

Student Evaluation Summary

Course: FWS 1101.105 – *One Foot in Front of the Other: A Walking History of Walking*

Semester: Fall, 2018

Institution: Cornell University

Number of Students: 16

Most Common Positive Comment:

- Course topic and materials were engaging and important
- Readings and discussions had positive impacts on student lives beyond the classroom
- Class discussions were useful in understanding the texts
- Feedback on assignments was helpful and specific

Most Common Suggestions / Complaints:

- Student-led discussions sometimes broke down, especially with harder readings
- More small-group work in non-walking classes
- Not enough variety in walking locations / classes should walk outside more

Excerpts of Student Feedback:

- “I feel like I have come away from this course with a much better understanding not only of walking, but of the overarching concepts as they can be applied to other aspects of life.”
- “the course was extremely organized, and the work proved to be both thought-provoking and meaningful.”
- “The course had engaging readings and unique writing assignments that challenged us to write in ways that are uncommon.”
- “I somewhat enjoyed the course this semester. I thought Mr. Greenlee did a great job with the material, however, the course description did not seem to really match what the actual class turned out to be.”
- “Mr. Greenlee is a great professor who showed how walking can be incorporated into my daily life. He is amazing at leading discussions and genuinely cares about his student.”
- “The course material is engaging and thought-provoking. Throughout the semester, I had been exposed to many great writings and meaning pieces. They significantly influence my way of thinking about the campus, the environment, and the subject of walking. Yet, sometimes the reading can be overwhelming.”

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 Course Evaluation Response Summary
 Semester: Fall 2018 Course Owner: FWS
 Course: MEDVL 1104 SEM 101 CID: 18049
 Title: FWS: Walking in Life and Lit
 Instructor: Greenlee
 16 Responses, 16 Enrolled, 100% Response

For your First-Year Writing Seminar, please answer the following:

Question	Mean	StDevP	Count	1	2	3	4	5
1) The most important reason I chose this seminar: 1) I liked the course description. 2) I thought it would be challenging. 3) My advisor recommended it. 4) It was offered at a time I had open. 5) I could not get into one of my top preferences.	2.00	1.5	16	11	0	0	4	1
2) How much reading did you do? (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	1.38	0.48	16	10	6	0	0	0
3) How much out-of-class writing did you do? (First-Year Writing Seminar guidelines suggest a minimum of five essays and a maximum of eight.) (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	1.13	0.33	16	14	2	0	0	0
4) How much time was spent learning about writing? (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	1.38	0.78	16	13	0	3	0	0
5) How much time was devoted to learning how to revise essays? (FWS guidelines suggest that a minimum of three essays go through a process of guided revision.) (1=An appropriate amount, 2=Too much, 3=Too little, 4=Far too much, 5=Far too little)	2.00	1	16	8	0	8	0	0
6) In class, in conferences, or in paper comments, the teacher emphasized choosing the words that best express ideas. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.69	0.58	16	6	9	1	0	0
7) In class, in conferences, or in paper comments, the teacher emphasized writing grammatically correct sentences. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.75	0.66	16	6	8	2	0	0
8) In class, in conferences, or in paper comments, the teacher emphasized structuring sentences carefully. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.56	0.60	16	8	7	1	0	0
9) In class, in conferences, or in paper comments, the teacher emphasized providing appropriate documentation for sources How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.63	0.85	16	10	2	4	0	0
10) In class, in conferences, or in paper comments, the teacher emphasized developing a strong argument. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.25	0.43	16	12	4	0	0	0
11) In class, in conferences, or in paper comments, the teacher emphasized writing well-focused, coherent paragraphs. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.75	0.75	16	7	6	3	0	0

