4.38
The instructor's interactions with students demonstrated respect	4.5	5
When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions	4.6	4.88
The instructor set high standards for students' work	4.6	5
The instructor was enthusiastic about the subject	4.6	5
The instructor was knowledgeable about the subject matter	4.6	4.88
The assignments were helpful for my learning in this class	4.6	4.75
Overall, I thought the instructor taught this course well	4.6	4.75
<i>Range of mean scores across all categories, including those not listed here.</i>	4.4-4.6	4.38-5

* Sacramento State University is transitioning to online teaching evaluations and student participation rates are still low.

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Shawna Malvini Redden**SUMMARY OF TEACHING EVALUATIONS**

Sacramento State University*

Spring 2014

1 = Poor to 5 = Excellent

	COMS 100B Critical Analysis of Messages Spring '14 <i>n</i> = 17 (of 25)	COMS 180 Senior Seminar in Org Comm Spring '14 <i>n</i> = 18 (of 27)
Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements	4.65	4.78
The instructor was organized	4.71	4.83
The instructor was flexible while adhering to course objectives	4.59	4.94
The instructor effectively managed class activities such as lecture, group discussion or in-class assignments	4.59	4.89
The instructor's comments on graded material were useful	4.41	4.67
The instructor's interactions with students demonstrated respect	4.71	5
When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions	4.59	4.89
The instructor set high standards for students' work	4.65	4.89
The instructor was enthusiastic about the subject	4.53	4.89
The instructor was knowledgeable about the subject matter	4.71	5
The assignments were helpful for my learning in this class	4.59	4.71
Overall, I thought the instructor taught this course well	4.59	4.78
<i>Range of mean scores across all categories, including those not listed here.</i>	4.41-4.71	4.67-5

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Shawna Malvini Redden**SUMMARY OF TEACHING EVALUATIONS**

Sacramento State University*

Fall 2013

1 = Poor to 5 = Excellent

	COMS 100B Critical Analysis of Messages Fall '13 <i>n</i> = 15 (of 25)	COMS 180** Senior Seminar in Org Comm Fall '13 <i>n</i> = 9 (of 15)
Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements	4.93	4.5
The instructor was organized	5	4.56
The instructor was flexible while adhering to course objectives	4.53	4.56
The instructor effectively managed class activities such as lecture, group discussion or in-class assignments	4.87	4.5
The instructor's comments on graded material were useful	4.67	4.22
The instructor's interactions with students demonstrated respect	4.87	4.44
When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions	4.8	5
The instructor set high standards for students' work	5	4.22
The instructor was enthusiastic about the subject	4.87	4.33
The instructor was knowledgeable about the subject matter	4.93	4.56
The assignments were helpful for my learning in this class	4.6	4.22
Overall, I thought the instructor taught this course well	4.87	4.44
<i>Range of mean scores across all categories, including those not listed here.</i>	4.53-5	4.22-4.56

* Sacramento State University is transitioning to online teaching evaluations and student participation rates are still low.

** One student in ComS 180 reported accidentally filling out his evaluation backwards e.g., reporting 1s for "Excellent" instead of 5s.

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Shawna Malvini Redden**SUMMARY OF TEACHING EVALUATIONS***

Arizona State University

Spring 2012

1 = Strongly Agree to 5 = Strongly Disagree

	COM 110 Intro to Interpersonal Spring '12 <i>n</i> = 12
The instructor was effective in teaching the course.	1
This course was challenging	1.5
The activities and/or assignments help me to learn course material	1.1
The instructor was a good teacher	1
I learned a lot in this course	1
The tests seemed to reflect the material covered in this course	1.5
I would recommend this instructor	1
The course stimulated me to think	1.1
I would take this instructor again	1
The instructor was organized	1
<i>Range of mean scores across all categories, including those not listed here.</i>	1-1.5

* ASU transitioned to an online teaching evaluation system in the Fall 2011-Spring 2012 school year. Subsequently, questions asked of students differed and response rates were lower across most of the campus.

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Shawna Malvini Redden**SUMMARY OF TEACHING EVALUATIONS**

Arizona State University
 Fall 2009 to Fall 2010

1 = Strongly Agree to 5 = Strongly Disagree

	COM 230 Small Group Comm. Fall '10 <i>n</i> = 29	COM 400 Relational Leadership Fall '10 <i>n</i> = 28	COM 230 Small Group Comm. Spr '10 <i>n</i> = 27	COM 230 Small Group Comm. Fall '09 <i>n</i> = 27	COM 230 Small Group Comm. Fall '09 <i>n</i> = 29
The instructor clearly presented the subject matter.	1.28	1.19	1.48	1.48	1.52
The instructor conveyed enthusiasm toward the course.	1.10	1.15	1.41	1.22	1.34
The instructor, when appropriate, related course material to other areas of knowledge.	1.34	1.22	1.67	1.43	1.38
The instructor developed interest in the subject.	1.41	1.30	1.46	1.61	1.62
The instructor stimulated me to think.	1.28	1.33	1.59	1.43	1.90
The instructor, in general, was effective in teaching this course.	1.24	1.15	1.44	1.39	1.62
This course was rigorous	1.61*	1.54*	2.30*	2.28*	1.91*
Rating of the instructor's overall teaching ability.	1.38	1.22	1.69	1.69	1.52
<i>Range of mean scores across all categories, including those not listed here.</i>	1.10-2.18*	1.15-1.93*	1.41-2.26*	1.22-2.61*	1.38-2.41*

*The highest scores that I received were in regards to the statement *This course was rigorous*. I do require intensive work; however, "rigorous" might not be applicable to lower division courses.

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Shawna Malvini Redden
 SUMMARY OF TEACHING EVALUATIONS
 Sacramento State University
 Fall 2008

1 = Poor to 5 = Excellent

	COMS 2 Into to Argumentation Fall '08 <i>n</i> = 19	COMS 2 Into to Argumentation Fall '08 <i>n</i> = 19
The instructor was organized in class	4.53	4.58
The instructor was flexible while adhering to course objectives	4.37	4.33
Instructor effectively managed class activities	4.47	4.46
Instructor comments on graded material were useful	4.21	4.42
Instructor' interactions with students demonstrated respect	4.42	4.46
Instructor facilitated open discussions	4.37	4.38
Instructor set high standards for student's work	4.37	4.58
Instructor was enthusiastic about the subject	4.37	4.58
Instructor was knowledgeable about the subject	4.42	4.58
Overall, I thought the instructor taught this course well	4.37	4.46
<i>Range of mean scores across all categories, including those not listed here.</i>	4.21-4.58	4.29-4.58

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Shawna Malvini Redden
 SUMMARY OF TEACHING EVALUATIONS
 Sacramento State University
 Fall 2007 and Spring 2008

1 = Poor to 5 = Excellent

	COMS 5 Comm Experience Fall '07 <i>n</i> = 27	COMS 5 Comm Experience Fall '07 <i>n</i> = 19	COMS 5 Comm Experience Spring '08 <i>n</i> = 24	COMS 5 Comm Experience Spring '08 <i>n</i> = 25
The instructor was helpful	4.70	4.89	4.79	4.76
The instructor tolerated open discussion/encouraged participation	4.85	5.00	4.83	5.0
The instructor was flexible while adhering to course objectives	4.48	4.53	4.75	4.48
The instructor was fair in dealing with me	4.44	4.95	4.71	4.56
The instructor's presentations were clear	4.74		4.63	4.76
The instructor was enthusiastic about the subject	4.63	4.95	4.79	4.68
The instructor stimulated my intellectual curiosity	4.30	4.74	4.33	4.32
The instructor's interactions with students demonstrated respect	4.81	5.00	4.75	4.75
Considering everything, how would you rate this instructor?	4.59	5.00	4.71	4.58
<i>Range of mean scores across all categories, including those not listed here.</i>	4.3-4.85	4.53-5.00	4.33-4.79	4.32-5.0

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Shawna Malvini Redden

SUMMARY OF TEACHING EVALUATIONS*

Sacramento State University
 Spring 2007

1 = Poor to 5 = Excellent

	COMS 103 Presentational Speaking in Orgs Spring '07 <i>n</i> = 24
Instructor introduced significant ideas?	4.83
Instructor seem well-informed?	4.92
Instructor present material in an interesting way?	4.96
Were speech grades assigned fairly?	4.75
Were speech critiques constructive?	4.83
Did instructor give adequate directions?	4.67
How valuable were your speech critiques?	4.67
Did you feel free to ask questions, disagree, express ideas?	4.88
Was the section instructor responsive to feedback from students?	4.92
<i>Range of mean scores across all categories, including those not listed here.</i>	4.46-4.96**

* These scores reflect my performance as a teaching assistant and breakout section leader.

** This questionnaire included impressions of instructor personality and demeanor which were scored differently than teaching outcomes, for example ranking between Sociable/Unsociable, Unselfish/Selfish, Bold/Timid, Admirable/Deplorable, etc. Those scores are not included in this summary.

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Representative Student Evaluation Qualitative Comments



What did you like about this course?

- “Dr. Malvini Redden was one of the best teachers I’ve had at Sacramento State. She was willing to go above and beyond for her students to learn in an environment that is open and comfortable.” –COMS 180 Student
- “Dr. Malvini Redden did an extremely excellent job about balancing lecture with discussion, and keeping the class engaged. I have never felt so secure with voicing my opinion in class, and looked forward to hearing what my peers had to say. I was happy to be challenged by the coursework, because the papers were relevant and allowed me to build my writing style at a college level. She was always willing to spend extra time on the more complex topics, and provided examples that actually relate to students. I also appreciated the detail she put in to directions for assignments and papers, so that we could assess how to go about writing different forms of rhetorical criticism and earn the grade we worked for.” –COMS 100B Student
- “I liked that we got the chance to work with an actual organization which provided us with hands on experience on how communication is used for organizations that are barely getting started.” –COMS 180 Student
- “I enjoyed the class altogether, especially since it was a small class. I really felt like I learned valuable information that I will be able to take with me. This is one of the best classes I have taken at Sac State. Professor Redden was very flexible and accommodating to her students, Always concerned about her students.” —COMS 180 Student
- “Everything was great! She really allowed us to lead the class and it went well!” –COMS 180 Student
- “How she made it relate to real life.” –COMS 180 Student
- “I found it enjoyable that the professor attempted to make all the material approachable for students as well as give fair feedback on assignments that helped for improvement later in the course. I also liked that the professor used real examples that applied to various topics as they were discussed.” –COMS 100B Student
- “I really enjoyed all aspects to her course. Classroom discussion were consistent, she had a positive interaction with students. Kept everything professional and interesting. She was great - the course was great! Thanks.” –COMS 100B Student
- “Interaction between instructor and classmates. Felt comfortable in the classroom” –COM 400 Student
- “The excitement of the instructor” –COM 400 Student
- “Group tests and the project were a good way to get to know classmates” –COM 230 Student
- “I enjoyed that the course was neatly organized. I knew what was expected of me from the very beginning” –COM 230 Student

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- “It was creative and kept me interested” –COM 230 Student
- “I enjoyed the way in which the instructor strived to relate to her students both when speaking to us and in regards to the activities that we participated in. Additionally while her activities were fun and engaging, there was a sense of respect that she gained as a result of her teaching style.” –COM 110 Student

What did you dislike about this course? Suggestions to improve the course?

- I would suggest maybe being less harsh on the group leading discussion or emphasize what helps get a better grade.
- “Would recommend more focus on the principles and practices of rhetoric in further detail in regards to writing. I thought the clear explanations of how the papers should be written was a good idea. I enjoy the group work but maintain the focus on understanding the concepts of analysis/interpretation. An in-depth instruction on how to properly format APA would help.” –COMS 100B Student
- “No group tests.” –COMS 180 Student
- “Grades EXTREMELY harsh” –COM 400 Student
- “Powerpoints were not posted” –COM 400 Student
- “The tests were very difficult. A study guide with more clear answers that are comparable to the test could help.” –COM 230 Student
- “I don’t think my grade accurately reflects my understanding of the course material” –COM 230 Student
- “I do not think that group testing is a good idea for this course. There is far too much variance in the level of competency in 100 level classes” –COM 110 Student

What did you like about the instructor or method of instruction?

- “I loved the way that Professor Malvini-Redden taught this class! I wish there were more instructors like her to teach all of my classes. She was always prepared, engaged, and allowed the class to participate in activities that made learning fun. Her teaching methods should serve as a model for other instructors. She balances lectures with student participation, which makes learning a fun experience. She is very approachable, which makes the students feel more comfortable in class. My favorite part was how she incorporated a "real life" organization that we worked closely with. I loved working on the projects for the organization, and it was great to apply my knowledge to an existing organization. She is an outstanding instructor!” –COMS 180 Student
- “I like most about the way this class was taught is that being able to understand the professor. Shawna made sure her students grasp the concept of the topic we were learning that day.” –COMS 100B Student
- “Dr. Malvini was always professional and respectable towards her students.” –COMS 100B Student
- “I loved her interactive methods and fun activities” –COM 400 Student

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- “She actually cared about what she taught” –COM 400 Student
- “Very open to our individual ways of learning. Gave us our choice to work in groups or individually” –COM 400 Student
- “She was very professional and unbiased. I thought the class might be easy, but she challenged us” –COM 230 Student
- “She was extremely nice, positive and always available for questions” –COM 230 Student
- “The instructor clearly structured her classes both in the course syllabus and with sheets for each class. I knew exactly what to expect and what to prepare for.” –COM 230 Student

What did you dislike about the instructor or method of instruction?

- “Maybe a little more structure to the class. I know it is a Senior Seminar class, but I would have liked a bit more structure in the way lectures were done. And in the way assignments were assigned. I often times did not know what the instructor expected.” –COMS 180 Student
- “This course is demanding, so a better textbook and more examples of how a rhetorical paper should look like.” –COMS 100B Student
- “Tough grader makes you feel stupid because of grade on papers” –COMS 100B Student
- “Some days I didn’t feel like doing group activities, even though it stimulates learning” –COM 400 Student
- “Tests were broad and difficult to complete in time allotted.” –COM 230 Student
- “I didn’t like the 2-3 sentence ‘How are you doing?’ writing sessions.” –COM 230 Student
- “More powerpoint instead of just talking about the subject matter” –COM 230 Student
- “I disliked the grading we had in the class. Very difficult to get a perfect score on any assignment.” –COM 230 student

Additional comments/How would you describe your instructor’s interactions with students?

- “Dr. Malvini Redden was completely engaged and professional throughout the entirety of the course. She was always fair, open to suggestions/questions/ requests, and available through multiple channels (office hours, email, in class). I have never been in a course where I heard all of my classmates engage in discussion and seen time with each student distributed so equally. Noting that controversial topics were discussed with varying opinions, she was exceptionally understanding and fair. Excellent job all around.” –COMS 100B Student
- “Dr. Malvini Redden did an amazing job at organizing and delivering class material, her organization directly contributed to how much I was able to learn in the class. Furthermore, she was very fair with her policies and always accommodated to any problem that came up throughout the semester. She always was willing to speak and help students either after class or office hours and always had complete and honest answers to any questions we proposed.” –COMS 180 Student
- “The professor overall was fair, honest, approachable and very endearing. Her office was always open for her students.” –COMS 100B Student

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- “She was one of the most respectful teachers I have ever had at Sac State. She listened to the students, worked with us, answered any and all questions that she could, and was extremely personable. She made herself readily available often via email and office hours.” COMS 180 Student
- “I wouldn't change a thing about the way Shawna interacted with students. She was more than fair, always made herself available and was easy to work with.” –COMS 180 Student
- “She was really good at responding to emails at a decent time, and she made it really easy to talk to her. She's very friendly and always open to different ideas and opinions.” –COMS 180 Student
- “Excellent. The professor is very open to opinion and input from the students. She also gave helpful answers to difficult questions and even had the class think about how they would answer another student's question.” –COMS 100B Student
- “Very fair and respectful. Open to office hours/feedback. Was interactive and fun with students and showed respect/humor. Knew the source material very well. Was extremely cautious about keeping the class sessions on track.”—COMS 100B Student
- “I learned a lot of things I know I will need and use after graduation” –COM 400 Student
- “I think the exams were not a good judge of knowledge over the material. Original examples were useful, however, hard to come up with” –COM 400 Student
- “ASU needs more teachers like her” –COM 230 Student
- “Be able to turn in late work” –COM 230 Student

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Course Evaluation Printouts*

- Spring 2014, Critical Analysis of Messages
- Spring 2014, Senior Seminar in Organizational Communication
- Fall 2013, Critical Analysis of Messages
- Fall 2013, Senior Seminar in Organizational Communication
- Spring 2012, Intro to Interpersonal Communication
- Fall 2010, Relational Leadership and Small Group Communication
- Spring 2010, Small Group Communication
- Fall 2009, Small Group Communication
- Fall 2008, Intro to Argumentation
- Spring 2008, Communication Experience
- Fall 2007, Communication Experience
- Spring 2007, Presentational Speaking in Organizations

* Includes all courses taught except for “Leadership Group Communication”; this course was conducted online in summer 2010 and 2011, and no formal evaluations were kept by the university for those sessions.

