



## Instructor Report for Joshua Eisenthal

### PHIL 0202 - HISTORY ANCIENT PHIL/WRIT PRAC - 1055 - Credit Laboratory

#### 2171 - Teaching Survey

Total Enrollment 13  
Responses Received 11  
Response Rate 84.62%

#### Subject Details

Name	PHIL 0202 - HISTORY ANCIENT PHIL/WRIT PRAC - 1055 - Credit Laboratory
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
DEPARTMENT_CD	PHIL
CLASS_NBR	24872
COURSE_NUMBER	202
SECTION_NUMBER	1055
TERM_NUMBER	2171
COURSE_TYPE	Credit Laboratory
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	14
First Name	Joshua
Last Name	Eisenthal
RANK_DESCR	
FIRST_GRAD_TERM_START_DATE	
DEPARTMENT	
TENURE	NT

#### Report Comments

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**Creation Date** Wed, Jan 04, 2017

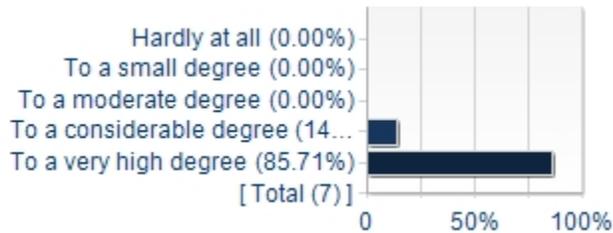
# University Questions

## Instructor Summary of Results

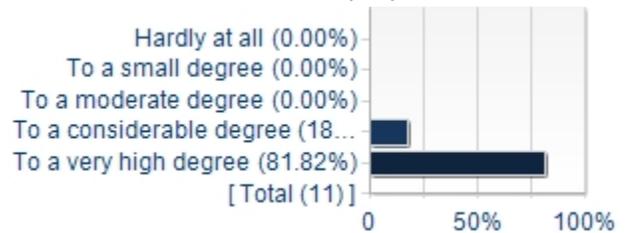
Question	Results		
	Mean	Response Count	Standard Deviation
The material covered in lab is well connected to the lectures.	4.86	7	0.38
The lab instructor was well-prepared for the labs.	4.82	11	0.40
The lab instructor appeared knowledgeable about course subject matter.	4.91	11	0.30
The lab instructor clarified material covered in course lectures.	4.91	11	0.30
The lab instructor showed interest in helping students understand the material.	4.91	11	0.30
The lab instructor returned assignments within a reasonable amount of time.	4.91	11	0.30
The lab instructor was concerned about students' progress in the course.	4.73	11	0.65
The lab instructor provided helpful answers to students' questions.	4.55	11	0.69
The lab instructor treated students with respect.	4.91	11	0.30
The lab instructor provided constructive feedback on assignments.	4.64	11	0.67
The lab instructor maintained an environment in which students felt comfortable asking questions.	4.82	11	0.40
The lab instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.	4.67	9	0.50
The lab instructor communicates effectively.	4.82	11	0.40
The lab instructor comprehends students' communication.	4.82	11	0.40
The lab instructor led this lab effectively.	4.82	11	0.40

## Instructor Evaluation: Detailed Results

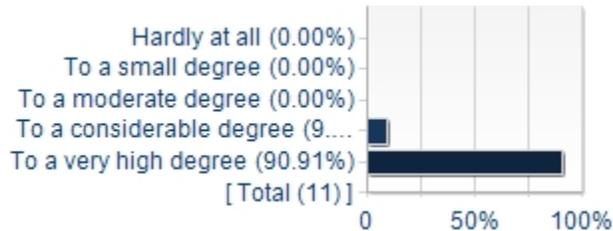
1. The material covered in lab is well connected to the lectures.



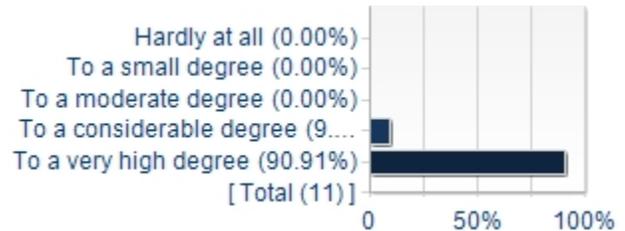
2. The lab instructor was well-prepared for the labs.