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12) In class, in conferences, or in paper comments, the teacher emphasized making transitions from one paragraph to the next. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.56	0.78	16	2	4	9	1	0
13) In class, in conferences, or in paper comments, the teacher emphasized focusing an essay on a significant problem, hypothesis, thesis, argument, or idea. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.44	0.49	16	9	7	0	0	0
14) In class, in conferences, or in paper comments, the teacher emphasized supporting claims with pertinent, substantive evidence. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.56	0.49	16	7	9	0	0	0
15) In class, in conferences, or in paper comments, the teacher emphasized incorporating and analyzing source material and quotations. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.56	0.49	16	7	9	0	0	0
16) In class, in conferences, or in paper comments, the teacher emphasized editing essays to eliminate flaws of grammar, word choice, spelling, and format. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.50	0.86	16	11	3	1	1	0
17) In class, in conferences, or in paper comments, the teacher emphasized revising essays to enhance interest, clarity, and persuasiveness. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.13	0.92	16	5	5	5	1	0
18) In class, in conferences, or in paper comments, the teacher emphasized writing in a style appropriate for a particular purpose. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.75	0.82	16	8	4	4	0	0
19) In class, in conferences, or in paper comments, the teacher emphasized writing in a style appropriate for a particular audience. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.06	0.89	16	6	3	7	0	0
20) In this seminar, reading and writing assignments formed an understandable progression. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.50	0.61	16	9	6	1	0	0
21) In this seminar, the level of difficulty of the readings seemed appropriate. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.06	0.89	16	5	6	4	1	0
22) In this seminar, I learned to read with care in the discipline of the seminar. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.94	0.65	16	4	9	3	0	0
23) In this seminar, informal/preparatory writing assignments helped me understand the readings and write an essay. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	2.00	1.06	16	7	4	3	2	0

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24) In this seminar, I had opportunities to confer privately with the teacher. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.38	0.69	16	12	2	2	0	0
25) In this seminar, the teacher was well-prepared. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.38	0.69	16	12	2	2	0	0
26) In this seminar, the teacher directed discussions well. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.44	0.60	16	10	5	1	0	0
27) In this seminar, the teacher treated my writing with respect. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.13	0.33	16	14	2	0	0	0
28) In this seminar, the teacher graded my papers fairly. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.13	0.33	16	14	2	0	0	0
29) In this seminar, the teacher returned our papers within a reasonable length of time. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.44	0.60	16	10	5	1	0	0
30) In this seminar, comments on each returned paper helped me improve the next assignment. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.25	0.55	16	13	2	1	0	0
31) In this seminar, I felt intellectually stimulated. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.50	0.70	16	10	4	2	0	0
32) In this seminar, I became a more confident writer. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.81	0.72	16	6	7	3	0	0
33) In this seminar, I became a more skillful writer. How much do you agree with the above statement? (1=Very strongly, 2=Strongly, 3=Somewhat, 4=A little, 5=Not at all)	1.81	0.63	16	5	9	2	0	0

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C01. What are your overall impressions of the course? Please be as specific as possible in analysis of strengths and/or suggestions for improvement.

43734. Mr. Greenlee is a great professor who showed how walking can be incorporated into my daily life. He is amazing at leading discussions and genuinely cares about his student.

18334. The class taught me a lot about walking and the history and importance of it while making me more self aware of my own habits and lifestyle.

41397. I somewhat enjoyed the course this semester. I though Mr. Greenlee did a great job with the material, however, the course description did not seem to really match what the actual class turned out to be.

43711. The course worked well, especially on Mondays when we got a chance to walk around during the discussions. The only low points of the class came after particularly difficult readings where no one could drive a discussion and Mr. Greenlee had to do most of the work himself.

41308. This course had a lot of interesting material, and I enjoyed many of the discussions that we had. This course was strong in that it allowed us to gain a wide perspective on the walking throughout the world and in different time periods. I think this course could be improved by doing more with the days where we were actually walking. It felt like even on those days, we would be standing most of the time. Maybe we could have the group discussions while walking?

45526. The course provided an interesting insight into the meaning of walking in our culture and society. It expanded beyond traditional ideas of movement into the metaphorical and philosophical importance of walking and the readings built upon one another successively in a very satisfying way. I feel as though I have come away from this course with a much better understanding not only of walking, but of the overarching concepts as they can be applied to other aspects of life.

41408. Overall, I am very satisfied with this FWS course. The content piqued my curiosities, the course was extremely organized, and the work proved to be both thought-provoking and meaningful. I greatly appreciated the instructor's "summary letters" at the end of essays, and I found the informal writing pieces to be fun. To improve, I would suggest allowing the class to walk at places besides Barton (or change the course description), and to limit the amount of discussion posts to two per week (I know they ensure the student reads, but the work adds up in addition to everything else).