Shawna Malvini Redden : COMS 143

COMS 143 -1 (2153-COMS14301-30898-Malvini Redden) LEC
No. of responses = 18 / 46 (39.13%)



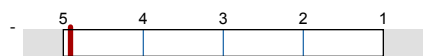
Overall indicators

Global Index



av.=4.91

Evaluation Questions



av.=4.91

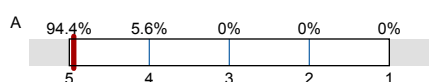
Survey Results

Evaluation Questions

1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=18
av.=5

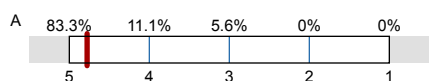
2. The instructor was organized.

n=18
av.=4.94

3. The instructor was flexible while adhering to course objectives.

n=18
av.=4.83

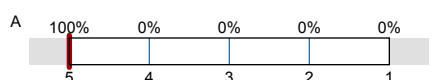
4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=18
av.=4.78

5. The instructor's comments on graded material were useful.

n=18
av.=4.89

6. The instructor's interactions with students demonstrated respect.

n=18
av.=5

7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=18
av.=5

8. The instructor set high standards for students' work.

n=18
av.=5

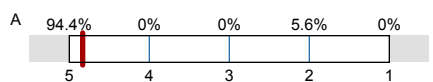
9. The instructor was enthusiastic about the subject.

n=18
av.=4.94

10. The instructor was knowledgeable about the subject matter.

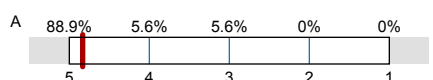
n=18
av.=4.94

11. The assignments were helpful for my learning in this class.



n=18
av.=4.83

12. Overall, I thought the instructor taught this course well.



n=18
av.=4.83

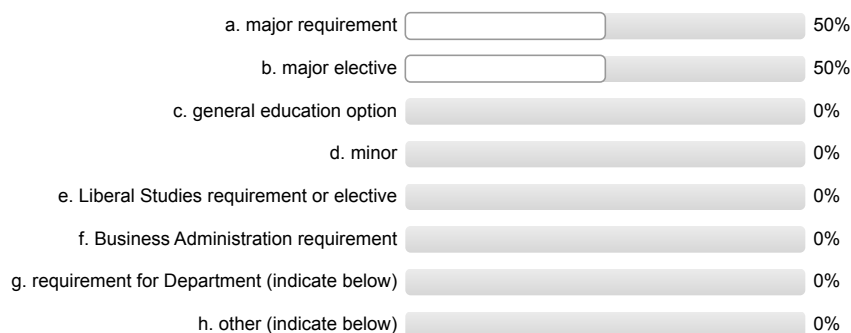
13. I leave feeling that I have learned something.



n=18
av.=4.83

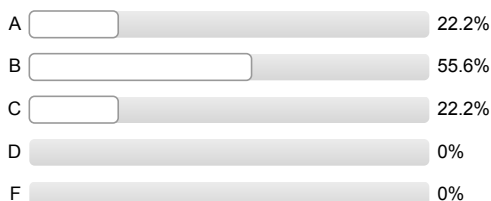
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=18

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=18

Comments Report

Comments

A. What did you like most about the way this class was taught?

- A lot about relationships
- I enjoyed that the tests were group or individual. I took one by myself and one with a group and did better on the group test but I liked having the option to do it alone. I also enjoyed that most of the assignments were online. I also enjoyed her sense of humor.
- I like the use of memes in her presentation. it gave it some spice and humor
- I liked everything about this class. I love the way professor Shawna teaches, its playful and very helpful.
- I liked how Dr.Shawna not only made the material interesting, but provide real life value. As a communication major, studying theories can be mundane and the pursuit of jobs sometimes is the only thing on my mind. I assume most students are like me in that thought, yet Dr. Shawna teaches these theories not only as a means to get a grade, but as a way to live and truly understand people and most importantly oneself. Activities like writing letters to ourselves, and doing activities that bring awareness to all types of communication theory and ideas has been most influential. I've grown so much from this class and am grateful to have had Dr. Shawna as my professor.
- I liked that this class was very interactive and facilitated group discussion throughout the class lectures.
- I liked that we interacted a lot in this class. I got to know my classmates in a fun environment. She made the material more understandable with her lectures and class assignments. We also had great discussions in class, everyone would participate.
- I love lectures that extensively go through textbook chapters! It actually makes the purchase worthwhile and I remember the information much more consistently.
- I love the interaction and that we get for this class. Students get to discuss and sometimes vent as a way of learning from each other. I enjoyed the PowerPoint presentations because they made it more fun to learn the material.
- I loved how engaging every discussion was. Dr. Shawna really knows how to capture our attention and interest from the very beginning of lectures, and get the whole class participating.
- I loved how organized Dr. Shawna's class was. She did a little bit of lecture, and also had students discussion lead. She is one of the most entertaining teachers I have ever had. Made the class extremely fun and interesting.
- I loved the way Shawna gave us the examples she did, however she left it open for us to try and explain the examples ourselves which was quite beneficial in my opinion. I enjoyed being able to partake in group exams because it was very much useful to have other peoples opinions in sync with my own.
- Made me feel really comfortable for such a personal class
- She was able to make the topics relevant to our everyday lives and was passionate about what she taught.
- The interpersonal experiential activities that were devised by both instructor and teacher.
- the class participation and class involvement with personal stories

B. Please provide suggestions for improving this course.

- I think Dr. Shawna needs to put restrictions on some of the things students say in class. It might be more the students fault for saying personal things about their sex lives to the public, but I think its respected to keep that info private. It takes away from the professionalism of the class.
- I think for the group project, it would be better to pick the groups.
- I think the professor's exams were extremely vague and difficult for the class. Furthermore, I think her discussions were a bit too open. Some of the material students would discuss in class was a bit disrespectful and uncomfortable for me as a peer. I would have liked the teacher to stick to the course content more than open discussion.
- I think the true and false were really hard on the first test. I enjoyed the group discussions and felt I learned a lot from them, as well as the lectures provided by the professor.
- I understand that it is an upper division class but as an elective, I believe the exams should have been a bit easier. Other than that, the course involved, writing, participation, and homework assignments which allowed me to display my knowledge in the subject.
- It should be the way it is right now.
- Loved this class!
- Maybe more lecture less discussion
- N/A
- Not make it graded really hard
- Open book/note tests. Information in interpersonal communications is very particular and extensive, so there's a lot to remember. I studied really hard for tests and still only managed C grades. Open-note/book availability would've really helped
- Smaller class size. Too many people for an interpersonal class.
- Suggestions for retaining knowledge of all the IPC research going on, and MAJOR findings. The text had so much information in it, it would be helpful to have a guide that outlines the key points vital to IPC focus.
- The only improvement with this course is we consistently had a student whom would not be silent and that was very disruptive, she cannot handle that on her own though she tried. The only thing I wish was that she was able to make him be silent so we could continue our lecture without running out of time in class.
- no suggestions for improving course
- none

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Dr. Shawna holds high standards for herself and her class, she challenges you and makes you a better student. She is available from email to Skype to address any questions or concerns and returns assignments quickly with adequate feedback.
- Dr. Shawna is awesome! Super flexible, committed and organized. Very intelligent and personally engaging.
- Dr. Shawna is awesome. Very patient (especially with students who tend to speak out of turn). She is very fair and respectful. I enjoyed her class very much because of how she taught it. She was available during office hours.
- Dr. Shawna is great! I'm sad that she won't be at Sac State next year. She's a wonderful asset to the department and would be great as part of the upcoming leadership in Comm Studies. Is it too late to keep her?
- Dr. Shawna is super fair, kind, and even asks for feedback or how to improve her tests. She is available during office hours and is very open and easy to talk to. She is also kind and patient with students, yet knows when to be firm with unruly kids.
- Friendly and fair. I went to office hours once and she was very sweet and helpful, and not intimidating.
- It was fair. Like I mentioned previously, I think she could have increased the discipline and respect in the class instead of making it so comfortable and "laid back" for students.
- Shawna was very fair in her grading, she held us to a high standard of grading she wished us to focus had on the studies. She answered questions to the best of her abilities, and the only time office hours was not available was when she was extremely ill and did not wish to contaminate us. She is easy to approach and I had a wonderful time in her course.
- She does well answering questions, office hours are ok, and she is fair
- She is an awesome professor
- She is so knowledgeable about the subject, so when asking questions we would get great feedback. She always made time to talk to students. She would understand students troubles and try her best to help us succeed. One of the best teachers!
- She was amazing with all students. Best teacher I've had
- She was fantastic. Really had the students get involved in lecture and was very fair in her grading.
- She's the best! Always available to help us, answer questions, offer ideas and suggestions. I wish I could take more of her courses!! She really knows how to relate to us, she keeps topics current and useful. My overall personal life has significantly improved and it is absolutely because of Dr. Shawna's lessons. I communicate better and have improved some difficult relationships. Thank you! I will miss this class!
- great she is awesome
- she is very helpful, always ready to take extra step if help needed. she understands students very well.

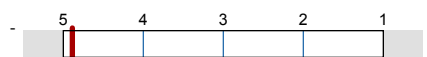
Shawna Malvini Redden : COMS 100B

COMS 100B -2 (2153-COMS100B02-30271-Malvini Redden) DIS
No. of responses = 12 / 25 (48%)



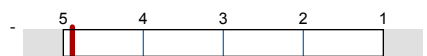
Overall indicators

Global Index



av.=4.89

Evaluation Questions



av.=4.89

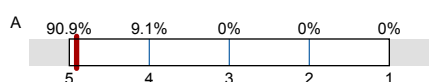
Survey Results

Evaluation Questions

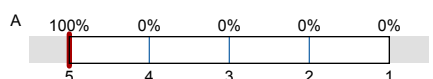
1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=10
av.=5

2. The instructor was organized.

n=11
av.=4.91

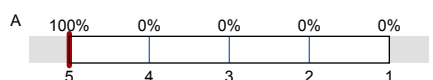
3. The instructor was flexible while adhering to course objectives.

n=11
av.=5

4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=11
av.=4.91

5. The instructor's comments on graded material were useful.

n=11
av.=5

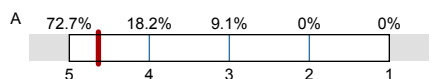
6. The instructor's interactions with students demonstrated respect.

n=11
av.=4.82

7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=11
av.=4.73

8. The instructor set high standards for students' work.

n=11
av.=4.64

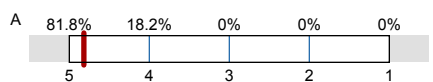
9. The instructor was enthusiastic about the subject.

n=11
av.=4.91

10. The instructor was knowledgeable about the subject matter.

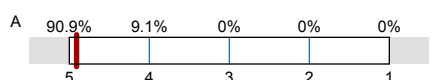
n=11
av.=4.91

11. The assignments were helpful for my learning in this class.



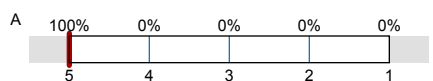
n=11
av.=4.82

12. Overall, I thought the instructor taught this course well.



n=11
av.=4.91

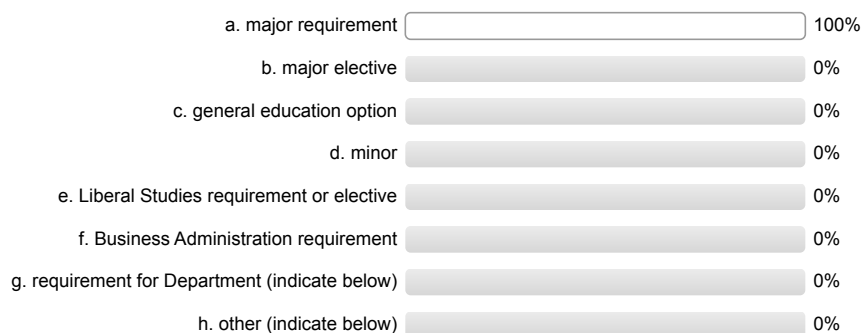
13. I leave feeling that I have learned something.



n=11
av.=5

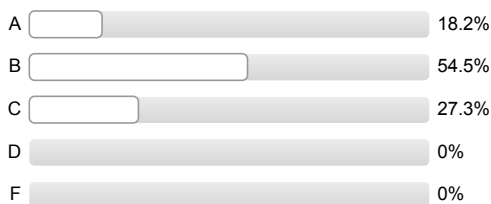
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=11

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=11

Comments Report

Comments

A. What did you like most about the way this class was taught?

- Awesome class.
- Dr. Shawna always encouraged class discussion and respected everyone's ideas. I always looked forward going to class because I knew we were going to engage in a rich class discussion. Also, any corrections that were given on our written assignments were phrased positively and included helpful suggestions on how to improve our assignments.
- Dr. Shawna brought such a fantastic energy to the class! I loved how she engaged us with actual class discussion relevant to what we were studying, not just showing us powerpoint slides. She was super fun, hip, and I just loved her so much!
- Dr. Shawna's enthusiastic teaching made the material very interesting and fun to learn
- I like how Dr. Shawna incorporates modern-day material into her lectures (i.e. the popular hamburger commercials and video clips) because I think it is easier to analyze and process when it is something we have been kind of familiar with.
- I liked that Dr. Shawna demonstrated a great deal of enthusiasm and passion for the course and course materials. I think that her goal of making a somewhat mundane topic fresh and relative to college students was key.
- I love that the instructor gives you every tool and opportunity to succeed. Dr. Shawna demonstrates great knowledge on the subject and makes it interesting with the PowerPoints as well as supplemental videos and photos.
- It had a great balance of lecture and discussion.
- She goes according to the syllabus which is great to always be on schedule. She is clear on what she is lecturing on. She answers questions and is patient. She can be flexible if she feels she has to, which is great for a student! Great professor; really enjoyed taking a class with her.
- We watched a lot of videos to show examples of what is being taught

B. Please provide suggestions for improving this course.

- Dr. Shawna says that looking at subjects from all different views is important; however, she does not include opposing views to her own in lecture, discussion, or examples, and when an opposing view is presented, she overlooks it or does not give as much credit as something she agrees with. This creates polarization rather than conversation.
- Hire more professors like her and if she aint full time yet then get on it people! (Oh that's right, I used "aint" in California!)
- I think this class was done very well, and I enjoyed each aspect.
- More memes!
- None
- Nothing. She is awesome.
- There is nothing that can be said or done to improve this course.

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Dr. Shawna always made sure to give everyone a chance to speak when they wanted it. Most of class was based on open discussion instead of lecture, which made it much more engaging and interesting. Dr. Shawna listened to differing opinions in an unbiased way and the class felt very comfortable in disclosing their thoughts.
- Dr. Shawna always welcomed student's questions and opinions in and out of class. She allowed social media to be another way to get in contact with her.
- Dr. Shawna treats every student with respect, is patient and makes herself available through every means possible to answer your questions or address concerns. Overall one of the best professors of my college career.
- Fair
- My instructor's interactions with the students was great. She is able to communicate effectively and connect with the students. She made it easy for us, students, to communicate and ask questions.
- Professional, respectful and at most times as equal to the students and not authoritative.
- She is always there for us.
- Very flexible and understanding. Super helpful during office hours.
- Very flexible, helpful, and fair
- very relatable and accommodating.

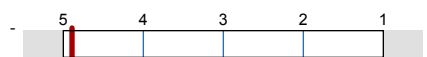
Shawna Malvini Redden : COMS 180

COMS 180 -1 (2153-COMS18001-30570-Malvini Redden) SEM
No. of responses = 17 / 28 (60.71%)



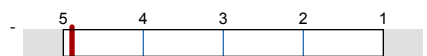
Overall indicators

Global Index



av.=4.89

Evaluation Questions

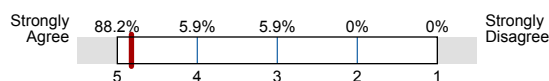


av.=4.89

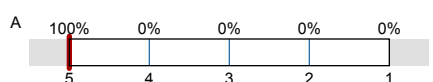
Survey Results

Evaluation Questions

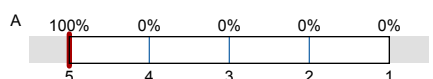
1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=17
av.=4.82

2. The instructor was organized.

n=17
av.=5

3. The instructor was flexible while adhering to course objectives.

n=17
av.=5

4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=17
av.=5

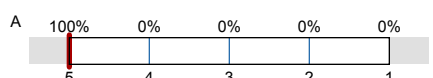
5. The instructor's comments on graded material were useful.

n=17
av.=4.59

6. The instructor's interactions with students demonstrated respect.

n=17
av.=5

7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=17
av.=5

8. The instructor set high standards for students' work.

n=17
av.=5

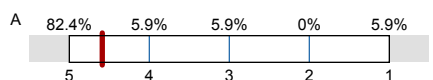
9. The instructor was enthusiastic about the subject.

n=17
av.=5

10. The instructor was knowledgeable about the subject matter.

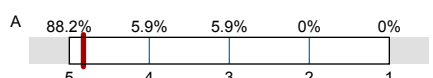
n=17
av.=5

11. The assignments were helpful for my learning in this class.



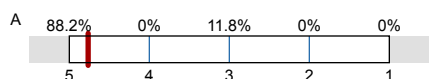
n=17
av.=4.59

12. Overall, I thought the instructor taught this course well.



n=17
av.=4.82

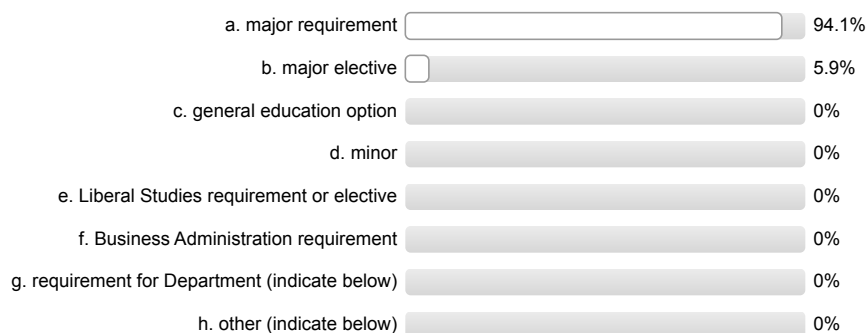
13. I leave feeling that I have learned something.



n=17
av.=4.76

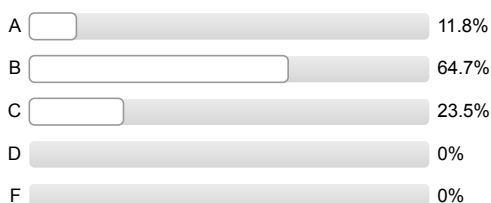
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=17

