

Class Number: 3734 Course Name and Section: ENG 251 000 Instructor: Croxall, Brian Lynn
 Maximum Enrollment: 30 Total Enrolled: 25 Number of Evaluation Forms: 22

Class	Expected Grade	Major
Freshman	A	English
Sophomore	A-	Invalid/Unreadable
Junior	B+	
Senior	B	
Graduate	B-	
Non-Degree	C+	
Unreported/Unreadable	C	
Total	C-	
	D+	
	D	
Sex	D-	
Male	F	
Female	S	
Unreported/Unreadable	U	
Total	Unreported/Unreadable	
Percent Classes Missed	Total	
0		
1-5%	Reason Taking Course	
6-10%	College Requirement	
11-15%	Major	
16-20%	Prerequisite	
21-25%	Interested	
26-30%		
31-40%		
41-50%		
51-60%		
61-80%		
81-99%		
Unreported/Unreadable		
Total		

Evaluation of the Course	SCALE OF RESPONSES									NA	Total	Mean
	1	2	3	4	5	6	7	8	9			
*How interested were you in taking this course?					6	1	6	2	7		22	*7.14
How much did you learn from the course?					2	1	4	4	11		22	7.95
How much did the course challenge and stimulate thinking?					2	3	6	5	6		22	7.45
How much did the course increase interest in the subject?					2	2	4	6	8		22	7.73
How well organized were individual class sessions?					2	1	5	3	11		22	7.91
How well organized was the course as a whole?					1		3	6	12		22	8.27
How valuable were the readings?					3		2	5	12		22	8.05
How valuable were the assignments?			1		2		6	6	7		22	7.55
Were readings and assignments organized into the course?					1		3	6	12		22	8.27
*Relative to other courses, how much work was involved?			1		5		7	4	2		22	*5.73
*Relative to other courses, how hard was this course?		1	2		8		5	5			22	*5.32
*How fast was the pace at which topics were covered?					8		7	4	3		22	*6.09
How fair were the tests?				1	4		3	4	6		22	7.09
How fair were the assignments?			1		3		2	6	4		22	7.18
How fair was the instructor's grading?			1	2	2		1	7	3		22	7.00
Weighted Mean Course Evaluation	* Omitted from computation											7.68

Evaluation of the Instructor													
How interested was the instructor in the course material?								3	4	15		22	8.55
Was instructor concerned with what students were getting?					3		3	4	4	8		22	7.50
Did the instructor's teaching style hold your interest?					2		1	5	5	9		22	7.82
How clearly did the instructor explain specific concepts?					1		1	7	7	6		22	7.73
Were objectives and requirements clearly communicated?					2			5	5	10		22	7.95
How willing was the instructor to answer questions?			1				1	5	4	11		22	7.91
How well did the instructor handle questions?			1				1	6	1	12		22	7.77
Did the instructor encourage students to express ideas?					1		2	4	4	9		22	7.59
Was the instructor accessible for individual discussions?			1				3	1	4	7	6	22	7.44
How interested was the instructor in helping individuals?			1				2	2	5	1	8	22	7.32
How attentive was the instructor during interactions?					2		1	2	2	8	7	22	7.87
Weighted Mean Instructor Evaluation													7.78
Overall Weighted Mean													7.73

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Prof Croxall is really cool as a person he's welcoming and down to earth, his personality helped in this class because it really helped me become interested in the material and participate in class. This course was interesting because it covered such a broad spectrum of American literature.

2. How could the instructor improve this course?

The emphasis on dates could be less. It is understandable that one should know ~~the~~ what was occurring in history during the publication of a work but to pinpoint publication to an exact year is unnecessary for studying literature. During tests I felt as though I was taking a history class.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

Wiki notes and timeline assignments were really cool. Was to collaborate with the class. However sometimes the wiki notes are inconsistent because students note what they think is important and often miss some areas that the prof. thought important. Also wiki notes on discussion days are difficult because of the different sections.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

- I loved all of the women writers and the short stories → Passing was great
- Cut some poetry there was too much too much modernist/realist poetry

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I expected an American Lit survey and I got an interesting and thought provoking class.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

interesting stories chosen; well-organized;
knowledgeable & engaging

2. How could the instructor improve this course?

more student input

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

class notes - very useful for studying

timeline: relevant in a broad aspect & useful
to see sort of general time periods & other events
going on during writings

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

keep: Charlotte Perkins Gilman, The Crying of
Lot 49

cut: none - all were great & relative to
broad themes of class

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

a broad overview of American lit; yes - ~~no~~

There was a good variety in the stories we read, providing a
basis on which to further study American works.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

- great selection of prose / poetry
- enthusiastic / relatable professor
- interesting assignments / fair grading / just the right amount of writing practice

2. How could the instructor improve this course?

- be more accessible and open to students
- soften the guard he had up
- act as if he loved teaching and was happy to be in class / improve speaking skills

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

- wiki class notes were extremely helpful to pull all the information together, but I hated the group work and found that the students weren't easy to cooperate with
- timeline was fun and very insightful

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

(oh, and Turner's Frontier thesis!)
Kept: • Pynchon's Lot 49 - reinterested me in the class after break

- Morrison Recitatif - beautiful and striking - better portrayal of the re-founding of the Harlem Renaissance than a lot of the original Harlem Renaissance literature

cut:

- Ginsberg - just not captivating
- Reed - WTF? really confusing :-)

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

↓
I want to learn more but I know there are time limits ;)

↓
become familiar w/ great American classics - find an appreciation for literature

↓ for the most part, yes

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Very engaging teaching, good use of assorted media

2. How could the instructor improve this course?

Perhaps cut a few readings, just so some days aren't crammed full of so many different writers.