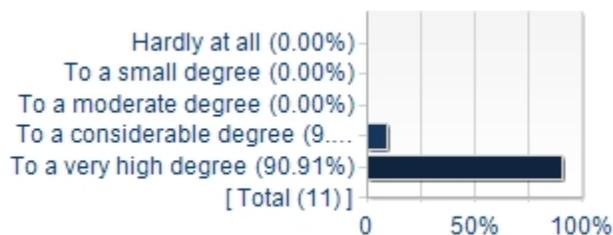
3. The lab instructor appeared knowledgeable about course subject matter.



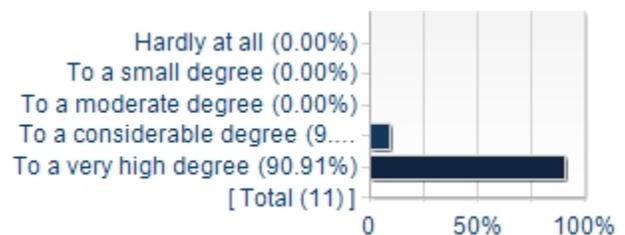
4. The lab instructor clarified material covered in course lectures.



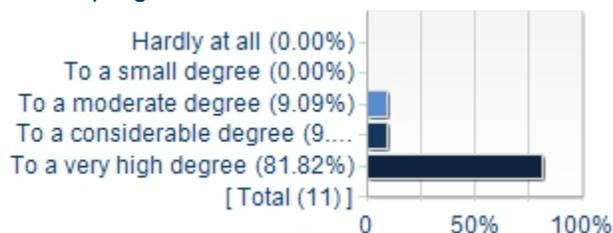
5. The lab instructor showed interest in helping students understand the material.



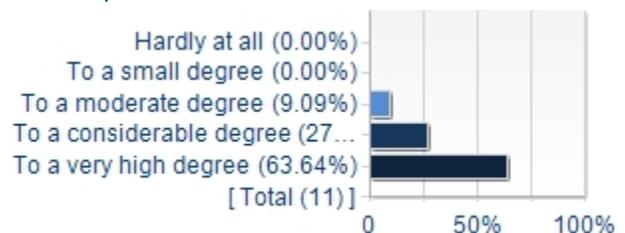
6. The lab instructor returned assignments within a reasonable amount of time.



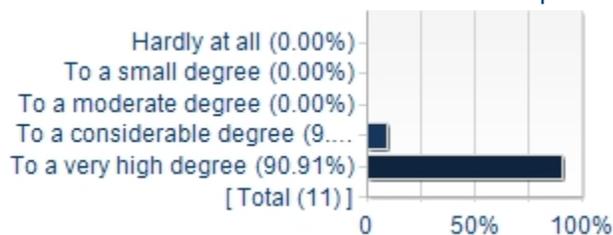
7. The lab instructor was concerned about students' progress in the course.



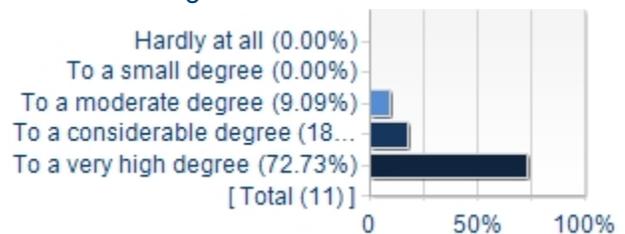
8. The lab instructor provided helpful answers to students' questions.



9. The lab instructor treated students with respect.

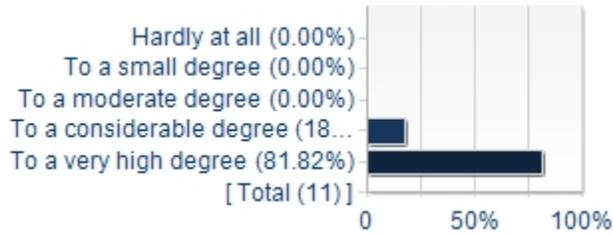


10. The lab instructor provided constructive feedback on assignments.

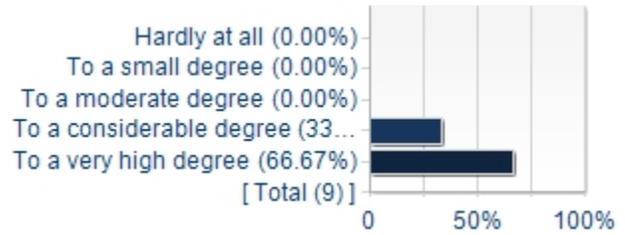


## Instructor Evaluation: Detailed Results (continued)

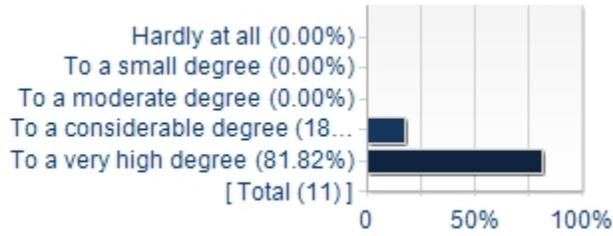
11. The lab instructor maintained an environment in which students felt comfortable asking questions.