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=17

Comments Report

Comments

A. What did you like most about the way this class was taught?

- I enjoyed the weekly quizzes because it forced me to keep up with the reading. I also enjoyed the freedom to speak up about different ways to earn points.
- I liked that Dr. Shawna encouraged us to look outside of the book for information on the subject. This class was interesting and it helped that she had enthusiasm about teaching the subject. The class was tough, yet Dr. Shawna made it fun and enjoyable throughout the semester by incorporating activities and applying the textbook information into real life instances. She is a great instructor and is very intelligent as well.
- I liked the group discussion leading and the reflection papers.
- I liked the open format dicussion taught in this class. We learned how to apply theory in everyday working situations.
- I love how Dr. Shawna is able to interact with the class and her approach to getting our feedback. She is so respectful to our comments and even when students would say biased opinions, she would eloquently nod and reference back to the teachings which would disprove the students negative comment.
Dr. Shawna is one in a million. She has nothing but goodness inside of her. She understand the subject and teaches it so well. Dr. Shawna also has a genuine passion for people, which is a great attribute to the teaching of organizational communication. Dr. Shawna created a warm and positive culture within our class and I can say the all students enjoyed being there.
- Open discussion and in-class activities
- She allows the students to teach a chapter in the text which I think is a great challenge for the students considering it is a senior seminar that should be preparing students for the workplace.
- She was flexible with students but at the same time enabled us to show we learned the content. My favorite teacher I have had so far!
- That fact that this course was a seminar Anna set up as one as well. Leaned allow from my fellow classmates and my career as well.
- The overall learning process
- The professors feedback and emphasis on how much she wanted us to succeed.
- This class was one of my favorite and most insightful I have EVER taken at CSUS. It was the perfect class that really wrapped up my studies as an Org Coms major. Dr. Shawna has a high expectation out of students and I appreciate that because it holds us accountable for the work. The work is constant but so vital to understanding the material. Had we not had weekly quizzes and assignments I'm not sure I would have grasped the concepts as well as I did.
- What I liked most about this class is that our professor made sure everyone understood the concepts in the course. I liked the fact that everyday was a different topic presented by a student group. Made the class more interactive.
- very interactive and fun

B. Please provide suggestions for improving this course.

- Dr. Shawna was great! I feel that the class started to take advantage so the only thing would be maybe to not let so many people have opinions.
- Exams were difficult. I say more lecturing and questions come from the PowerPoint slides more.
- I believe everything in this course helped prepare the students with the knowledge of their major.
- Mumby's textbook was not popular with many students in the class
- No suggestions.
- None.
- None. It's perfect :) It's a tough course, but that is what should be expected of Senior students.
- Nothing for this course. Other COMS professors should sit down and observe her teaching style.
- Please make the exams easier! Too difficult and tricky!
- She's doing an amazing job at truly wanting all students to succeed.
- The class was great, no adjustments needed.
- The tests are extremely difficult. Without the group's assistance I feel that I would have failed all exams, and I study A LOT. I'm not sure how you can improve on this, as I've never had such difficult tests before.
- none
- very hard grader, assignment seems simple and easy but it's not till you get your grade back!

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- A wonderful professor. She's very respectful of all students.
- Available during office hours, answered our questions.
- Dr. Shawna is one of the most fair instructors I have had in my entire college career. She is tough, but not TOO tough if that makes sense. Her tests are something fierce, but she is fair in how she lets you approach them with your group. She expects quality work but is willing to negotiate and work with you on things should it be applicable. I can not even begin to tell you how much I have taken from this class and how applicable it has been to my studies and "real" work life experience. She is a doll and I couldn't have asked for a better instructor to wrap up with before I graduate
- Dr. Shawna made herself available via email, office hours and before and after class. She answered all questions that students had, and encouraged us to ask questions if we did not understand the material or directions to an assignment.
- Enthusiastic and receptive to students
- Extremely fair. Tough but challenging. Approachable, friendly and courteous. Fast response to emails.
- Her interactions with the us was very fair, respectful, positive and she always made herself available in her office hours as well as after class. She is just awesome.
- Professor shawna is by far the best professor at sac state
Her loved for the subject shines through the class discussion and lectures. I hope to take her next semester.
- She is very friendly, someone you can talk to about any problems you may be having in class. She cares about her students and their success in the class. She makes the students want to do well. I have no complaints!
- She was always open to questions and sometimes even let the students work things out (assignments) among themselves. She gave fantastic feedback that helped me improve throughout the course. Her office hours were consistent and she always did what she could to help her students.
- She was awesome she did an outstanding job at communicating with us and showing up even when she was ill to her office hours
- VERY fair!
- great
- very fair, answers questions, is available

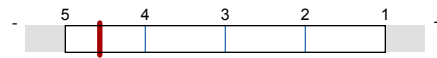
Shawna Malvini Redden : COMS 100B

COMS 100B -10 (2148-COMS100B10-81388-Malvini Redden) DIS
No. of responses = 10 / 23 (43.48%)



Overall indicators

Global Index



av.=4.57

Evaluation Questions

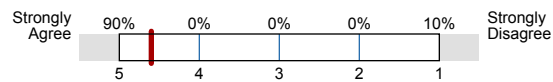


av.=4.57

Survey Results

Evaluation Questions

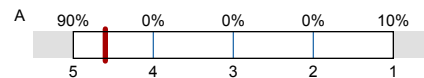
1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=10
av.=4.6

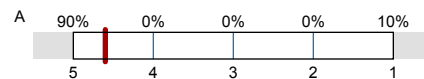
2. The instructor was organized.

n=10
av.=4.6

3. The instructor was flexible while adhering to course objectives.

n=10
av.=4.6

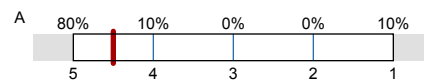
4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=10
av.=4.6

5. The instructor's comments on graded material were useful.

n=10
av.=4.4

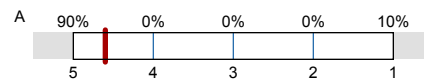
6. The instructor's interactions with students demonstrated respect.

n=10
av.=4.5

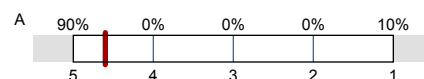
7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=10
av.=4.5

8. The instructor set high standards for students' work.

n=10
av.=4.6

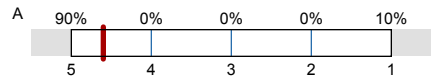
9. The instructor was enthusiastic about the subject.

n=10
av.=4.6

10. The instructor was knowledgeable about the subject matter.

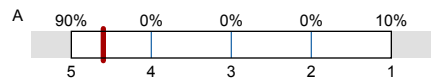
n=10
av.=4.6

11. The assignments were helpful for my learning in this class.



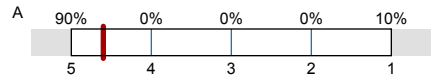
n=10
av.=4.6

12. Overall, I thought the instructor taught this course well.



n=10
av.=4.6

13. I leave feeling that I have learned something.



n=10
av.=4.6

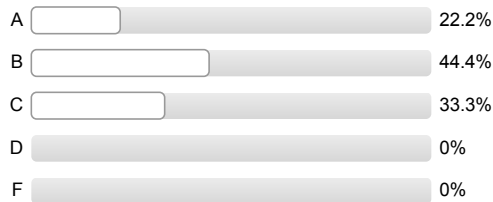
Comments

D. Please indicate why you took this course by selecting the appropriate letter:

- a. major requirement 100%
- b. major elective 0%
- c. general education option 0%
- d. minor 0%
- e. Liberal Studies requirement or elective 0%
- f. Business Administration requirement 0%
- g. requirement for Department (indicate below) 0%
- h. other (indicate below) 0%

n=10

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=9

Comments Report

Comments

A. What did you like most about the way this class was taught?

- Dr. Shawna is personable, fun, and very knowledgeable about the subject she is teaching. She makes the information easy to understand by using real-world examples, and consistently encourages class discussion. She urges us to voice our opinions, never belittling or making anyone feel insignificant. In short, Dr. Shawna is a stellar teacher, and I wish that every class I took at Sac State could be taught by her.
--Stefany Ensor
- I enjoyed this class because we went at the pace of a chapter a week. Each chapter was a different way to accomplish the overall goal. I liked how we were able to choose the method we wanted and that best suited our comfort. Professor Malvini was very fun and created an environment where the students were friends with each other and made class easier to learn and more fun
- I liked the quizzes every week. I liked participating. I liked the way she managed written assignments.
- Paper breakdown into "practicum" assignments. This technique is very helpful for students.
- Shawna was awesome. All directions were straight to the point so it wasn't a constant fight between the class and students to figure out what was actually the task at hand.

For our essays we didn't just turn in a rough draft and then final but instead sections at a time which really helps one to not procrastinate and to not do the whole assignment wrong before having any help from the teacher.
- The high standards that were used to assess the class. I feel that it motivated the students to go up and beyond what is expected to pass.
- The professor was very knowledgeable about the subject of writing.
- This was one of the best classes I have ever taken. Dr. Redden was able to take the topics in the class and lecture them in ways that I understood and was able to relate to. They weren't long lecture, but just the right time so that I can relate to the topic but not get bored with it. Her availability is also great, both through her website and on twitter, I felt like I was able to interact with her in many more methods than normally with my professors, which I believe is what allowed me to understand the content as well as I do.
- Used real life examples to connect to the material.
- it was a lot of interactions and group activities that made it easier to understand the writing method of the week.

B. Please provide suggestions for improving this course.

- I don't think this class needs improving.
- Let Shawna teach the other teachers how to teach it.
- Overall, the class was great and I was able to develop better writing skills. I recommend for the class to have more exercises and examples on how to write a rhetorical paper using the different methods.
- Quizzes based on the reading were given to us without getting lecture on the topic first. One can read, but I believe it was a bit unfair to assess students on something they have not formally learned. A lot of the examples used are not culturally sensitive. As an immigrant who is always striving to familiarize with popular culture, little consideration is given to the fact we come from different countries and speak different languages when analyzing sample artifacts. I know this was unintended.
- Reading quizzes were a bit hard, even after reading the section. Of course, that could be a reflection on how well I studied.
- maybe have a small writing assignment instead of quizzes to see if we know how to write the method we are studying
- n/a

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Exceptional
- Exemplary.
- Fan Fucking Tastic
- Great interaction with students.
- I am a good student. I have really high expectations of my professors and I want to say that I am glad I stayed in her class and gave her the benefit of a doubt. Dr. Shawna is a great professor.
- The professor was always fair and great at answering questions. Her office hours war also open.
- Very fair, relatable, showed passion for the subject. Always very easy to get ahold of outside of class.
- Very open to questions. Very helpful and question were thoroughly answered. Availability was great, she very easy to get in touch with.

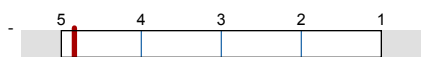
Shawna Malvini Redden : COMS 180

COMS 180 -2 (2148-COMS18002-81411-Malvini Redden) SEM
No. of responses = 8 / 28 (28.57%)



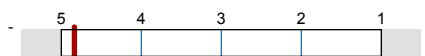
Overall indicators

Global Index



av.=4.84

Evaluation Questions



av.=4.84

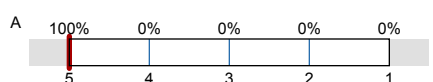
Survey Results

Evaluation Questions

1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=8
av.=4.75

2. The instructor was organized.

n=8
av.=5

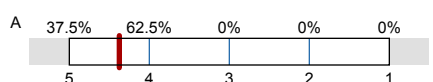
3. The instructor was flexible while adhering to course objectives.

n=8
av.=4.75

4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=8
av.=4.88

5. The instructor's comments on graded material were useful.

n=8
av.=4.38

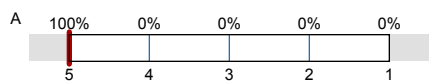
6. The instructor's interactions with students demonstrated respect.

n=8
av.=5

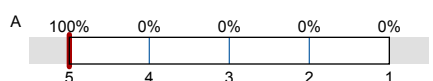
7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=8
av.=4.88

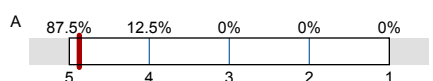
8. The instructor set high standards for students' work.

n=8
av.=5

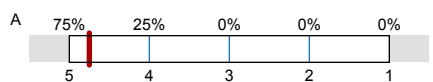
9. The instructor was enthusiastic about the subject.

n=8
av.=5

10. The instructor was knowledgeable about the subject matter.

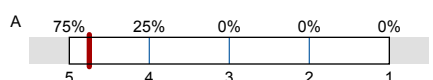
n=8
av.=4.88

11. The assignments were helpful for my learning in this class.



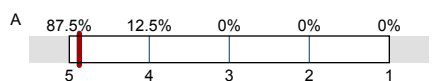
n=8
av.=4.75

12. Overall, I thought the instructor taught this course well.



n=8
av.=4.75

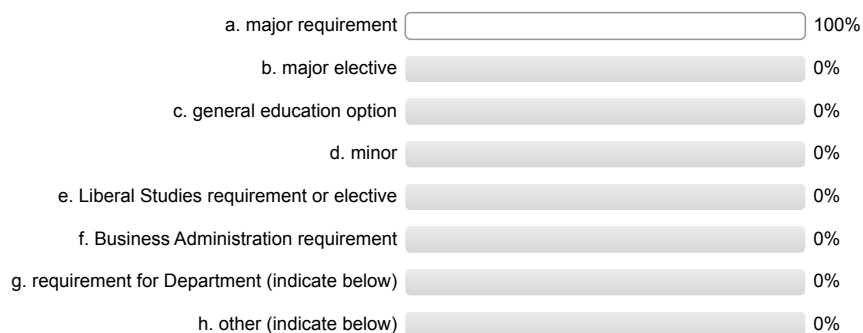
13. I leave feeling that I have learned something.



n=8
av.=4.88

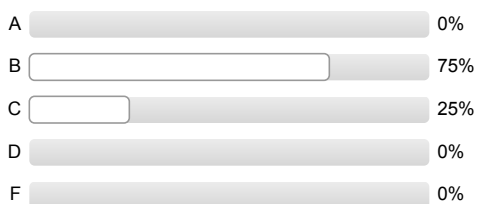
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=8

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=8

Comments Report

Comments

A. What did you like most about the way this class was taught?

- Dr. Shawna was clear in what she wanted of her students, and her instruction was helpful and applicable. I can leave knowing that I've learned something about the subject and am prepared to work in the field.
- I really like the connections with lecture to our lives. Being able to talk about things we usually don't
- Lecture and discussion based learning. Not just lecture. Actual application
- Open discussions of course concepts
- Student participation
- it was very interactive as well as discussion based. she made this a great environment to be in.

B. Please provide suggestions for improving this course.

- I can think of no suggestions.
- It's a challenging course but I feel that the professor handled it well and took our concerns and recommendations seriously to better the class.
- more fair grading
- no improvements.

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Always open to answering questions, available during office hours, made appointments if need be.
- Awesome, open, friendly,
- Dr. Shawna is certainly fair and friendly with students.
- She's awesome. Always willing to meet with you and discuss any concerns or questions you may have.
- always willing to answer questions
- she is very patient and always asked if there is any questions as well as explain things thoroughly if we had any

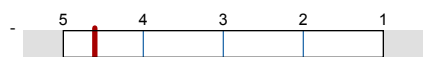
Shawna Malvini Redden : COMS 100B

COMS 100B -9 (2143-COMS100B09-35928-Malvini Redden) DIS
No. of responses = 17 / 25 (68%)



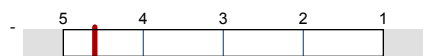
Overall indicators

Global Index



av.=4.61

Evaluation Questions



av.=4.61

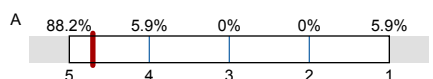
Survey Results

Evaluation Questions

1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=17
av.=4.65

2. The instructor was organized.

n=17
av.=4.71

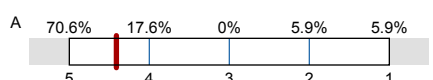
3. The instructor was flexible while adhering to course objectives.

n=17
av.=4.59

4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=17
av.=4.59

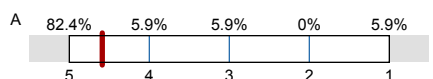
5. The instructor's comments on graded material were useful.

n=17
av.=4.41

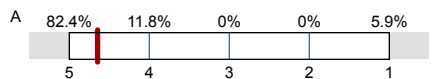
6. The instructor's interactions with students demonstrated respect.

n=17
av.=4.71

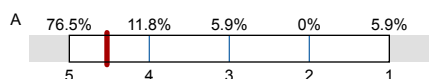
7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=17
av.=4.59

8. The instructor set high standards for students' work.

n=17
av.=4.65

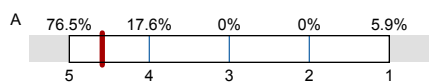
9. The instructor was enthusiastic about the subject.

n=17
av.=4.53

10. The instructor was knowledgeable about the subject matter.

n=17
av.=4.71

11. The assignments were helpful for my learning in this class.



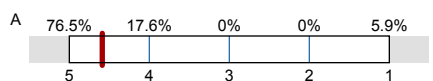
n=17
av.=4.59

12. Overall, I thought the instructor taught this course well.



n=17
av.=4.59

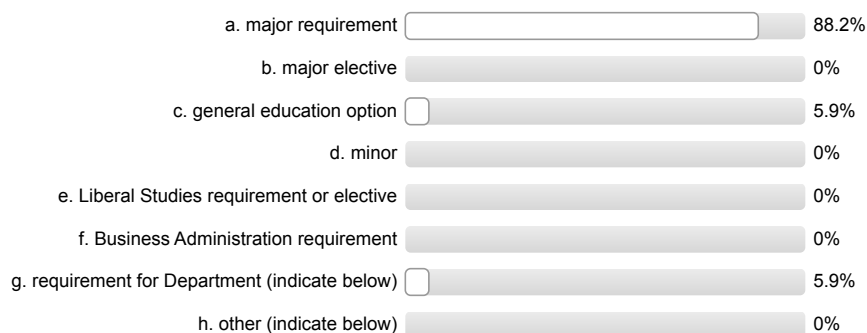
13. I leave feeling that I have learned something.