43667. I learned a lot more than what I had expected initially when first going into the class. During discussions, students came up with extremely insightful ideas based off of the reading material, which expanded my ways of thinking significantly.

41314. My overall impression was that the simple action of walking has a whole world of hidden meanings that I would not have originally thought. The discussions helped bring everyone in the class into the conversation and the unique walking class one day a week also gave me a very different perspective on walking and thought that I also read throughout the semester. The pieces chosen, while some more difficult than others, were very impacting and important to the course that made the course better.

45469. I thoroughly enjoyed having class at Barton Hall because it implemented the walking factor within the course and gave us students the chance to group up and share our thoughts on the readings. I would like if we had more small group discussions during the classes in the Tatkon Center, this way we can refresh our minds on the reading material before we get into a big class discussion. The readings were sometimes too much, but overall, I enjoyed the selections we were asked to read and they were all fairly understandable. De Certeau's readings were one of the most difficult to understand, but I'm ok with this because by the end of this course, I feel like I have improved as a reader and by discussing the text in my class, I have come to grasp a better understanding of his works.

45500. Overall, I liked the course, although I do wish that we walked outside more on Mondays especially in the earlier half of the semester. The smaller group discussions allowed for more communication with those who did not want to speak in discussions with the entire class.

45450. I thought the course was great overall. I only read the description and this course surpassed my expectations of writings on walking. I didn't expect so much thought to be involved in such a simple act. I enjoy the way the course is structured in how a few weeks are grouped into certain topics on walking, as well as the readings that go along. The course provided great diversity in reading and it helped me learn to connect ideas from previous readings. The one suggestion I would make is possibly more of the required meetings for the draft. This was really helpful in organizing ideas and improving the essay before submission, which is why I think there should be more.

46602. My overall impression is that this is a great writing seminar, and it helped make my transition to Cornell a lot smoother. Its strengths included the variety of topics covered, the variety of different kinds of writing we read (books, letters, comics, movies, blogs, etc.), the clarity of the professor's instructions for assignments, and the balance of the overall course workload. Looking back, my only suggestion for improvement would be to make readings slightly shorter.

45497. Overall, I enjoyed this course. It encouraged me to think and write about topics I wouldn't have otherwise thought about, like the various perspectives on walking, pilgrimages, and the cultural significance of puddles. However, the course description was misleading, as this class did not turn out to be what I had expected. I was disappointed that we didn't walk outside as much as the course description stated, which seems ironic being that we talk about walking in nature for a majority of the class. I understand that it may be more difficult to organize discussions by walking outside, but I feel that more planning can be made to make this class truly immersive. The amount of reading is sometimes overwhelming as well. I've found myself having to cram 70 pages of reading in one night, only being able to skim dense reading as a result. The class discussion the next day reflects that, because everyone else also could not take the time to read and analyze the entirety of

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the reading, making for a very dry and sparse conversation. I think breaking up the reading into smaller chunks could be beneficial to everyone in the class.

11482. Overall, I think this course is well-structured and the style of discussions is effective in helping students understand material. Professor Greenlee is very knowledgeable and runs discussions well. The large amount of informal writing was helpful for understanding readings and making formal essays easier to write. The walking around Barton was not what I expected in terms of learning actively, and I'm not sure it adds much to the educational experience of the class.

25268. The course material is engaging and thought-provoking. Throughout the semester, I had been exposed to many great writings and meaning pieces. They significantly influence my way of thinking about the campus, the environment, and the subject of walking. Yet, sometimes the reading can be overwhelming. The discussion posts are a great place for expressing our thoughts but I think it will be better if the professor can give more specific instructions on what he expects from the post. Assignments are evenly spread out throughout the semester but personally, I wish there are more checkpoints for each essay. The instructor is very approachable, understanding, caring and knowledgeable about the topic. He is also very open-minded and respects every student's opinion.

C02. Do you believe your writing has improved? If so, how did the course promote this improvement? Are there aspects of writing we should have stressed more heavily?