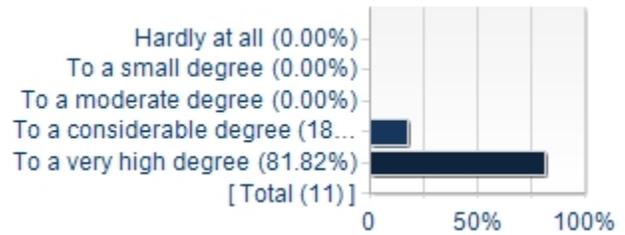
12. The lab instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.



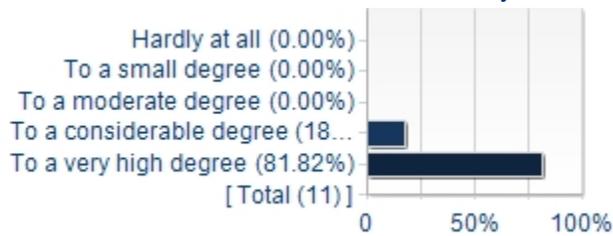
13. The lab instructor communicates effectively.



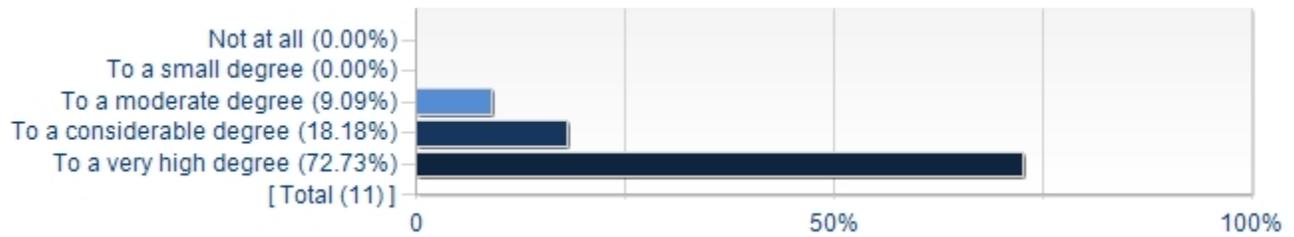
14. The lab instructor comprehends students' communication.



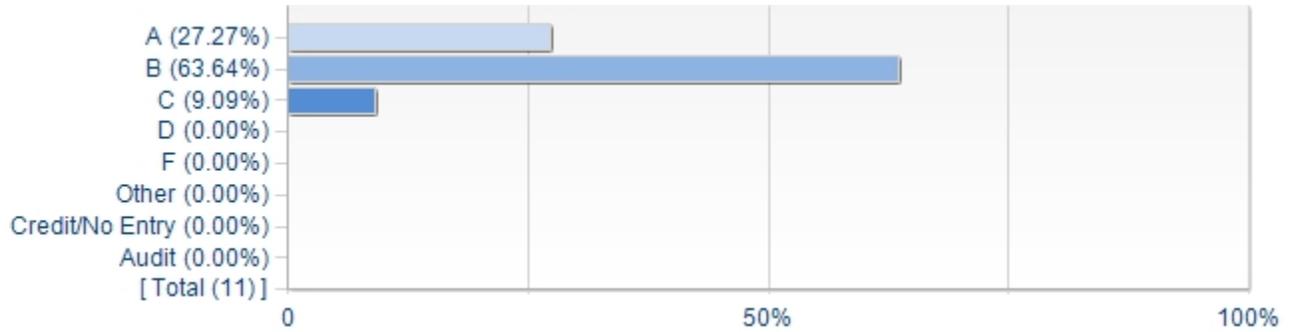
15. The lab instructor led this lab effectively.