n=17
av.=4.59

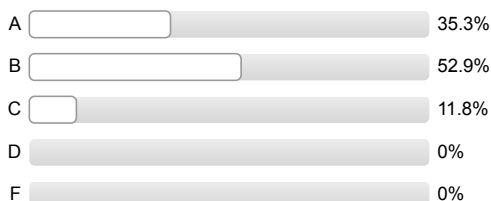
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=17

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=17

Comments Report

Comments

A. What did you like most about the way this class was taught?

- The Professor was pleasant, kind, enthusiastic, and just awesome! Made this class a pleasure. :)
- Dr. Malvini Redden did an extremely excellent job about balancing lecture with discussion, and keeping the class engaged. I have never felt so secure with voicing my opinion in class, and looked forward to hearing what my peers had to say. I was happy to be challenged by the coursework, because the papers were relevant and allowed me to build my writing style at a college level. She was always willing to spend extra time on the more complex topics, and provided examples that actually relate to students. I also appreciated the detail she put in to directions for assignments and papers, so that we could assess how to go about writing different forms of rhetorical criticism and earn the grade we worked for.
- Dr. Malvini was an excellent instructor! I loved that with every criticism we studied she had the class analyze an artifact using the criticism we just learned. The activities we did in class were very helpful towards learning the material and practicing it towards future artifacts.
- I enjoyed her humor and enthusiasm about rhetorical criticism as it make class more enjoyable.
- I enjoyed the class, i like the lectures and appreciated the quizzes because they kept me on a leash and up the pace with the class. ranted nobody likes quizzes but for this class it is a necessary evil.
- I like most about the way this class was taught is that being able to understand the professor. Shawna made sure her students grasp the concept of the topic we were learning that day. Also the examples she used in her lecture was present day, making it entertaining for the class to be interested in and not fall asleep.
- I liked the lectures provided. I felt that I really was able to learn about the subject manor.
- I really enjoyed how Shawna interacted with all of us. She truly has a knack for making us feel like we are cared about and that she enjoys what she does. She goes over the material in fun yet educational way. I never wanted to skip classes due to boring lectures, they were always entertaining.
- I really liked the professor and how she cared about her students.
- It was explained and not left to us to figure what the textbook meant. Activities and examples put everything in a better perspective.
- Loved this class! For such a difficult subject, the professor used several avenues to teach the material. Was greatly impressed!
- Never dull. Lively, interesting lectures and discussions.
- Shawna is very organized and always kept the class on task. She has a great teaching style and made this class exciting and interesting. I was terrified to take 100B because everyone I knew told me how hard it was. Shawna made this class challenging, yet fun at the same time.
- The artifacts that we look at our modern. This helps keep attention and focus because it's not like a boring history class, but rather applying criticism to current objects in our society. The discussion is also enjoyable because Shawna does a good job of directing it to the class, and at the end she throws her own spin and summary on the artifact for things the class didn't say.
- her example for the lesson were really helpful by using picture or youtube clips.

B. Please provide suggestions for improving this course.

- Exceptional instructor. Doesn't need much improvement. Instructor seems to actually love her job. Not many portray this.
- N/A (2 Counts)
- No suggestions.
- None. Professor does a great job already!
- Nothing, this class was the best class that I have taken at Sac State so far.
- Possibly more examples and material that's clear so we can recall for quizzes
- She needs to be more reliable when answering emails.
- The only assignment I was downright scared to do was the perfect APA style reference sheet. She took off 2 points for every error out of 50 possible and said if you make the same mistake 5 times you get a 0. Even after my former English professor with a masters degree looked over my assignment, I only got a 40/50. I believe this was one of the higher grades, with some students getting 0's. This is really the only flaw I see in the course. I understand she wants us to take APA seriously, but even professors make mistakes when citing it. Students probably shouldn't be held to that high of a standard on this assignment. Maybe a workshop on how to do APA for a class session would be helpful?
- The only suggestion that I would have is to maybe be a little more lax on the grading (I know all students wish that). I just felt as if the expectation to be perfect at this new way of writing was a bit higher than I was expecting. I couldn't quite wrap my head around all the ways to make my papers perfect and my grade reflected that even though a lot of effort was put into my paper. It was announced at the start of the semester that grading would be difficult so the expectation is set from day one, I just wasn't able to meet it like I thought I would. I love writing but this style threw me for a loop.
- This course is demanding, so a better textbook and more examples of how a rhetorical paper should look like.
- This course was brilliantly constructed. The only improvement I could think of that may benefit students is to explain at the beginning of the course that this is unlike the typical writing style they have done before.
- When trying to teach a point to us or a specific concept gives us examples to get an idea.

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Dr. Malvini Redden was completely engaged and professional throughout the entirety of the course. She was always fair, open to suggestions/questions/ requests, and available through multiple channels (office hours, email, in class). I have never been in a course where I heard all of my classmates engage in discussion and seen time with each student distributed so equally. Noting that controversial topics were discussed with varying opinions, she was exceptionally understanding and fair. Excellent job all around.
- Dr. Malvini was always professional and respectable towards her students.
- Easy-going, friendly, fair.
- Instructor's fairness was good. the class sometimes wont participate (including myself) but thats because its early in the morning, don't take it the wrong way if we don't participate many times we are just confused and half asleep.
- Professor engaged with the class and encouraged the students to participate in lectures and group acitivities. Was warm and inviting which made the entire class want to participate even more.
- Shawna was always available to answer any questions. She always responded promptly to emails and would do anything to answer any of my questions.
- She was amazing with her interactions with all of the students. She is always there to answer questions and is very helpful.
- She was very open and fair with every student.
- The instructor was avaiolable the times she said she would be and she was quick to respond to emails which helped greatly.
- The instructor's interactions with her students was not only she was kind to her students, but always made herself available during her office hours or through email if her students had any questions about writing a paper.
- The professor overall was fair, honest, approachable and very endearing. Her office was always open for her students.
- The teacher was great with interactions and helpful during office hours.
- Very kind and courteous. She never disrespected anyone even if they might be subtly disrespecting her. She smiled a lot and helped me with any questions or concerns I had.
- it's fair. She needs to be more prompt when answering emails.

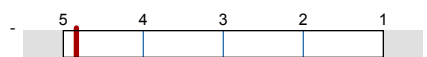
Shawna Malvini Redden : COMS 180

COMS 180 -1 (2143-COMS18001-30828-Malvini Redden) SEM
No. of responses = 18 / 27 (66.67%)



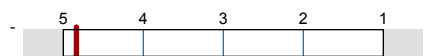
Overall indicators

Global Index



av.=4.84

Evaluation Questions

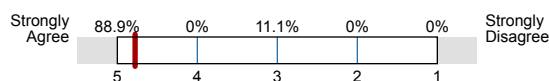


av.=4.84

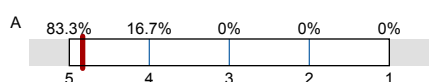
Survey Results

Evaluation Questions

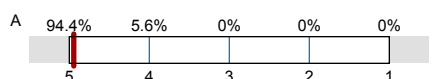
1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=18
av.=4.78

2. The instructor was organized.

n=18
av.=4.83

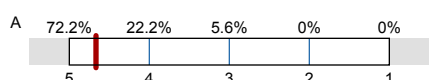
3. The instructor was flexible while adhering to course objectives.

n=18
av.=4.94

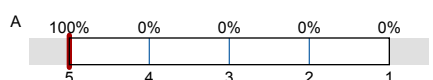
4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=18
av.=4.89

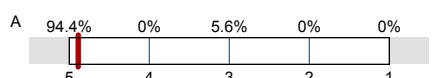
5. The instructor's comments on graded material were useful.

n=18
av.=4.67

6. The instructor's interactions with students demonstrated respect.

n=18
av.=5

7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=18
av.=4.89

8. The instructor set high standards for students' work.

n=18
av.=4.89

9. The instructor was enthusiastic about the subject.

n=18
av.=4.89

10. The instructor was knowledgeable about the subject matter.

n=18
av.=5

11. The assignments were helpful for my learning in this class.



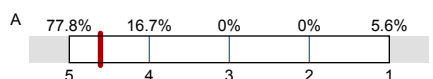
n=17
av.=4.71

12. Overall, I thought the instructor taught this course well.



n=18
av.=4.78

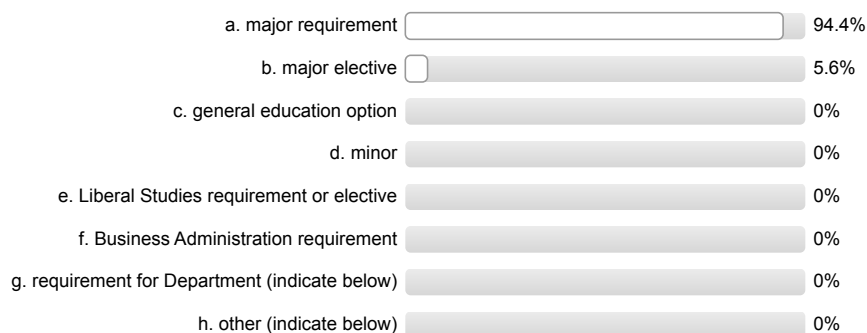
13. I leave feeling that I have learned something.



n=18
av.=4.61

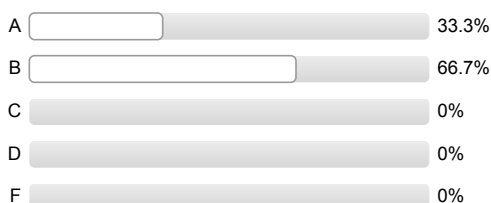
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=18

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=18

Comments Report

Comments

A. What did you like most about the way this class was taught?

- Dr. Malvini Redden was one of the best teachers I've had at Sacramento State. She was willing to go above and beyond for her students to learn in an environment that is open and comfortable. Dr. Malvini Redden is a great teacher, and deserves to become a tenured professor at this university if she pleases to do so.
- I enjoyed being able to actively participate in class discussions and being able to discuss and apply life experiences to course concepts.
- I enjoyed the class discussions, there was a free flow of conversation that was all applied to the topic.
- I felt this class was taught in a very constructive way, Dr. Malvini Redden incorporated her lecturing and us as students working together to teach each other. This was very beneficial because it allowed us to further understand the material.
- I liked that we got the chance to work with an actual organization which provided us with hands on experience on how communication is used for organizations that are barely getting started.
- I liked working with a non profit group and having to write papers based on our findings. The professor was well organized and encouraged the students to talk amongst each other and out loud which got me to open up in class.
- I loved how personable our professor was. She was also very open to students and facilitated great discussion.
- I loved the way that Professor Malvini-Redden taught this class! I wish there were more instructors like her to teach all of my classes. She was always prepared, engaged, and allowed the class to participate in activities that made learning fun. Her teaching methods should serve as a model for other instructors. She balances lectures with student participation, which makes learning a fun experience. She is very approachable, which makes the students feel more comfortable in class. My favorite part was how she incorporated a "real life" organization, that we worked closely with. I loved working on the projects for the organization, and it was great to apply my knowledge to an existing organization. She is an outstanding instructor!
- Instructor was very open to discussion. Genuinely took an interest in what we had to say. Made the class very fun and interesting.
- Professor Malvini Redden always made the class engaging. The class wasn't just the professor lecturing the whole time and the students taking notes. She gave us the opportunity to lead class discussions as she would and see what it was like to lecture to our peers. It made me want to come to class and actively participate.
- Professor Malvini truly respected us as students and as seniors and allowed each student to have the opportunity to teach one of the chapters from the text... She also opened the class for discussion and allowed our conversations and ideas to be heard and worked through.
- The class was very structured and put together in a way that we knew what would happen that week. Any changes would be communicated to the students immediately. Shawna is very personable and will relate to her students enough to feel like we're on the same level, but earn the respect of the students.
- The relaxed discussion style format
- There were several class discussion. We were not just lectured all the time.
- teacher is very nice and can relate to the students. she was a student herself not long ago and this creates a better connection and understanding. she teaches well and is very articulate; she applies course concepts to real life situations
- the class was very open and honest. The instructor allowed for open discussion, and everybody had a chance to contribute openly and freely.

B. Please provide suggestions for improving this course.

- Above the Fray was a great opportunity, but it felt a bit forced on me. However, the possible opportunities for employment and application of course concepts in a real organization was very beneficial.
- Do not make this class a requirement. It is the same as 145 and is completely entirely unnecessary for a graduating senior.
- I think its pretty good the way it is.
- I think the course was taught exceptionally well by Dr. Malvini Redden, I would not change a thing.
- I would suggest maybe being less harsh on the group leading discussion or emphasize what helps get a better grade.
- Maybe a little more structure to the class. I know it is a Senior Seminar class, but I would have liked a bit more structure in the way lectures were done. And in the way assignments were assigned. I often times did not know what the instructor expected.
- None - this was truly a great class.
- None, our professor has done a great job, one of my favorite classes
- None. This course satisfied all of the criteria I have for a good class.
- The Above The Fray partnership was a great experience, I thoroughly enjoyed the course.
- none that I could think of!

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Awesome. Great teacher will definitely be telling people to enroll into Professor Malvini's class
- Dr. Malvini Redden did an amazing job at organizing and delivering class material, her organization directly contributed to how much I was able to learn in the class. Furthermore, she was very fair with her policies and always accommodated to any problem that came up throughout the semester. She always was willing to speak and help students either after class or office hours and always had complete and honest answers to any questions we proposed.
- Dr. Malvini Redden is one of the nicest, cordial, and fairest of professors that I have had the pleasure of learning from. If any other student disagrees with this, there is something wrong with them. Dr. Malvini Redden was able to keep class interesting with her modest sense of humor, as well as her ability to share her knowledge of the course material. Dr. Malvini Redden was always helpful and willing to answer students' questions at any time. She always answered without ridiculing students, but instead would reexplain things in different terms until the student could grasp the concepts she was teaching. Dr. Malvini Redden deserves nothing but success in her teaching career as long as she doesn't radically change the way she teaches in the classroom.
- Dr. Malvini is always willing to help.
- Incredibly fair, always fully answered questions, she also was very communicative with the class.
- Professor Malvini-Redden treated the student's with respect, was very fair in her approaches to grading, answering questions, and always available to her students. I would highly recommend Professor Malvini-Redden's class, she is one of the best instructor's I have had at Sac State. Students will benefit and learn more life applicable lessons by being able to take her classes.
- Shawna has a great respect for her students and keeps everything open with availability, times to chat, etc. She is willing to discuss things about grades and assignments within a timely manner.
- She treated everyone equally and made every effort to go out of her way to be there for us - whether it be questions or meeting outside of class.
- She was one of the most respectful teachers I have ever had at Sac State. She listened to the students, worked with us, answered any and all questions that she could, and was extremely personable. She made herself readily available often via email and office hours.
- She was very fair and interactive. She was also funny. I liked how she shared some of her life with us and also learned about us as people. There were no issues with email correspondence and getting homework back was always done in a timely manner. Out of all my coms professors, she is the best one, which is why I am actually taking the time out to do this survey.
- The instructor interactions with students was fair, she may sure she answered any questions and concerns that we might of had. Very open and engaging.
- Very fair. Always resoponded to e-mails in a timely manner. Asked us if we had any questions about what we were doing at the beginning of every class. Very approachable.
- her availability was great. always there through email or office hours. and was very fair with the grading. She constantly had students answers question and help each other.
- she is very fair and expects quality work from her students. she is more than willing to spend time out of class to help

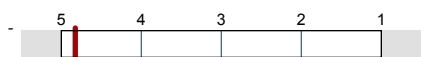
Shawna Malvini Redden

COMS 100B (2138-COMS100B02-84472-Malvini Redden)
No. of responses = 15 / 26 (57.69%)



Overall indicators

Global Index



av.=4.83

Evaluation Questions



av.=4.83

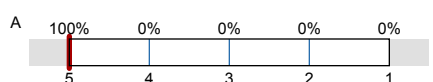
Survey Results

Evaluation Questions

1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=15
av.=4.93

2. The instructor was organized.

n=15
av.=5

3. The instructor was flexible while adhering to course objectives.

n=15
av.=4.53

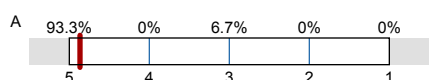
4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=15
av.=4.87

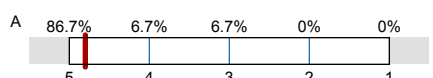
5. The instructor's comments on graded material were useful.

n=15
av.=4.67

6. The instructor's interactions with students demonstrated respect.

n=15
av.=4.87

7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=15
av.=4.8

8. The instructor set high standards for students' work.

n=15
av.=5

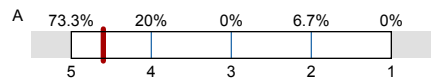
9. The instructor was enthusiastic about the subject.