43734. Yes, I feel like my writing improved as it helped my develop a more formal tone.

18334. I think my writing has improved from this course. The course promoted my improvement by reading Prof. Greenlee's extensive comments on my essays.

41397. I think my writing has improved, I am paying more attention to grammar and entrance structure, etc.

43711. My writing has definitely improved, namely in the movement away from the 5 paragraph essay into a larger, more structured essay. He stressed each part of the writing pretty well.

41308. I believe my writing has improved. This course promoted that improvement through the comments by the Professor Greenlee, which were always very useful. I think we should have spent a little more time working on getting the perfect thesis.

45526. I believe that my writing has improved through this course. It taught me most to write clearly and concisely, emphasizing my ideas and progressing them in a logical argument. The essays and feedback reinforced what the professor taught in class with demonstrations and activities.

41408. I believe my writing has improved. This course promoted a greater awareness within myself at my use of the passive voice and the verb "to be." It also allowed me to stray away from the basic five paragraph essay, causing me to learn and practice structuring my ideas in a clear manner.

43667. Yes, I definitely believe that my writing has improved. My high school experience with writing was rigorous but extremely unpredictable, since every teacher came up with a contradictory style. Overall, I was not too confident in my writing skills, although I knew I had strong ideas. Taking this course and getting real-time feedback has been valuable to me.

41314. I do believe that my writing has improved because of the discussions in class, the one-on-one meetings, and the written comments which overall helped lead me to the correct writing direction. Also, the difficult to execute informal essays to see how common student writing practices were actually terrible were helpful to visualize how to make a better essay. I believe the topics for writing were properly stressed.

45469. I do believe my writing has improved in the sense that I feel like I am beginning to develop my voice through writing. The course allowed me to do this by giving me the freedom to write my informal papers in any form that I wanted. Technically, I feel like we didn't really focus too much on those aspects of writing, although we did talk a lot about grammatical techniques such as playing around with different kinds of verbs and using the passive voice.

45500. The course helped me improve my writing by getting me out of high school writing habits that hinder the reader from understanding my writing. An aspect of writing that I think should have been stressed more is probably the uses of the words "that" and "which" since people now are using them more interchangeably and possibly convolutes sentences.

45450. I believe so, I think compared to what it was my writing has definitely improved on the topic. I learned to catch certain writing habits that I had and it was overall really helpful.

46602. I feel like my writing has improved. Among other things, feedback has encouraged me to become more concise, to branch out from the standard five-paragraph essay format, and to avoid stretching out ideas that aren't there.

I can't think of anything that should have been stressed further about my writing.

45497. I think my writing has definitely improved in the course of this semester. Reading the "Transition to College Writing" was helpful, because it reflected my perspective on writing before college and laid out the steps required to succeed in a college writing class. This course helped to promote this improvement by assigning both informal and formal papers that have quite broad prompts, giving me flexibility in terms of what I want to write about. I've left my old, rigid writing style from high school and I now have a better idea on how to convey my thoughts in a natural, smooth progression in my writing.

11482. I believe my writing has improved in some ways. Many of the comments I received on essays and time spent in class discussing common issues found in our papers helped me become aware of problems that I previously did not notice in my writing. I would have liked to learn more about transitions and essay structure more in class, although some of my comments did mention these topics.

25268. I think my writing had increased a little, the course exercise does make me be more conscious of some of the mistakes I tend to make in writing.

C03. Were written comments on papers helpful? If so, why? If not, why not?

43734. Yes, because he would give a whole paragraph of feedback on what was good and what could improve.

18334. Yes, he seemed to write a lot on everyone's papers and they would be good tips to follow for my next essay.

41397. Yes! At the end of each essay the professor writes a paragraph (or more) describing what he likes and did not like about the paper and what could be done to improve it.

43711. Written comments were very helpful, especially those specific ones about redundant word choice or weak analysis.

41308. Written comments on papers were helpful because they were always very thorough and it showed the professor paid a lot of attention to my writing. It also was helpful because it highlighted a lot of areas for improvement.