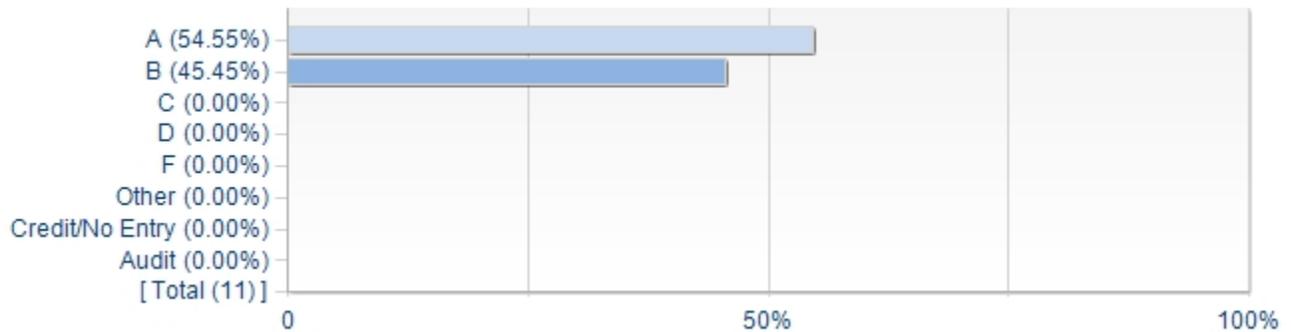
### Did the labs contribute to your learning in this course?



### What grade do you expect in the course?



### What grade do you expect in this lab?



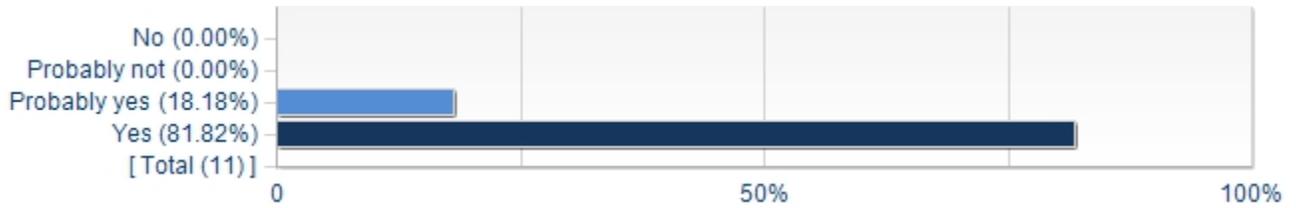
### What percent of the labs did you attend?



The material covered in lab is well connected to the lectures.



Would you recommend this lab instructor to other students who are going to take this course?



**Your lab instructor would like to know if there is something you believe he/she has done expecially well in teaching this lab section.**

Comments
good at explaining arguments and their mechanics
Great job, a lot easier to understand the complicated lecture material in a smaller class environment. Exercises that were available were extremely helpful for learning the material. Always patient when explaining abstract concepts and considered students objections to arguments. The weekly discussion boards helped with writing and the feedback on essays were always extremely helpful for improving philosophy writing skills.
he was fantastic at elaborating the general topics presented in lecture. He came to recitation very prepared and always ready to answer questions. He was very attentive to everyone's needs.
Very helpful in feedback as well as answering questions
Josh is very knowledgeable on course material which is reflected in his lectures. He utilized a variety of activities over the course of the semester which enhanced students' comprehension of the course material. He is enthusiastic, well-prepared and very informative. Highly recommend!
Josh is very enthusiastic about the subject as well as helping students understand it. Always willing to answer questions and has an excellent attitude when helping students.
you always made class interactive and clarified things that were confusing in class which was a lot of stuff) also your criticism on the essays was always very constructive.
He was very helpful with feedback with my writing. After the first essay, I felt like I still didn't really understand how to reconstruct an argument, and we spent the next few recitations working specifically on how to reconstruct arguments.
You were very well organized. You have drastically improved my writing and editing skills.
He came to class prepared and we always worked on activities relevant and informative to the course.

**Your lab instructor would also like to know what specific things you believe might be done to improve the teaching of this lab section.**

Comments
More explicit instructions on what is expected from a philosophy paper from the beginning of the course.
essay feedback can be difficult to comprehend/decode and expectations for essays can shift between first and second draft submissions.
Sometimes the material would still be a bit to abstract for students to grasp but that is more because there is only so much you could break down such complicated arguments.
He honestly was one of the best TA's I've had. There isn't too much to improve.
Consider discussing papers (whether in groups or as a class) between submissions or before the draft submission. As my first philosophy class there was a bit of a steep learning curve which such activities might help with
I felt this course had a strong basis in the study of logic, knowledge of which helped to reconstruct the arguments. Sometimes in class I felt confused partly because I have no background in logic. I think the course would benefit if the fundamentals of logic were taught or addressed before they are applied to the arguments.