n=15
av.=4.87

10. The instructor was knowledgeable about the subject matter.

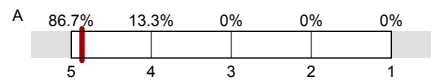
n=15
av.=4.93

11. The assignments were helpful for my learning in this class.



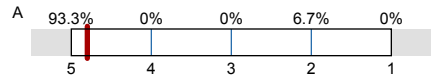
n=15
av.=4.6

12. Overall, I thought the instructor taught this course well.



n=15
av.=4.87

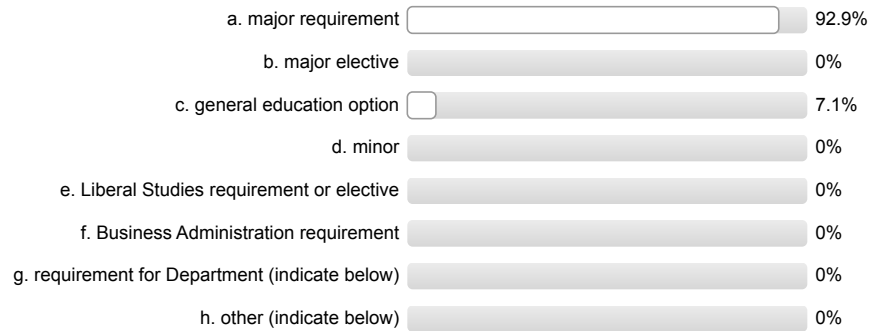
13. I leave feeling that I have learned something.



n=15
av.=4.8

Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=14

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=15

Comments Report

Comments

A. What did you like most about the way this class was taught?

- Dr. Malvini is very knowledgeable about the subject. She makes something that could be boring relateable using pop culture and really making us think. I'm taking 18 units this semester, and I only learned anything in this class.
- Excellent Material!
- I enjoyed the open discussion and discourse on the subject and the instructor's willingness to hear multiple points of view. Also the level of respect/organization demonstrated indicated a level of intelligence and respect that often surpassed other instructors.
- I found it enjoyable that the professor attempted to make all the material approachable for students as well as give fair feedback on assignments that helped for improvement later in the course. I also liked that the professor used real examples that applied to various topics as they were discussed.
- I really enjoyed all aspects to her course. Classroom discussion were consistent, she had a positive interaction with students. Kept everything professional and interesting. She was great - the course was great! Thanks.
- She was very interactive and allowed students to run the class discussion.
- The instructor related to the materials to things we would understand. She kept it current
- The video clips that related to analysis the artifact. When the instructor would break down a word finally when someone was having trouble i would understand it and enjoying listening to it. I enjoyed picking my own artifact for the last paper and analyzing whatever i wanted.
- VERY structured and held students accountable. She grades tough, but she gives a lot of grace if she feels students need extra time or help in order to improve their skills. For example, we turned in our essays on the due date, but she could tell that we may have needed more time, so she gave us an extra day to clean up our essay if we weren't feeling confident about it.
- he lectures and activities in class were very useful. I learned a lot from the group activities and the professor examples.
- student participation.
- the teachers organization was great

B. Please provide suggestions for improving this course.

- For the first paper it would of been nice to be able to pick my own artifact versus having the instructor give the students three options to choose from. If the instructor continues the open book quizzes to try and tone them down because she originally made them not open book and they were more manageable but she asked what she could do to help us pass the class so some students said open book quizzes. When she would give these quizzes to us they were almost impossible to get the answers. The open book quizzes were extremely hard in comparison with the regular quizzes. Tone down the open book quizzes so that students can answer the questions and at least do well on these because the class is hard enough so these small points matter.
- I feel it would be a little more helpful to have class notes that are a little more detailed for topics overall so the information is a bit easier to understand. Some topics felt rushed, especially in powerpoint.
- I really don't have to many suggestions. I believe she was fair and willing to help students.
- I would recommend more focus on the principles and practices of rhetoric in further detail in regards to writing. I thought the clear explanations of how the papers should be written was a good idea. I enjoy the group work but maintain the focus on understanding the concepts of analysis/interpretation. An in-depth instruction on how to properly format APA would help.
- Nothing, really. It was great!
- Teach methods of analysis first, then ask use to analyze artifacts after learning all the different methods, as opposed to learn as you go.
- The quizzes were worse after they were allowed to be open book.
- more practice of assignments before turning them in.
- needs to be more flexible on grading
- nothing

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Amazing! Very flexible and asked just the right questions to get the discussion going and keep us thinking (critically).
- EVERYTHING WAS AWESOME! AMAZING MENTOR AND PERSON! DEFINITELY WOULD TAKE HER CLASS AGAIN!
- Excellent. The professor is very open to opinion and input from the students. She also gave helpful answers to difficult questions and even had the class think about how they would answer another student's question.
- I noticed she was not very flexible with office hours. If a student's hours for another class got in the way or schedule in general there was no flexibility with her to bend at all. Either the student somewhat "figured it out" or miss another class to meet up with her that was it. Email was the only consistent way to get a hold of her and her time. How the instructor spoke with students was an issue especially in the beginning. She would ask if anyone would have any questions some then some students would raise their hands and ask a question. She would say "what did I also say about that? I already told you." She did this to me too. I had a question and did not understand how she was explaining it so I asked her to try and explain it another way. She just looked at me and said but I already explained it. An professional and effective instructor does not make a student feel like a fool or try to embarrass them in class because they have a question. You should teach students at the level they are at not like we have our Doctorate already. I felt like she showed us less respect as students because of the way she did or did not answer the questions that the students were asking.
- She was great - fair, interactive, answered all questions, available for assistance outside of the classroom, understanding, willing to work with students, kept lectures interesting and modern. LOVE IT!
- The instructor was always willing to help me through email, in class, and during office hours.
- Very fair and respectful. Open to office hours/feedback. Was interactive and fun with students and showed respect/humor. Knew the source material very well. Was extremely cautious about keeping the class sessions on track.
- Was always willing to interact and was pleasant when talking to her enjoyed talking to her whenever an issue about class came up.
- awesome, I'll look for classes she teaches in the future.
- tough grader makes you feel stupid because of grade on papers
- very good.

Shawna Malvini Redden

COMS 180 (2138-COMS18002-90560-Malvini Redden)
No. of responses = 9 / 15 (60%)



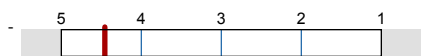
Overall indicators

Global Index



av.=4.46

Evaluation Questions

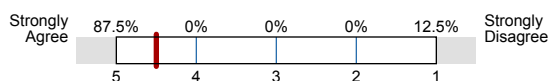


av.=4.46

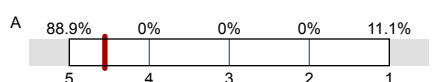
Survey Results

Evaluation Questions

1. Class lectures, discussion, activities and/or assignments were consistent with class objectives and requirements.

n=8
av.=4.5

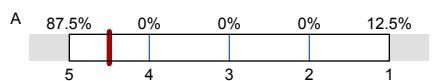
2. The instructor was organized.

n=9
av.=4.56

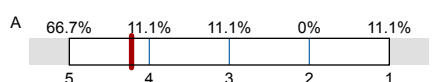
3. The instructor was flexible while adhering to course objectives.

n=9
av.=4.56

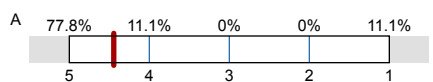
4. The instructor effectively managed class activities such as lecture, group discussion, or in-class assignments.

n=8
av.=4.5

5. The instructor's comments on graded material were useful.

n=9
av.=4.22

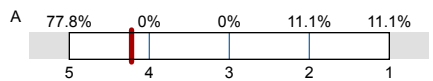
6. The instructor's interactions with students demonstrated respect.

n=9
av.=4.44

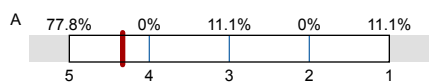
7. When discussion was suitable, the instructor facilitated open discussion and encouraged a range of opinions.

n=8
av.=5

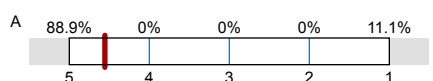
8. The instructor set high standards for students' work.

n=9
av.=4.22

9. The instructor was enthusiastic about the subject.

n=9
av.=4.33

10. The instructor was knowledgeable about the subject matter.

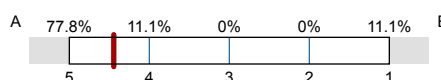
n=9
av.=4.56

11. The assignments were helpful for my learning in this class.



n=9
av.=4.22

12. Overall, I thought the instructor taught this course well.



n=9
av.=4.44

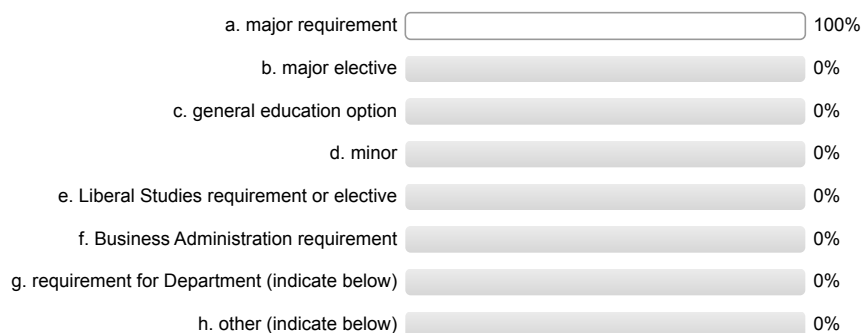
13. I leave feeling that I have learned something.



n=9
av.=4.44

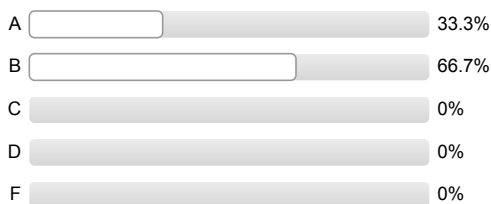
Comments

D. Please indicate why you took this course by selecting the appropriate letter:



n=9

E. Please fill-in the grade you expect to earn in this course: A B C D F.



n=9

Comments Report

Comments

A. What did you like most about the way this class was taught?

- Everything was great! She really allowed us to lead the class and it went well!
- How she made it relate to real life.
- I enjoyed the class altogether, especially since it was a small class. I really felt like I learned valuable information that I will be able to take with me. This is one of the best classes I have taken at Sac State. Professor Redden was very flexible and accommodating to her students, Always concerned about her students and making sure we enjoyed class.
- I felt as though the student's thoughts and ideas were well received and respected. Shawna was innovative and always kept class interesting.
- It was very interactive. I enjoyed how the class was very engaging and Professor Malvini was very knowledgeable about the subject. It was always fun to enter into the classroom because she made every class interesting.
- It wasn't lecture. Open discussions and group work made concepts easier to understand.
- Loved our small and interactive class sessions!
- The class was thought provoking. She really help us to get thinking more critical of the subject matter.
- The very relaxed atmosphere of the class.

B. Please provide suggestions for improving this course.

- N/A (2 Counts)
- No group tests
- Nothing it was awesome!
- She taught the course perfectly.

C. How would you describe your instructor's interactions with students (fairness, answering questions, availability during office hours, etc.)?

- Great instructor! Too many positive things to say for this little box.
- I wouldn't change a thing about the way Shawna interacted with students. She was more than fair, always made herself available and was easy to work with.
- Professor Redden had great interaction with the students. I felt like the class knew all each other since it was a small class. We all felt comfortable with each other. Our class discussions were very enjoyable.
- She was extremely understanding and was always available for students
- She was really good at responding to emails at a decent time, and she made it really easy to talk to her. She's very friendly and always open to different ideas and opinions.

2121C - LA - CHUMCOMM-15WK Survey
2121C 2012

Arizona State University
LA_ALL

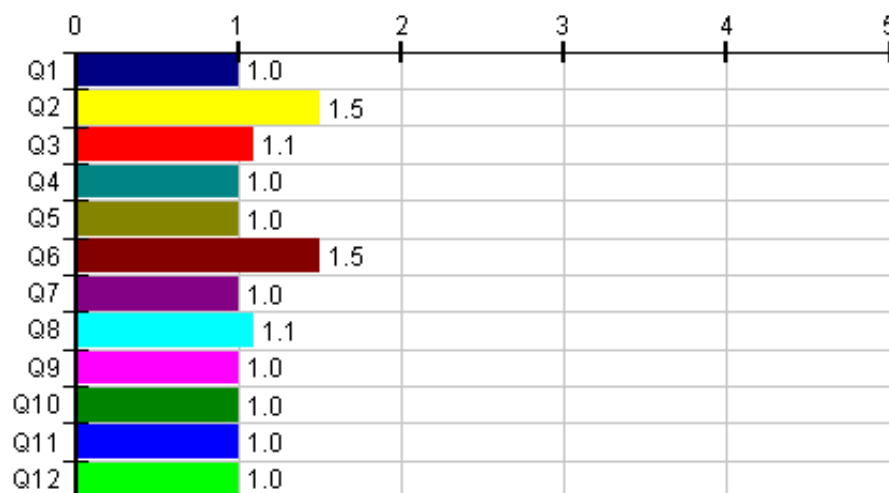
Course: COM 110 17139 - Elements Interpersonal Comm

Department: CHUMCOMM

Responsible Faculty: Shawna Malvini Redden

Resp. Rec'd / Expected: 12 / 26

Overall Mean: **8.6** Course Grade A+ to D-COM (12 responses)
1.1 5-point Likert w/neither A or D-COM (144 responses)



Survey Results

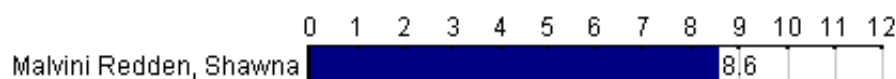
Malvini Redden, Shaw na

CHUMCOMM-Instruction

Malvini Redden, Shawna

	Responses (%)					Individual			
	[SA]	[A]	[NA]	[D]	[SD]	Med.	S.D.	N	Mean
Q1 The instructor was effective in teaching the course.	100	0	0	0	0	1	0	12	1
Q2 This course was challenging.	50	50	0	0	0	1.5	.50	12	1.5
Q3 The activities and/or assignments helped me learn course material.	92	8	0	0	0	1	.28	12	1.1
Q4 The instructor was a good teacher.	100	0	0	0	0	1	0	12	1
Q5 I learned a lot in this course.	100	0	0	0	0	1	0	12	1
Q6 The tests seemed to reflect the material covered in this course.	67	25	0	8	0	1	.87	12	1.5
Q7 I would recommend this instructor to other students.	100	0	0	0	0	1	0	12	1
Q8 The course stimulated me to think.	92	8	0	0	0	1	.28	12	1.1
Q9 The instructor made the course interesting.	100	0	0	0	0	1	0	12	1
Q10 I would take this instructor again.	100	0	0	0	0	1	0	12	1
Q11 This course has expanded my understanding of the subject.	100	0	0	0	0	1	0	12	1
Q12 The instructor was organized.	100	0	0	0	0	1	0	12	1

Responses: [SA] Strongly Agree=1 [A] Agree=2 [NA] Neither Agree nor Disagree=3 [D] Disagree=4 [SD] Strongly Disagree=5



Survey Results

Malvini Redden, Shaw na

Malvini Redden, Shawna

CHUMCOMM-Students

Responses (%)

Individual

	[A]	[A]	[A]	[B]	[B]	[B]	[C]	[C]	[C]	[D]	[D]	[D]	Med.	S.D.	N	Mean
Q13 What grade do you expect to receive in this course?	0	17	8	17	33	25	0	0	0	0	0	0	8	1.38	12	8.6

Responses: [A] A+=12 [A] A=11 [A] A-=10 [B] B+=9 [B] B=8 [B] B-=7 [C] C+=6 [C] C=5 [C] C-=4 [D] D+=3 [D] D=2 [D] D-=1

Q14 - What did you like about the course?

Response Rate: 83.33% (10 of 12)

- The teacher, the in-class activities, and the way Shaw na conducts the w hole class.

I enjoyed the way in w hich the instructor strived to relate to her students both w hen speaking to us and in regards to the activities that w e participated in. Additionally, w hile her activities w ere fun and engaging, there w as a sense of respect that she gained as a result of her teaching style.

- Content and teacher

- She w as nice and sincere. Easy going and comical in class. It w as a 3 hour class and kept it entertaining the entire 3 hours.

- Mrs. Malvini is unbelievably intelligent, and her incredible breadth of know ledge is evident in her teaching style. She makes this course aw esome.

- I liked the way the class w as organized, and how w e learned things, and had the option to take our tests in different w ays.

- learn the things in daily life. I don't care too much about my grade. I learnt the things I need!

- The teaching style

The pow er point slides, the activities, class discussions and the professor made the course interesting by relating it to relevant examples w hich made the class to be a more friendly environment to learn. Everyone w as engaging in this class, because of its small size and because the professor encouraged us to. The Instructor made an effort to communicate w ith us, and she w as very helpful all the time and very quick on responding.

- I loved the way there w as a lot of activities that helps us better understand the subject

Q15 - Do you have any suggestions to improve the course?

Response Rate: 58.33% (7 of 12)

- I have no suggestions w hatsoever, I absolutely loved this class.

- Keep the test the the final is going to be. Helps students express themselves better

- I do not think that group testing is a good idea for this course. There is far too much variance in the level of competency in 100 level classes.

- No

- do more activities, and video

- To be a little easier on grading.