45526. The professor clearly put significant time into reviewing and commenting on the papers. I found the feedback to be constructive and useful, helping me improve as a writer.

41408. Written comments on papers were very helpful. The instructor not only left comments along the margins, but also took the time to write a summary letter highlighting the strengths and weaknesses of the paper and what I could try to improve upon in the next paper.

43667. Yes, definitely. Instead of a single grade with no indication of the justification behind it, I could understand where to improve. In fact, before and during writing any essay, I always made it a point to revisit past essays' feedback and avoid those loopholes or errors.

41314. The written comments were helpful for me to see exactly where and why something I did in my writing, whether grammatical or structural, didn't work or could have been improved upon.

45469. Yes, they were very helpful because our professor focused on the way my paragraphs were structured, organized, my use of grammar in the essay, and he also suggested different ways in which I could have written something differently that would benefit my audience.

45500. The written comments on papers were helpful because it allowed me to understand how some readers would react to my essays, which helps me know what I am doing right when writing.

45450. Yes, they allowed me to see the strengths and weaknesses of the essay. Especially the structural comments on how the essay could've been better if the arrangement changed, were able to help me in future essays.

46602. Written comments on papers were helpful. The professor's comments/annotations on the hard copies themselves were insightful for smaller, more specific ideas, such as sentence structure and phrasing. In addition, the professor took the time to attach a few paragraphs summarizing strengths and areas of improvement overall for each essay, which I really appreciated. Feedback in both areas highlighted both strengths and areas of improvement.

45497. They were very helpful, because focused on big ideas and encouraged me to look at different perspectives and make clear arguments as I write. Sometimes I forget to account for certain contradictory ideas, which the Mr. Greenlee points out. He also attaches his own reflection on the back of our essays, which I think are very helpful and illustrate the generous time and effort he spends grading each essay.

11482. Written comments on papers were quite helpful. I thought the comments were very fair, since they identified both strengths and weaknesses in my writing. The comments on strengths helped me be more sure of what I did correctly so that I knew to continue to do those things, and the comments on weaknesses always made sense and often surprised me because I had not noticed them before. These comments allowed me to become more aware of the mistakes I commonly make in my writing.

25268. Yes, because I think visually it's easier to read and written comments can pinpoint to the exact sentence or wording.

C04. How useful were class discussions of the assigned texts? of writing?

43734. It helped us see a different perspective through various lens.

18334. they were useful

41397. The discussions were very useful especially when the texts we read we more complicated. I did not find the book "Introduction to College Writing" all that helpful though.

43711. Class discussions were very useful; even if the reading were very difficult, after a class discussion I left with more knowledge and a better impression of the reading had I not done anything in class.

41308. Class discussions were always very useful, and they allowed us to fully get a grasp on the ideas of the texts, some of which could be challenging at times.

45526. Class discussions were very useful in aiding my understanding of the texts. They brought new perspectives and were well-curated by the professor.

41408. Class discussions were not only useful, but I found them to be very interesting as well. They helped me to better understand the overall meaning of the text. In addition, hearing the thoughts of my classmates brought attention to factors and perspectives I might otherwise not have considered.

43667. Very useful! I truly enjoyed them because everyone had fascinating ideas and multiple perspectives. All students agreed and disagreed respectfully and presented their viewpoints increasingly confidently during the semester.

41314. Class discussions were very helpful in finding hidden meanings in texts or the overall perspective of the piece. I felt, especially in more difficult pieces, having the class discussions helped clarify confusing parts and made the piece easier to understand overall. The class discussions on writing helped make my writing better and understand what is expected of college writing.

45469. Very, very useful. We spend a majority of our class time on discussions of the readings and this helped a lot when it came to writing our essays and understanding the texts. Our professor gave us further insight on our readings and challenged us to look at them in ways that I would initially never would have considered by just giving it a first time read. He would do this by asking us questions that challenged us to make connections with the reading to different readings we have discussed in the past and by informing us of the historical background of the texts and the time periods in which it was written in.

45500. The class discussions of the assigned texts helped me get a deeper understanding of them and different views on what people think about the reading.

The class discussions of writing were really useful as my classmates and I talked about the problems that we can see in our own writing.