- No I feel it is every effective as is"

Total Respondents: 29

Subgroup Respondents: 29

Response Set: A = Strongly Agree Response Weight: A = 1
 B = Agree B = 2
 C = Neither Agree or Disagree C = 3
 D = Disagree D = 4
 E = Strongly Disagree E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1. THE INSTRUCTOR: Clearly presented the subject matter.										
Total f:	21	8	--	--	--	--	29	1.28	0.45	1.0
Total %:	72.4%	27.6%	--	--	--	--				
2. Was available during office hours for help outside of class.										
Total f:	20	8	--	--	--	1	28	1.29	0.46	1.0
Total %:	71.4%	28.6%	--	--	--					
3. Conveyed enthusiasm toward the course.										
Total f:	26	3	--	--	--	--	29	1.10	0.31	1.0
Total %:	89.7%	10.3%	--	--	--					
4. When appropriate, related course material to other areas of knowledge.										
Total f:	20	8	1	--	--	--	29	1.34	0.55	1.0
Total %:	69.0%	27.6%	3.4%	--	--					
5. Was conscientious in grading and returning assignments and exams.										
Total f:	18	8	3	--	--	--	29	1.48	0.69	1.0
Total %:	62.1%	27.6%	10.3%	--	--					
6. Developed interest in the subject.										
Total f:	20	7	1	1	--	--	29	1.41	0.73	1.0
Total %:	69.0%	24.1%	3.4%	3.4%	--					
7. Stimulated me to think.										
Total f:	21	8	--	--	--	--	29	1.28	0.45	1.0
Total %:	72.4%	27.6%	--	--	--					
8. In general, was effective in teaching the course.										
Total f:	22	7	--	--	--	--	29	1.24	0.44	1.0
Total %:	75.9%	24.1%	--	--	--					
9. THE TEST: Concentrated on the important points and topics in the subject matter.										
Total f:	19	9	1	--	--	--	29	1.38	0.56	1.0
Total %:	65.5%	31.0%	3.4%	--	--					
10. Seemed to have been carefully and conscientiously prepared.										
Total f:	15	12	1	1	--	--	29	1.59	0.73	1.0
Total %:	51.7%	41.4%	3.4%	3.4%	--					
11. Were clearly worded.										
Total f:	11	8	3	5	1	1	28	2.18	1.25	2.0
Total %:	39.3%	28.6%	10.7%	17.9%	3.6%					
12. Seemed to be measures of my knowledge and understanding.										
Total f:	11	14	2	1	1	--	29	1.86	0.95	2.0
Total %:	37.9%	48.3%	6.9%	3.4%	3.4%					
13. IN GENERAL: Procedures for determining my grade were appropriate for the course.										
Total f:	13	12	3	1	--	--	29	1.72	0.80	2.0
Total %:	44.8%	41.4%	10.3%	3.4%	--					
14. Adequate information about how well I was doing was readily available.										
Total f:	17	9	3	--	--	--	29	1.52	0.69	1.0
Total %:	58.6%	31.0%	10.3%	--	--					
15. My responsibilities in the course were clearly defined.										
Total f:	20	7	1	1	--	--	29	1.41	0.73	1.0
Total %:	69.0%	24.1%	3.4%	3.4%	--					

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16. This course was rigorous.										
Total f:	16	8	3	1	--	1	28	1.61	0.83	1.0
Total %:	57.1%	28.6%	10.7%	3.6%	--					

Response Set: A = Excellent
B = Very Good
C = Good
D = Fair
E = Poor

Response Weight: A = 1
B = 2
C = 3
D = 4
E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
17. How would you rate this instructor's overall teaching ability?										
Total f:	19	9	1	--	--	--	29	1.38	0.56	1.0
Total %:	65.5%	31.0%	3.4%	--	--					

Total Respondents: 28

Subgroup Respondents: 28

Response Set: A = Strongly Agree Response Weight: A = 1
 B = Agree B = 2
 C = Neither Agree or Disagree C = 3
 D = Disagree D = 4
 E = Strongly Disagree E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1. THE INSTRUCTOR: Clearly presented the subject matter.										
Total f:	23	3	1	--	--	1	27	1.19	0.48	1.0
Total %:	85.2%	11.1%	3.7%	--	--					
2. Was available during office hours for help outside of class.										
Total f:	22	3	2	--	--	1	27	1.26	0.59	1.0
Total %:	81.5%	11.1%	7.4%	--	--					
3. Conveyed enthusiasm toward the course.										
Total f:	24	2	1	--	--	1	27	1.15	0.46	1.0
Total %:	88.9%	7.4%	3.7%	--	--					
4. When appropriate, related course material to other areas of knowledge.										
Total f:	22	4	1	--	--	1	27	1.22	0.51	1.0
Total %:	81.5%	14.8%	3.7%	--	--					
5. Was conscientious in grading and returning assignments and exams.										
Total f:	20	4	2	1	--	1	27	1.41	0.80	1.0
Total %:	74.1%	14.8%	7.4%	3.7%	--					
6. Developed interest in the subject.										
Total f:	20	6	1	--	--	1	27	1.30	0.54	1.0
Total %:	74.1%	22.2%	3.7%	--	--					
7. Stimulated me to think.										
Total f:	19	7	1	--	--	1	27	1.33	0.55	1.0
Total %:	70.4%	25.9%	3.7%	--	--					
8. In general, was effective in teaching the course.										
Total f:	24	2	1	--	--	1	27	1.15	0.46	1.0
Total %:	88.9%	7.4%	3.7%	--	--					
9. THE TEST: Concentrated on the important points and topics in the subject matter.										
Total f:	15	8	3	1	--	1	27	1.63	0.84	1.0
Total %:	55.6%	29.6%	11.1%	3.7%	--					
10. Seemed to have been carefully and conscientiously prepared.										
Total f:	17	7	3	--	--	1	27	1.48	0.70	1.0
Total %:	63.0%	25.9%	11.1%	--	--					
11. Were clearly worded.										
Total f:	12	9	3	2	1	1	27	1.93	1.11	2.0
Total %:	44.4%	33.3%	11.1%	7.4%	3.7%					
12. Seemed to be measures of my knowledge and understanding.										
Total f:	13	8	4	1	--	2	26	1.73	0.87	1.5
Total %:	50.0%	30.8%	15.4%	3.8%	--					
13. IN GENERAL: Procedures for determining my grade were appropriate for the course.										
Total f:	18	8	1	--	--	1	27	1.37	0.56	1.0
Total %:	66.7%	29.6%	3.7%	--	--					
14. Adequate information about how well I was doing was readily available.										
Total f:	20	6	1	--	--	1	27	1.30	0.54	1.0
Total %:	74.1%	22.2%	3.7%	--	--					
15. My responsibilities in the course were clearly defined.										
Total f:	21	5	1	--	--	1	27	1.26	0.53	1.0
Total %:	77.8%	18.5%	3.7%	--	--					

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	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16. This course was rigorous.										
Total f:	14	10	2	--	--	2	26	1.54	0.65	1.0
Total %:	53.8%	38.5%	7.7%	--	--					

Response Set:

- A = Excellent
- B = Very Good
- C = Good
- D = Fair
- E = Poor

Response Weight:

- A = 1
- B = 2
- C = 3
- D = 4
- E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
17. How would you rate this instructor's overall teaching ability?										
Total f:	22	4	1	--	--	1	27	1.22	0.51	1.0
Total %:	81.5%	14.8%	3.7%	--	--					

Total Respondents: 27

Subgroup Respondents: 27

Response Set: A = Strongly Agree Response Weight: A = 1
 B = Agree B = 2
 C = Neither Agree or Disagree C = 3
 D = Disagree D = 4
 E = Strongly Disagree E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1. THE INSTRUCTOR: Clearly presented the subject matter.										
Total f:	17	9	--	--	1	--	27	1.48	0.85	1.0
Total %:	63.0%	33.3%	--	--	3.7%					
2. Was available during office hours for help outside of class.										
Total f:	19	3	4	--	1	--	27	1.56	1.01	1.0
Total %:	70.4%	11.1%	14.8%	--	3.7%					
3. Conveyed enthusiasm toward the course.										
Total f:	19	7	--	--	1	--	27	1.41	0.84	1.0
Total %:	70.4%	25.9%	--	--	3.7%					
4. When appropriate, related course material to other areas of knowledge.										
Total f:	15	9	1	1	1	--	27	1.67	1.00	1.0
Total %:	55.6%	33.3%	3.7%	3.7%	3.7%					
5. Was conscientious in grading and returning assignments and exams.										
Total f:	17	7	2	--	1	--	27	1.56	0.93	1.0
Total %:	63.0%	25.9%	7.4%	--	3.7%					
6. Developed interest in the subject.										
Total f:	19	3	3	1	--	1	26	1.46	0.86	1.0
Total %:	73.1%	11.5%	11.5%	3.8%	--					
7. Stimulated me to think.										
Total f:	15	10	1	--	1	--	27	1.59	0.89	1.0
Total %:	55.6%	37.0%	3.7%	--	3.7%					
8. In general, was effective in teaching the course.										
Total f:	18	8	--	--	1	--	27	1.44	0.85	1.0
Total %:	66.7%	29.6%	--	--	3.7%					
9. THE TEST: Concentrated on the important points and topics in the subject matter.										
Total f:	16	7	1	3	--	--	27	1.67	1.00	1.0
Total %:	59.3%	25.9%	3.7%	11.1%	--					
10. Seemed to have been carefully and conscientiously prepared.										
Total f:	17	8	1	--	1	--	27	1.52	0.89	1.0
Total %:	63.0%	29.6%	3.7%	--	3.7%					
11. Were clearly worded.										
Total f:	7	11	5	3	1	--	27	2.26	1.10	2.0
Total %:	25.9%	40.7%	18.5%	11.1%	3.7%					
12. Seemed to be measures of my knowledge and understanding.										
Total f:	6	12	7	--	2	--	27	2.26	1.06	2.0
Total %:	22.2%	44.4%	25.9%	--	7.4%					
13. IN GENERAL: Procedures for determining my grade were appropriate for the course.										
Total f:	12	11	2	1	1	--	27	1.81	1.00	2.0
Total %:	44.4%	40.7%	7.4%	3.7%	3.7%					
14. Adequate information about how well I was doing was readily available.										
Total f:	16	5	4	2	--	--	27	1.70	0.99	1.0
Total %:	59.3%	18.5%	14.8%	7.4%	--					
15. My responsibilities in the course were clearly defined.										
Total f:	18	7	1	--	1	--	27	1.48	0.89	1.0
Total %:	66.7%	25.9%	3.7%	--	3.7%					

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	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16. This course was rigorous.										
Total f:	7	11	3	6	--	--	27	2.30	1.10	2.0
Total %:	25.9%	40.7%	11.1%	22.2%	--	--				

Response Set: A = Excellent
 B = Very Good
 C = Good
 D = Fair
 E = Poor

Response Weight: A = 1
 B = 2
 C = 3
 D = 4
 E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
17. How would you rate this instructor's overall teaching ability?										
Total f:	12	11	2	1	--	1	26	1.69	0.79	2.0
Total %:	46.2%	42.3%	7.7%	3.8%	--					

Total Respondents: 23

Subgroup Respondents: 23

Response Set: A = Strongly Agree Response Weight: A = 1
 B = Agree B = 2
 C = Neither Agree or Disagree C = 3
 D = Disagree D = 4
 E = Strongly Disagree E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1. THE INSTRUCTOR: Clearly presented the subject matter.										
Total f:	14	7	2	--	--	--	23	1.48	0.67	1.0
Total %:	60.9%	30.4%	8.7%	--	--	--				
2. Was available during office hours for help outside of class.										
Total f:	13	8	2	--	--	--	23	1.52	0.67	1.0
Total %:	56.5%	34.8%	8.7%	--	--	--				
3. Conveyed enthusiasm toward the course.										
Total f:	18	5	--	--	--	--	23	1.22	0.42	1.0
Total %:	78.3%	21.7%	--	--	--	--				
4. When appropriate, related course material to other areas of knowledge.										
Total f:	13	10	--	--	--	--	23	1.43	0.51	1.0
Total %:	56.5%	43.5%	--	--	--	--				
5. Was conscientious in grading and returning assignments and exams.										
Total f:	10	8	3	2	--	--	23	1.87	0.97	2.0
Total %:	43.5%	34.8%	13.0%	8.7%	--	--				
6. Developed interest in the subject.										
Total f:	12	8	3	--	--	--	23	1.61	0.72	1.0
Total %:	52.2%	34.8%	13.0%	--	--	--				
7. Stimulated me to think.										
Total f:	13	10	--	--	--	--	23	1.43	0.51	1.0
Total %:	56.5%	43.5%	--	--	--	--				
8. In general, was effective in teaching the course.										
Total f:	15	7	1	--	--	--	23	1.39	0.58	1.0
Total %:	65.2%	30.4%	4.3%	--	--	--				
9. THE TEST: Concentrated on the important points and topics in the subject matter.										
Total f:	7	9	6	1	--	--	23	2.04	0.88	2.0
Total %:	30.4%	39.1%	26.1%	4.3%	--	--				
10. Seemed to have been carefully and conscientiously prepared.										
Total f:	9	9	3	2	--	--	23	1.91	0.95	2.0
Total %:	39.1%	39.1%	13.0%	8.7%	--	--				
11. Were clearly worded.										
Total f:	4	6	8	5	--	--	23	2.61	1.03	3.0
Total %:	17.4%	26.1%	34.8%	21.7%	--	--				
12. Seemed to be measures of my knowledge and understanding.										
Total f:	7	6	7	3	--	--	23	2.26	1.05	2.0
Total %:	30.4%	26.1%	30.4%	13.0%	--	--				
13. IN GENERAL: Procedures for determining my grade were appropriate for the course.										
Total f:	8	8	5	2	--	--	23	2.04	0.98	2.0
Total %:	34.8%	34.8%	21.7%	8.7%	--	--				
14. Adequate information about how well I was doing was readily available.										
Total f:	10	9	2	2	--	--	23	1.83	0.94	2.0
Total %:	43.5%	39.1%	8.7%	8.7%	--	--				
15. My responsibilities in the course were clearly defined.										
Total f:	13	8	1	1	--	--	23	1.57	0.79	1.0
Total %:	56.5%	34.8%	4.3%	4.3%	--	--				

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	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16. This course was rigorous.										
Total f:	7	11	8	2	1	--	29	2.28	1.03	2.0
Total %:	24.1%	37.9%	27.6%	6.9%	3.4%					

Response Set: A = Excellent Response Weight: A = 1
 B = Very Good B = 2
 C = Good C = 3
 D = Fair D = 4
 E = Poor E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
17. How would you rate this instructor's overall teaching ability?										
Total f:	16	8	3	2	--	--	29	1.69	0.93	1.0
Total %:	55.2%	27.6%	10.3%	6.9%	--					

Total Respondents: 29

Subgroup Respondents: 29

Response Set: A = Strongly Agree Response Weight: A = 1
 B = Agree B = 2
 C = Neither Agree or Disagree C = 3
 D = Disagree D = 4
 E = Strongly Disagree E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
1. THE INSTRUCTOR: Clearly presented the subject matter.										
Total f:	15	13	1	--	--	--	29	1.52	0.57	1.0
Total %:	51.7%	44.8%	3.4%	--	--					
2. Was available during office hours for help outside of class.										
Total f:	13	11	5	--	--	--	29	1.72	0.75	2.0
Total %:	44.8%	37.9%	17.2%	--	--					
3. Conveyed enthusiasm toward the course.										
Total f:	21	6	2	--	--	--	29	1.34	0.61	1.0
Total %:	72.4%	20.7%	6.9%	--	--					
4. When appropriate, related course material to other areas of knowledge.										
Total f:	19	9	1	--	--	--	29	1.38	0.56	1.0
Total %:	65.5%	31.0%	3.4%	--	--					
5. Was conscientious in grading and returning assignments and exams.										
Total f:	10	13	3	3	--	--	29	1.97	0.94	2.0
Total %:	34.5%	44.8%	10.3%	10.3%	--					
6. Developed interest in the subject.										
Total f:	16	9	3	1	--	--	29	1.62	0.82	1.0
Total %:	55.2%	31.0%	10.3%	3.4%	--					
7. Stimulated me to think.										
Total f:	12	12	1	4	--	--	29	1.90	1.01	2.0
Total %:	41.4%	41.4%	3.4%	13.8%	--					
8. In general, was effective in teaching the course.										
Total f:	15	11	2	1	--	--	29	1.62	0.78	1.0
Total %:	51.7%	37.9%	6.9%	3.4%	--					
9. THE TEST: Concentrated on the important points and topics in the subject matter.										
Total f:	11	11	4	3	--	--	29	1.97	0.98	2.0
Total %:	37.9%	37.9%	13.8%	10.3%	--					
10. Seemed to have been carefully and conscientiously prepared.										
Total f:	12	13	3	1	--	--	29	1.76	0.79	2.0
Total %:	41.4%	44.8%	10.3%	3.4%	--					
11. Were clearly worded.										
Total f:	8	10	3	7	1	--	29	2.41	1.24	2.0
Total %:	27.6%	34.5%	10.3%	24.1%	3.4%					
12. Seemed to be measures of my knowledge and understanding.										
Total f:	8	10	5	4	2	--	29	2.38	1.24	2.0
Total %:	27.6%	34.5%	17.2%	13.8%	6.9%					
13. IN GENERAL: Procedures for determining my grade were appropriate for the course.										
Total f:	12	12	1	3	1	--	29	1.93	1.10	2.0
Total %:	41.4%	41.4%	3.4%	10.3%	3.4%					
14. Adequate information about how well I was doing was readily available.										
Total f:	9	14	2	4	--	--	29	2.03	0.98	2.0
Total %:	31.0%	48.3%	6.9%	13.8%	--					
15. My responsibilities in the course were clearly defined.										
Total f:	15	9	3	2	--	--	29	1.72	0.92	1.0
Total %:	51.7%	31.0%	10.3%	6.9%	--					

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	A	B	C	D	E	Miss.	N	Mean	SD	MDN
16. This course was rigorous.										
Total f:	9	7	7	--	--	--	23	1.91	0.85	2.0
Total %:	39.1%	30.4%	30.4%	--	--					

Response Set:

- A = Excellent
- B = Very Good
- C = Good
- D = Fair
- E = Poor

Response Weight:

- A = 1
- B = 2
- C = 3
- D = 4
- E = 5

	A	B	C	D	E	Miss.	N	Mean	SD	MDN
17. How would you rate this instructor's overall teaching ability?										
Total f:	14	6	3	--	--	--	23	1.52	0.73	1.0
Total %:	60.9%	26.1%	13.0%	--	--					

ASPP02 - FACULTY EVALUATION REPORT
FALL 2008

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	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
QUESTIONS ABOUT STUDENT PARTICIPATION IN CLASS													
1. I INVESTED ENOUGH TIME AND ENERGY IN THE CLASS TO MEET CL	15	78.9	1	5.3	1	5.3	0	.0	2	10.5	0	.0	4.42
2. I ATTENDED CLASS ON A REGULAR BASIS	15	78.9	1	5.3	1	5.3	1	5.3	1	5.3	0	.0	4.47
3. I TOOK INITIATIVE TO LEARN ACTIVELY AND REFLECT UPON ISSU	15	78.9	2	10.5	0	.0	2	10.5	0	.0	0	.0	4.58
4. I COMPETED ALL OF THE ASSIGNMENTS UP TO TODAY FOR THIS CL	13	68.4	3	15.8	1	5.3	2	10.5	0	.0	0	.0	4.42
QUESTIONS ABOUT THE CLASS LEARNING EXPERIENCE													
5. CLASS LECTURES, DISCUSSIONS, ACTIVITIES, ASSIGNMENTS WERE	12	63.2	4	21.1	1	5.3	1	5.3	1	5.3	0	.0	4.32
6. INSTRUCTOR WAS ORGANIZED IN CLASS	15	78.9	2	10.5	0	.0	1	5.3	1	5.3	0	.0	4.53
7. INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJECTIV	14	73.7	2	10.5	0	.0	2	10.5	1	5.3	0	.0	4.37
8. INSTRUCTOR EFFECTIVELY MANAGED CLASS ACTIVITIES SUCH AS L	15	78.9	1	5.3	1	5.3	1	5.3	1	5.3	0	.0	4.47
9. INSTRUCTOR'S COMMENTS ON GRADED MATERIAL WERE USEFUL	12	63.2	3	15.8	1	5.3	2	10.5	1	5.3	0	.0	4.21
10. INSTRUCTOR'S INTERACTIONS WITH STUDENTS DEMONSTRATED RESP	14	73.7	2	10.5	1	5.3	1	5.3	1	5.3	0	.0	4.42
11. INSTRUCTOR FACILITATED OPEN DISCUSSIONS AND ENCOURAGED OP	14	73.7	2	10.5	1	5.3	0	.0	2	10.5	0	.0	4.37
12. INSTRUCTOR SET HIGH STANDARDS FOR STUDENT'S WORK	14	73.7	2	10.5	0	.0	2	10.5	1	5.3	0	.0	4.37
13. INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	14	73.7	2	10.5	0	.0	2	10.5	1	5.3	0	.0	4.37
14. INSTRUCTOR WAS KNOWLEDGEABLE ABOUT THE SUBJECT	15	78.9	1	5.3	0	.0	2	10.5	1	5.3	0	.0	4.42
15. THE ASSIGNMENTS WERE HELPFUL FOR MY LEARNING IN THIS CLAS	15	78.9	1	5.3	1	5.3	1	5.3	1	5.3	0	.0	4.47
16. OVERALL, I THOUGH THE INSTRUCTOR TAUGHT THIS COURSE WELL	14	73.7	2	10.5	0	.0	2	10.5	1	5.3	0	.0	4.37
17. I LEAVE FEELING THAT I HAVE LEARNED SOMETHING	14	73.7	1	5.3	2	10.5	1	5.3	1	5.3	0	.0	4.37

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
QUESTIONS ABOUT STUDENT PARTIC	58	76.3	7	9.2	3	3.9	5	6.6	3	3.9	0	.0	4.47
QUESTIONS ABOUT THE CLASS LEAR	182	73.7	25	10.1	8	3.2	18	7.3	14	5.7	0	.0	4.39
	240	74.3	32	9.9	11	3.4	23	7.1	17	5.3	0	.0	4.41

19 STUDENTS RESPONDED

48
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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81749 MALVINI S COMS 2 08 Argumentation

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
QUESTIONS ABOUT STUDENT PARTICIPATION IN CLASS													
1. I INVESTED ENOUGH TIME AND ENERGY IN THE CLASS TO MEET CL	15	62.5	6	25.0	1	4.2	0	.0	2	8.3	0	.0	4.33
2. I ATTENDED CLASS ON A REGULAR BASIS	15	62.5	5	20.8	2	8.3	0	.0	2	8.3	0	.0	4.29
3. I TOOK INITIATIVE TO LEARN ACTIVELY AND REFLECT UPON ISSU	14	58.3	8	33.3	0	.0	0	.0	2	8.3	0	.0	4.33
4. I COMPETED ALL OF THE ASSIGNMENTS UP TO TODAY FOR THIS CL	13	54.2	5	20.8	2	8.3	1	4.2	3	12.5	0	.0	4.00
QUESTIONS ABOUT THE CLASS LEARNING EXPERIENCE													
5. CLASS LECTURES, DISCUSSIONS, ACTIVITIES, ASSIGNMENTS WERE	17	70.8	5	20.8	0	.0	0	.0	2	8.3	0	.0	4.46
6. INSTRUCTOR WAS ORGANIZED IN CLASS	20	83.3	1	4.2	1	4.2	1	4.2	1	4.2	0	.0	4.58
7. INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJECTIV	17	70.8	3	12.5	1	4.2	1	4.2	2	8.3	0	.0	4.33
8. INSTRUCTOR EFFECTIVELY MANAGED CLASS ACTIVITIES SUCH AS L	17	70.8	4	16.7	1	4.2	1	4.2	1	4.2	0	.0	4.46
9. INSTRUCTOR'S COMMENTS ON GRADED MATERIAL WERE USEFUL	17	70.8	3	12.5	2	8.3	1	4.2	1	4.2	0	.0	4.42
10. INSTRUCTOR'S INTERACTIONS WITH STUDENTS DEMONSTRATED RESP	17	70.8	5	20.8	0	.0	0	.0	2	8.3	0	.0	4.46
11. INSTRUCTOR FACILITATED OPEN DISCUSSIONS AND ENCOURAGED OP	16	66.7	5	20.8	1	4.2	0	.0	2	8.3	0	.0	4.38
12. INSTRUCTOR SET HIGH STANDARDS FOR STUDENT'S WORK	19	79.2	2	8.3	1	4.2	0	.0	2	8.3	0	.0	4.50
13. INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	19	79.2	3	12.5	0	.0	1	4.2	1	4.2	0	.0	4.58
14. INSTRUCTOR WAS KNOWLEDGEABLE ABOUT THE SUBJECT	19	79.2	3	12.5	0	.0	1	4.2	1	4.2	0	.0	4.58
15. THE ASSIGNMENTS WERE HELPFUL FOR MY LEARNING IN THIS CLAS	13	54.2	8	33.3	1	4.2	1	4.2	1	4.2	0	.0	4.29
16. OVERALL, I THOUGH THE INSTRUCTOR TAUGHT THIS COURSE WELL	18	75.0	3	12.5	1	4.2	0	.0	2	8.3	0	.0	4.46
17. I LEAVE FEELING THAT I HAVE LEARNED SOMETHING	16	69.6	6	26.1	0	.0	0	.0	1	4.3	0	.0	4.57

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
QUESTIONS ABOUT STUDENT PARTIC	57	59.4	24	25.0	5	5.2	1	1.0	9	9.4	0	.0	4.24
QUESTIONS ABOUT THE CLASS LEAR	225	72.3	51	16.4	9	2.9	7	2.3	19	6.1	0	.0	4.47
	282	69.3	75	18.4	14	3.4	8	2.0	28	6.9	0	.0	4.41

24 STUDENTS RESPONDED

49
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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OVERALL SUMMARY FOR MALVINI S

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
QUESTIONS ABOUT STUDENT PARTICIPATION IN CLASS													
1. I INVESTED ENOUGH TIME AND ENERGY IN THE CLASS TO MEET CL	30	69.8	7	16.3	2	4.7	0	.0	4	9.3	0	.0	4.37
2. I ATTENDED CLASS ON A REGULAR BASIS	30	69.8	6	14.0	3	7.0	1	2.3	3	7.0	0	.0	4.37
3. I TOOK INITIATIVE TO LEARN ACTIVELY AND REFLECT UPON ISSU	29	67.4	10	23.3	0	.0	2	4.7	2	4.7	0	.0	4.44
4. I COMPETED ALL OF THE ASSIGNMENTS UP TO TODAY FOR THIS CL	26	60.5	8	18.6	3	7.0	3	7.0	3	7.0	0	.0	4.19
QUESTIONS ABOUT THE CLASS LEARNING EXPERIENCE													
5. CLASS LECTURES, DISCUSSIONS, ACTIVITIES, ASSIGNMENTS WERE	29	67.4	9	20.9	1	2.3	1	2.3	3	7.0	0	.0	4.40
6. INSTRUCTOR WAS ORGANIZED IN CLASS	35	81.4	3	7.0	1	2.3	2	4.7	2	4.7	0	.0	4.56
7. INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJECTIV	31	72.1	5	11.6	1	2.3	3	7.0	3	7.0	0	.0	4.35
8. INSTRUCTOR EFFECTIVELY MANAGED CLASS ACTIVITIES SUCH AS L	32	74.4	5	11.6	2	4.7	2	4.7	2	4.7	0	.0	4.47
9. INSTRUCTOR'S COMMENTS ON GRADED MATERIAL WERE USEFUL	29	67.4	6	14.0	3	7.0	3	7.0	2	4.7	0	.0	4.33
10. INSTRUCTOR'S INTERACTIONS WITH STUDENTS DEMONSTRATED RESP	31	72.1	7	16.3	1	2.3	1	2.3	3	7.0	0	.0	4.44
11. INSTRUCTOR FACILITATED OPEN DISCUSSIONS AND ENCOURAGED OP	30	69.8	7	16.3	2	4.7	0	.0	4	9.3	0	.0	4.37
12. INSTRUCTOR SET HIGH STANDARDS FOR STUDENT'S WORK	33	76.7	4	9.3	1	2.3	2	4.7	3	7.0	0	.0	4.44
13. INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	33	76.7	5	11.6	0	.0	3	7.0	2	4.7	0	.0	4.49
14. INSTRUCTOR WAS KNOWLEDGEABLE ABOUT THE SUBJECT	34	79.1	4	9.3	0	.0	3	7.0	2	4.7	0	.0	4.51
15. THE ASSIGNMENTS WERE HELPFUL FOR MY LEARNING IN THIS CLAS	28	65.1	9	20.9	2	4.7	2	4.7	2	4.7	0	.0	4.37
16. OVERALL, I THOUGH THE INSTRUCTOR TAUGHT THIS COURSE WELL	32	74.4	5	11.6	1	2.3	2	4.7	3	7.0	0	.0	4.42
17. I LEAVE FEELING THAT I HAVE LEARNED SOMETHING	30	71.4	7	16.7	2	4.8	1	2.4	2	4.8	0	.0	4.48

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
QUESTIONS ABOUT STUDENT PARTIC	115	66.9	31	18.0	8	4.7	6	3.5	12	7.0	0	.0	4.34
QUESTIONS ABOUT THE CLASS LEAR	407	72.9	76	13.6	17	3.0	25	4.5	33	5.9	0	.0	4.43
	522	71.5	107	14.7	25	3.4	31	4.2	45	6.2	0	.0	4.41

43 STUDENTS RESPONDED

50
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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32715 MALVINI S COMS 5 28 Communication Experience

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
CHARACTERISTICS OF THE TEACHER AND TEACHING													
1. THE INSTRUCTOR WAS HELPFUL	19	76.0	6	24.0	0	.0	0	.0	0	.0	0	.0	4.76
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	25	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	5.00
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	14	56.0	9	36.0	2	8.0	0	.0	0	.0	0	.0	4.48
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	17	68.0	5	20.0	3	12.0	0	.0	0	.0	0	.0	4.56
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	21	84.0	2	8.0	2	8.0	0	.0	0	.0	0	.0	4.76
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	17	68.0	6	24.0	2	8.0	0	.0	0	.0	0	.0	4.60
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	20	80.0	5	20.0	0	.0	0	.0	0	.0	0	.0	4.80
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	20	80.0	4	16.0	0	.0	0	.0	1	4.0	0	.0	4.68
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	11	44.0	11	44.0	3	12.0	0	.0	0	.0	0	.0	4.32
10. THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	16	66.7	5	20.8	3	12.5	0	.0	0	.0	0	.0	4.54
11. THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	19	79.2	2	8.3	3	12.5	0	.0	0	.0	0	.0	4.67
12. THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	18	75.0	3	12.5	3	12.5	0	.0	0	.0	0	.0	4.63
13. THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	17	70.8	3	12.5	3	12.5	1	4.2	0	.0	0	.0	4.50
14. THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	20	83.3	2	8.3	2	8.3	0	.0	0	.0	0	.0	4.75
15. CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	17	70.8	4	16.7	3	12.5	0	.0	0	.0	0	.0	4.58
16. HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	15	62.5	5	20.8	3	12.5	1	4.2	0	.0	0	.0	4.42

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	286	72.8	72	18.3	32	8.1	2	.5	1	.3	0	.0	4.63
	286	72.8	72	18.3	32	8.1	2	.5	1	.3	0	.0	4.63

25 STUDENTS RESPONDED

51
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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32716 MALVINI S COMS 5 29 Communication Experience

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
CHARACTERISTICS OF THE TEACHER AND TEACHING													
1. THE INSTRUCTOR WAS HELPFUL	19	79.2	5	20.8	0	.0	0	.0	0	.0	0	.0	4.79
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	20	83.3	4	16.7	0	.0	0	.0	0	.0	0	.0	4.83
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	18	75.0	6	25.0	0	.0	0	.0	0	.0	0	.0	4.75
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	18	75.0	5	20.8	1	4.2	0	.0	0	.0	0	.0	4.71
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	16	66.7	7	29.2	1	4.2	0	.0	0	.0	0	.0	4.63
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	16	66.7	6	25.0	2	8.3	0	.0	0	.0	0	.0	4.58
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	20	83.3	3	12.5	1	4.2	0	.0	0	.0	0	.0	4.79
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	19	79.2	5	20.8	0	.0	0	.0	0	.0	0	.0	4.79
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	13	54.2	7	29.2	3	12.5	1	4.2	0	.0	0	.0	4.33
10. THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	17	73.9	5	21.7	1	4.3	0	.0	0	.0	0	.0	4.70
11. THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	19	79.2	3	12.5	2	8.3	0	.0	0	.0	0	.0	4.71
12. THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	19	79.2	5	20.8	0	.0	0	.0	0	.0	0	.0	4.79
13. THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	20	83.3	2	8.3	1	4.2	1	4.2	0	.0	0	.0	4.71
14. THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	20	83.3	2	8.3	2	8.3	0	.0	0	.0	0	.0	4.75
15. CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	19	79.2	3	12.5	2	8.3	0	.0	0	.0	0	.0	4.71
16. HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	19	79.2	3	12.5	1	4.2	1	4.2	0	.0	0	.0	4.67

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	292	76.2	71	18.5	17	4.4	3	.8	0	.0	0	.0	4.70
	292	76.2	71	18.5	17	4.4	3	.8	0	.0	0	.0	4.70

24 STUDENTS RESPONDED

52
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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OVERALL SUMMARY FOR MALVINI S

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	

CHARACTERISTICS OF THE TEACHER AND TEACHING													

1. THE INSTRUCTOR WAS HELPFUL	38	77.6	11	22.4	0	.0	0	.0	0	.0	0	.0	4.78
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	45	91.8	4	8.2	0	.0	0	.0	0	.0	0	.0	4.92
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	32	65.3	15	30.6	2	4.1	0	.0	0	.0	0	.0	4.61
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	35	71.4	10	20.4	4	8.2	0	.0	0	.0	0	.0	4.63
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	37	75.5	9	18.4	3	6.1	0	.0	0	.0	0	.0	4.69
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	33	67.3	12	24.5	4	8.2	0	.0	0	.0	0	.0	4.59
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	40	81.6	8	16.3	1	2.0	0	.0	0	.0	0	.0	4.80
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	39	79.6	9	18.4	0	.0	0	.0	1	2.0	0	.0	4.73
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	24	49.0	18	36.7	6	12.2	1	2.0	0	.0	0	.0	4.33
10. THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	33	70.2	10	21.3	4	8.5	0	.0	0	.0	0	.0	4.62
11. THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	38	79.2	5	10.4	5	10.4	0	.0	0	.0	0	.0	4.69
12. THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	37	77.1	8	16.7	3	6.3	0	.0	0	.0	0	.0	4.71
13. THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	37	77.1	5	10.4	4	8.3	2	4.2	0	.0	0	.0	4.60
14. THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	40	83.3	4	8.3	4	8.3	0	.0	0	.0	0	.0	4.75
15. CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	36	75.0	7	14.6	5	10.4	0	.0	0	.0	0	.0	4.65
16. HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	34	70.8	8	16.7	4	8.3	2	4.2	0	.0	0	.0	4.54

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	

	578	74.5	143	18.4	49	6.3	5	.6	1	.1	0	.0	4.66

	578	74.5	143	18.4	49	6.3	5	.6	1	.1	0	.0	4.66

49 STUDENTS RESPONDED

53
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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OVERALL SUMMARY FOR ALL *TA's*