45450. They were very engaging I would say, since walking isn't really a topic many people think to in depth about and I thought it interesting to read on the topic. I also thought the readings were very well connected, since there are many reoccurring themes throughout the course.

46602. Class discussions were useful in this course. We had plenty for both general writing and for discussions on assigned reading. There was always a steady flow of ideas between the professor and the students, I gained many different perspectives from these discussions, and they were especially useful for processing more difficult texts.

45497. They were somewhat useful. There were a couple of instances in which no one knew what to contribute to the conversation because of the difficult nature of the reading. I do like the collaborative nature of smaller group discussions, then combining into one large group.

11482. Class discussions of assigned readings were usually useful. Especially when discussing a difficult text, hearing the thoughts of other students and having the guidance of Professor Greenlee helped me better understand the reading. My classmates often provided perspectives and thoughts that I would not have discovered on my own, so learning from them leads to more ideas that I can expand upon in my writing. Discussions of writing focused around common mistakes that we made through examples. I found these very useful in learning what to be wary of when writing and how to fix these issues when we discover them.

25268. They are a good way for the instructor to check if the student had done the reading, but it would be better if there's clearer instruction on what to write.

C05. After taking this course, what do you consider to be your greatest strengths and weaknesses as a writer?

43734. Strengths: i can make a strong arguement

weakness: still need to keep developing a formal voice

18334. My strengths are being able to think of good ideas that will flow throughout my essay and my weaknesses are that I tend to write informal

41397. My greatest weakness is that I write i the passive voice a lot and my greatest strength is coming up with a good arguement.

43711. My greatest strengths are direction and grammar, with my weaknesses being overly-convoluted sentences and repetition of easy verbs.

41308. My greatest strength as a writer is that I can really use evidence well to prove a point. My greatest weakness is that I use too many "to be" verbs and that I can often be very repetitive.

45526. My greatest strength as a writer is my attention to the logic and progression of an argument throughout an essay. My greatest weakness is my tendency to over-embellish my writing, reducing clarity.

41408. I believe my greatest strength is the wording and structuring of my essays. I consider my greatest weakness to be not adequately relying on a reference source throughout my essays (I sometimes struggle to connect my ideas back to the author whose ideas I'm referencing).

43667. I believe my greatest strengths lie in my power of observing and connecting ideas and people and objects around myself, thus giving many colorful facets to a response to a prompt. However, my weaknesses could lie in my balance between the concrete and the abstract (it usually tends more towards the latter than would be clear), and also in my language structure (for I've read many 18th-19th century European/American "classics" and the heaviness of that form does seep into my writing).

41314. My greatest strength would be my ability to make an effective argument that persuades the reader. My greatest weakness would be my grammar and sentence structure, but has improved steadily over the semester.

45469. My greatest strengths are my ability to write with my own voice and my ability to write a proper essay in the sense that my ideas are well organized and well supported with evidence. My weaknesses include my grammatical techniques and sometimes I feel like I am not writing to my full abilities. For example, I worry that I am not interpreting the evidence correctly or I fail to make my point across in the most understandable way possible. I believe my writing is much more philosophical and theoretical than it is scientific or straightforward.

45500. As a writer, I consider my strength to be having a good flow with transitioning. I think my weakness is not always getting my argument across with a few of the examples in my body paragraphs.

45450. Probably my ability to make connections and think critically has improved from the course. A lot of writings required us to make abstract connections and that was useful to learn. My some weaknesses I would say are my overuse of the passive voice, and failing to get to the point quickly.

46602. My greatest strengths as a writer are writing with detail and producing interesting, argumentative claims. My greatest weaknesses as a writer are being concise and transitioning between ideas.

45497. My greatest strength is conveying the theme and main arguments clearly. I also have smooth transitions between main ideas.

My weakness is writing in a concise manner. Sometimes I tend to repeat or ramble my thoughts.

11482. My greatest strength is my ability to connect what I have learned to ideas and experiences in my own life and to support these connections with strong reasoning. My greatest weakness is my syntax and diction, because I often find it difficult to choose the appropriate words and structure my sentences and paragraphs in smooth ways.

25268. I can integrate my experience with course text.