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
CHARACTERISTICS OF THE TEACHER AND TEACHING													
1. THE INSTRUCTOR WAS HELPFUL	301	56.3	156	29.2	58	10.8	14	2.6	6	1.1	0	.0	4.37
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	387	72.5	101	18.9	26	4.9	14	2.6	6	1.1	0	.0	4.59
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	281	52.6	161	30.1	63	11.8	21	3.9	7	1.3	1	.2	4.29
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	341	63.7	108	20.2	53	9.9	25	4.7	8	1.5	0	.0	4.40
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	301	56.2	144	26.9	56	10.4	25	4.7	10	1.9	0	.0	4.31
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	315	58.8	142	26.5	54	10.1	20	3.7	5	.9	0	.0	4.38
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	314	58.6	146	27.2	48	9.0	16	3.0	12	2.2	0	.0	4.37
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	393	73.3	91	17.0	31	5.8	11	2.1	10	1.9	0	.0	4.58
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	227	42.4	169	31.5	92	17.2	22	4.1	25	4.7	1	.2	4.03
10. THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	273	53.0	152	29.5	63	12.2	20	3.9	6	1.2	1	.2	4.30
11. THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	292	54.8	145	27.2	69	12.9	13	2.4	14	2.6	0	.0	4.29
12. THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	362	67.9	113	21.2	33	6.2	19	3.6	6	1.1	0	.0	4.51
13. THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	310	58.3	121	22.7	68	12.8	13	2.4	5	.9	15	2.8	4.39
14. THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	350	66.0	114	21.5	38	7.2	15	2.8	13	2.5	0	.0	4.46
15. CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	291	54.6	142	26.6	56	10.5	29	5.4	15	2.8	0	.0	4.25
16. HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	276	52.5	133	25.3	61	11.6	32	6.1	24	4.6	0	.0	4.15

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	5014	58.8	2138	25.1	869	10.2	309	3.6	172	2.0	18	.2	4.35
	5014	58.8	2138	25.1	869	10.2	309	3.6	172	2.0	18	.2	4.35

536 STUDENTS RESPONDED

54
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

DATE 07/12/30
TIME 13:17:58

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82233 MALVINI S COMS 5 26 Communication Experience

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
CHARACTERISTICS OF THE TEACHER AND TEACHING													
1. THE INSTRUCTOR WAS HELPFUL	19	70.4	8	29.6	0	.0	0	.0	0	.0	0	.0	4.70
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	23	85.2	4	14.8	0	.0	0	.0	0	.0	0	.0	4.85
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	16	59.3	8	29.6	3	11.1	0	.0	0	.0	0	.0	4.48
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	19	70.4	5	18.5	1	3.7	0	.0	2	7.4	0	.0	4.44
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	21	77.8	5	18.5	1	3.7	0	.0	0	.0	0	.0	4.74
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	19	70.4	8	29.6	0	.0	0	.0	0	.0	0	.0	4.70
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	20	74.1	7	25.9	0	.0	0	.0	0	.0	0	.0	4.74
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	18	66.7	8	29.6	1	3.7	0	.0	0	.0	0	.0	4.63
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	14	51.9	9	33.3	3	11.1	0	.0	1	3.7	0	.0	4.30
10. THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	14	51.9	12	44.4	1	3.7	0	.0	0	.0	0	.0	4.48
11. THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	16	59.3	9	33.3	2	7.4	0	.0	0	.0	0	.0	4.52
12. THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	19	70.4	7	25.9	1	3.7	0	.0	0	.0	0	.0	4.67
13. THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	21	77.8	5	18.5	1	3.7	0	.0	0	.0	0	.0	4.74
14. THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	22	81.5	5	18.5	0	.0	0	.0	0	.0	0	.0	4.81
15. CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	18	66.7	7	25.9	2	7.4	0	.0	0	.0	0	.0	4.59
16. HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	17	63.0	7	25.9	2	7.4	1	3.7	0	.0	0	.0	4.48

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	296	68.5	114	26.4	18	4.2	1	.2	3	.7	0	.0	4.62
	296	68.5	114	26.4	18	4.2	1	.2	3	.7	0	.0	4.62

27 STUDENTS RESPONDED

55
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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82234 MALVINI S COMS 5 29 Communication Experience

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	

CHARACTERISTICS OF THE TEACHER AND TEACHING													

1. THE INSTRUCTOR WAS HELPFUL	17	89.5	2	10.5	0	.0	0	.0	0	.0	0	.0	4.89
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	19	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	5.00
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	11	57.9	7	36.8	1	5.3	0	.0	0	.0	0	.0	4.53
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	18	94.7	1	5.3	0	.0	0	.0	0	.0	0	.0	4.95
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	15	78.9	4	21.1	0	.0	0	.0	0	.0	0	.0	4.79
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	17	89.5	2	10.5	0	.0	0	.0	0	.0	0	.0	4.89
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	16	84.2	3	15.8	0	.0	0	.0	0	.0	0	.0	4.84
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	18	94.7	1	5.3	0	.0	0	.0	0	.0	0	.0	4.95
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	15	78.9	3	15.8	1	5.3	0	.0	0	.0	0	.0	4.74
10.THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	16	84.2	3	15.8	0	.0	0	.0	0	.0	0	.0	4.84
11.THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	14	73.7	5	26.3	0	.0	0	.0	0	.0	0	.0	4.74
12.THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	17	89.5	2	10.5	0	.0	0	.0	0	.0	0	.0	4.89
13.THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	14	73.7	5	26.3	0	.0	0	.0	0	.0	0	.0	4.74
14.THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	19	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	5.00
15.CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	19	100.0	0	.0	0	.0	0	.0	0	.0	0	.0	5.00
16.HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	15	78.9	4	21.1	0	.0	0	.0	0	.0	0	.0	4.79

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	260	85.5	42	13.8	2	.7	0	.0	0	.0	0	.0	4.85
	260	85.5	42	13.8	2	.7	0	.0	0	.0	0	.0	4.85

19 STUDENTS RESPONDED

56
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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OVERALL SUMMARY FOR MALVINI S

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
CHARACTERISTICS OF THE TEACHER AND TEACHING													
1. THE INSTRUCTOR WAS HELPFUL	36	78.3	10	21.7	0	.0	0	.0	0	.0	0	.0	4.78
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	42	91.3	4	8.7	0	.0	0	.0	0	.0	0	.0	4.91
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	27	58.7	15	32.6	4	8.7	0	.0	0	.0	0	.0	4.50
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	37	80.4	6	13.0	1	2.2	0	.0	2	4.3	0	.0	4.65
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	36	78.3	9	19.6	1	2.2	0	.0	0	.0	0	.0	4.76
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	36	78.3	10	21.7	0	.0	0	.0	0	.0	0	.0	4.78
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	36	78.3	10	21.7	0	.0	0	.0	0	.0	0	.0	4.78
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	36	78.3	9	19.6	1	2.2	0	.0	0	.0	0	.0	4.76
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	29	63.0	12	26.1	4	8.7	0	.0	1	2.2	0	.0	4.48
10. THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	30	65.2	15	32.6	1	2.2	0	.0	0	.0	0	.0	4.63
11. THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	30	65.2	14	30.4	2	4.3	0	.0	0	.0	0	.0	4.61
12. THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	36	78.3	9	19.6	1	2.2	0	.0	0	.0	0	.0	4.76
13. THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	35	76.1	10	21.7	1	2.2	0	.0	0	.0	0	.0	4.74
14. THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	41	89.1	5	10.9	0	.0	0	.0	0	.0	0	.0	4.89
15. CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	37	80.4	7	15.2	2	4.3	0	.0	0	.0	0	.0	4.76
16. HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	32	69.6	11	23.9	2	4.3	1	2.2	0	.0	0	.0	4.61

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	556	75.5	156	21.2	20	2.7	1	.1	3	.4	0	.0	4.71
	556	75.5	156	21.2	20	2.7	1	.1	3	.4	0	.0	4.71

46 STUDENTS RESPONDED

*N/A⁵⁷ RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

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OVERALL SUMMARY FOR ALL (TAs)

	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	

CHARACTERISTICS OF THE TEACHER AND TEACHING													

1. THE INSTRUCTOR WAS HELPFUL	252	54.9	129	28.1	46	10.0	17	3.7	14	3.1	1	.2	4.28
2. THE INSTRUCTOR TOLERATED OPEN DISCUSSION AND ENCOURAGED S	333	72.2	84	18.2	25	5.4	15	3.3	4	.9	0	.0	4.58
3. THE INSTRUCTOR WAS FLEXIBLE WHILE ADHERING TO COURSE OBJE	226	49.0	140	30.4	55	11.9	26	5.6	12	2.6	2	.4	4.18
4. THE INSTRUCTOR WAS FAIR IN DEALING WITH ME	288	62.5	100	21.7	43	9.3	20	4.3	10	2.2	0	.0	4.38
5. THE INSTRUCTORS PRESENTATIONS WERE CLEAR	231	50.1	133	28.9	63	13.7	24	5.2	10	2.2	0	.0	4.20
6. THE INSTRUCTOR PROVIDED A SUFFICIENT NUMBER OF DEFINITION	250	54.2	129	28.0	54	11.7	20	4.3	8	1.7	0	.0	4.29
7. THE PRESENTATION OF MATERIAL IN CLASS WAS WELL ORGANIZED	246	53.4	135	29.3	58	12.6	14	3.0	8	1.7	0	.0	4.30
8. THE INSTRUCTOR WAS ENTHUSIASTIC ABOUT THE SUBJECT	327	70.9	99	21.5	22	4.8	7	1.5	6	1.3	0	.0	4.59
9. THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY	205	44.8	125	27.3	78	17.0	28	6.1	22	4.8	0	.0	4.01
10.THE INSTRUCTOR PROVIDED TIMELY FEEDBACK APPROPRIATE TO TH	244	54.2	119	26.4	57	12.7	22	4.9	8	1.8	0	.0	4.26
11.THE INSTRUCTOR PROVIDED ADEQUATE FEEDBACK ON WRITTEN AND/	242	53.1	117	25.7	64	14.0	16	3.5	15	3.3	2	.4	4.22
12.THE INSTRUCTORS VOCAL CHARACTERISTICS (VOLUME, RATE, TONE	322	70.6	91	20.0	28	6.1	8	1.8	7	1.5	0	.0	4.56
13.THE INSTRUCTOR HAS BEEN AVAILABLE TO ME ON AN INDIVIDUAL	254	55.9	108	23.8	57	12.6	15	3.3	8	1.8	12	2.6	4.32
14.THE INSTRUCTORS INTERACTIONS WITH STUDENTS DEMONSTRATED R	308	67.5	92	20.2	27	5.9	18	3.9	10	2.2	1	.2	4.47
15.CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTO	233	51.2	104	22.9	64	14.1	32	7.0	22	4.8	0	.0	4.09
16.HOW WOULD YOU RANK THIS INSTRUCTOR IN TERMS OF ALL OTHER	204	45.6	110	24.6	53	11.9	50	11.2	30	6.7	0	.0	3.91

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
	4165	56.9	1815	24.8	794	10.8	332	4.5	194	2.7	18	.2	4.29
	4165	56.9	1815	24.8	794	10.8	332	4.5	194	2.7	18	.2	4.29

461 STUDENTS RESPONDED

58
*N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE

DATE 07/05/30
TIME 10:50:31

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SPRING 2007

20849 Irwin J COMS103 10 PRESENTATNL SPEAK ORGANIZ

Malvini

INSTRUCTOR EVALUATION													
	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
DOES THE SECTION INSTRUCTOR INTRODUCE SIGNIFICANT IDEAS?													
DOES THE SECTION INSTRUCTOR SEEM TO BE WELL-INFORMED & U	21	87.0	2	8.0	1	4.0	0	0	0	0	0	0	4.83
DOES THE SECTION INSTRUCTOR USE ENOUGH EXAMPLES OR ILLUS	22	91.0	2	9.0	0	0	0	0	0	0	0	0	4.92
DOES THE SECTION INSTRUCTOR PRESENT MATERIAL IN AN INTER	23	95.0	1	4.0	0	0	0	0	0	0	0	0	4.96
COMMENTS/CRITIQUES													
WERE THE SPEECH GRADES ASSIGNED FAIRLY?	19	79.0	4	16.0	1	4.0	0	0	0	0	0	0	4.75
WERE THE SPEECH CRITIQUES HELPFUL?	19	79.0	5	20.0	0	0	0	0	0	0	0	0	4.79
WERE THE SPEECH CRITIQUES SPECIFIC?	20	83.0	4	16.0	0	0	0	0	0	0	0	0	4.83
WERE THE SPEECH CRITIQUES CONSTRUCTIVE?	20	83.0	4	16.0	0	0	0	0	0	0	0	0	4.83
DID YOUR INSTRUCTOR GIVE ADEQUATE DIRECTIONS ON HOW TO I	17	70.0	6	25.0	1	4.0	0	0	0	0	0	0	4.67
HOW VALUABLE WERE YOUR SPEECH CRITIQUES?	17	70.0	6	25.0	1	4.0	0	0	0	0	0	0	4.67
STUDENT-INSTRUCTOR INTERACTION													
DID YOU FEEL FREE TO ASK QUESTIONS, DISAGREE, EXPRESS ID	21	87.0	3	12.0	0	0	0	0	0	0	0	0	4.88
WAS THE SECTION INSTRUCTOR EASILY CONTACTED OUTSIDE OF C	20	84.0	2	8.0	1	4.0	0	0	0	0	0	0	4.83
HOW VALUABLE WERE YOUR PERSONAL INTERACTIONS WITH THE SE	20	83.0	4	16.0	0	0	0	0	0	0	0	0	4.83
WAS THE SECTION INSTRUCTOR RESPONSIVE TO FEEDBACK FROM T	22	91.0	2	8.0	0	0	0	0	0	0	0	0	4.92
COMES													
AS A RESULT OF THIS COURSE, DO YOU BELIEVE YOU ARE NOW A	16	66.0	4	16.0	3	12.0	1	4.0	0	0	0	0	4.46
AS A RESULT OF THIS COURSE, DO YOU BELIEVE YOU ARE NOW A	16	66.0	5	20.0	2	8.0	1	4.0	0	0	0	0	4.50
SECTION INSTRUCTOR													
SOCIABLE: 1 2 3 4 5 : UNSOCIABLE	21	87.0	3	12.0	0	0	0	0	0	0	0	0	4.88
CHEERFUL: 1 2 3 4 5 : GLOOMY	21	87.0	2	8.0	1	4.0	0	0	0	0	0	0	4.83
GOOD-NATURED: 1 2 3 4 5 : IRRITABLE	22	91.0	2	8.0	0	0	0	0	0	0	0	0	4.92
POISED: 1 2 3 4 5 : NERVOUS	19	79.0	4	16.0	1	4.0	0	0	0	0	0	0	4.75
RELAXED: 1 2 3 4 5 : TENSE	16	66.0	7	29.0	1	4.0	0	0	0	0	0	0	4.63
CALM: 1 2 3 4 5 : ANXIOUS	17	70.0	6	25.0	1	4.0	0	0	0	0	0	0	4.67
UNSELFISH: 1 2 3 4 5 : SELFISH	21	87.0	3	12.0	0	0	0	0	0	0	0	0	4.88
KIND: 1 2 3 4 5 : CRUEL	22	91.0	2	8.0	0	0	0	0	0	0	0	0	4.92
SYMPATHETIC: 1 2 3 4 5 : UNSYMPATHETIC	18	75.0	3	12.0	3	12.0	0	0	0	0	0	0	4.63
ASSERTIVE: 1 2 3 4 5 : MEEK	14	58.0	6	25.0	4	16.0	0	0	0	0	0	0	4.42
VERBAL: 1 2 3 4 5 : QUIET	14	58.0	7	29.0	3	12.0	0	0	0	0	0	0	4.46
BOLD: 1 2 3 4 5 : TIMID	7	29.0	7	29.0	9	37.0	0	0	1	4.0	0	0	3.79
EXPERT: 1 2 3 4 5 : INEXPERT	13	54.0	10	41.0	1	4.0	0	0	0	0	0	0	4.50
RELIABLE: 1 2 3 4 5 : UNRELIABLE	21	87.0	3	12.0	0	0	0	0	0	0	0	0	4.88
QUALIFIED: 1 2 3 4 5 : UNQUALIFIED	21	87.0	3	12.0	0	0	0	0	0	0	0	0	4.88

GOOD: 1 2 3 4 5 :BAD	22	91.0	2	8.0	0	.0	0	.0	0	0	0	0	4.92
VALUABLE: 1 2 3 4 5 :WORTHLESS	19	79.0	4	18.0	1	4.0	0	.0	0	0	0	0	4.75
ADMIRABLE: 1 2 3 4 5 :DEPLORABLE	18	75.0	5	20.0	0	.0	1	4.0	0	0	0	0	4.67
IMPORTANT: 1 2 3 4 5 :UNIMPORTANT	19	79.0	5	20.0	0	.0	0	.0	0	0	0	0	4.79
SIGNIFICANT: 1 2 3 4 5 :ISIGNIFICANT	19	79.0	5	20.0	0	.0	0	.0	0	0	0	0	4.79
RELEVANT: 1 2 3 4 5 :IRRELEVANT	18	81.0	4	18.0	0	.0	0	.0	0	0	0	0	4.82

0849 Irwin J COMS103 10 PRESENTATNL SPEAK ORGANIZ

SUMMARY -	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		N/A*		AVE
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
INSTRUCTOR EVALUATION	89	92.0	6	6.0	1	1.0	0	.0	0	.0	0	.0	4.92
GRADES/CRITIQUES	112	77.0	29	20.0	3	2.0	0	.0	0	.0	0	.0	4.76
STUDENT-INSTRUCTOR INTERACTION	83	87.0	11	11.0	1	1.0	0	.0	0	.0	0	.0	4.86
OUTCOMES	32	66.0	9	18.0	5	10.0	2	4.0	0	.0	0	.0	4.48
MY SECTION INSTRUCTOR	267	74.0	68	18.0	24	6.0	0	.0	1	.0	0	.0	4.67
MY SECTION	115	80.0	25	17.0	1	.0	1	.0	0	.0	0	.0	4.79
	698	78.0	148	16.0	35	3.0	3	.0	1	.0	0	.0	4.74

24 OUT OF 28 STUDENTS RESPONDED *N/A RESPONSES ARE INCLUDED IN THE PERCENTAGE BUT NOT IN THE AVERAGE