3. How useful were the wiki class notes and timelines assignments? How could they be improved? The wiki assignment was very useful. The timeline was less useful, but a lot more fun.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

I thought the two novels we read (Passing + Lot 49) were particularly interesting & useful. I can't think of anything in particular to cut, but I could have lived with a little bit less poetry.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I didn't really know what to expect, so I learned a lot I didn't expect to

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

This was an amazing course taught by an American instructor. The way that we were telling a "story" throughout the semester allowed me to build on the previous knowledge & gain a full understanding of American literature. I especially liked Dr. Croxall's use of different mediums to get a sense of not only the literature we were reading, but also how it

2. How could the instructor improve this course?

Maybe having more ^{pertained to the historical context.} class participation & discussion through out the week, not just on Fridays.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

I found both of these assignments to be very helpful. The timeline was such a unique assignment & I am truly amazed by the completed product. The wiki class notes ~~were~~ helped me get a sense of the most important aspects of a lecture & novel, however it was sometimes frustrating when other group members did not participate & the entire ^{group was} ~~overlooked.~~

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

I would absolutely keep *Passing* & *The Adventures of Huckleberry Finn*, as these two demonstrate essential elements not only of American literature, but also American history. I would cut some of the poetry from the first half, as we did not have time to discuss all of them.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

This course has gone above & beyond my expectations. I came into it wanting to read American literature, feel I had a very strong grasp on history & the history & evolution of American literature, not to mention a deeper understanding of what it means to be American.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Covers a variety of material, and a lot of them were very interesting. Prof. Croxall is very knowledgeable and works hard to incorporate technology into classroom, which was different from previous English courses.

2. How could the instructor improve this course?

Less rushing in lectures. Perhaps spend a bit less time on the historical background. Weekly writing prompts posted up just a bit earlier would help too.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

They're fine as they are. Perhaps give a bit more time for wikia class notes.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Keep: Death of a Salesman (myth of American dream) Passing (was new to me)

Cut: Huck Finn, Pynchon (too dense)
(enjoyed his short stories a lot more)

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

My expectations were met. I thought the course was more difficult than I had hoped, but I learned a lot at the same time.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Instructor - very good at tying history into the course -- overkill sometimes?
intune with technology - moreso than I am so that was a challenge

- 3 ~~2~~. How could the instructor improve this course?

I don't think there's any point in group work if there's no collaborative learning. So the wikinotes should be constructed as a group - like the group should have to discuss the lecture and decide what to put on the wiki - not just an editing free for all.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

The timeline was great except there should be some way to make sure people look at it (besides their own years). Because I know about 1882 and 1957 and that's all.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

A White Heron - not usually taught but very pertinent
The Open Boat - best example of naturalism.

- Wallace Stevens - inaccessible - what in the world is he talking about?
Huck Finn - not gonna happen - I just don't like it.
It's a boy book.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

The first day was awesome. I usually hate index card day, but we actually got to do something in class.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

- very interesting course, variety of the readings
- instructor was very interested in his subject, made the course very entertaining

2. How could the instructor improve this course?

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

- write class notes were a very good exercise, ^{they} help a lot to study for ^{the} final
- the timeline was an interesting exercise, but it should focus more on literary events

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

- Passing and Fitzgerald's ^{short story} should absolutely be kept: they were very interesting and a pleasure to read
- Pynchon's The Cry of Lot 49 should be cut: I really didn't like this novel, I never managed to enter the author's world

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

Getting information about Am. lit between the 19th & 20th centuries. My expectations were met.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

This was by far my favorite course this semester, and one of my favorites since coming to Emory. I look forward to class and enjoyed the readings.

2. How could the instructor improve this course?

Less memorization of facts (dates, names of authors & stories) and more focus on the outside stories - just my personal preference.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

~~Wiki~~ Class notes were a good assignment, but I did not like the timeline assignment. The timeline felt a lot like busy work.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

The poetry was honestly a little much for me. Robert Frost could be cut down. I think you should only assign the poems you will talk about, that way there is an incentive to read them in depth the first time around.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

This course exceeded my expectations. I love it. ~~Thank~~ I would tell you in person, but I don't want to seem like I am sucking up before the final - Thank you.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

The course was very useful as a survey and the instructor's enthusiasm and careful text selections were useful as well. He very obviously put a lot of time and effort into each individual meeting and the overall organization of the course as a whole.

2. How could the instructor improve this course?

There were a few key writers who probably should have been added to the course.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

The wiki was useful because it is a great study guide and an easy way to refresh one's memory. The timeline was interesting, but didn't seem as relevant to the course.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

"Song of Myself" and any Hemingway should be kept; I might suggest eliminating confessional poetry or some of the modernist poetry we read in favor of Emily Dickinson.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I expected to get a broad overview of post-Civil War literature and did receive that. The instructor created connections from 1865 to the present that might not have stood out to me if I had studied the texts without his guidance.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Strengths: Intense knowledge of material presented
We could feel your interest in the books
Interesting subject onyways
not too writing intensive
Joke-telling is a plus

2. How could the instructor improve this course?

Sometimes you get a little dry and factual.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

I really liked the wiki class notes, I wish it had sent reminders to the group who was supposed to be writing on that day.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Absolutely keep *Psycho* and "Death of a Salesman"

Cut... the Latina girl from last week

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

My expectations were pretty much met, but I have high expectations for everything in the world. This was a fun and exciting class I really enjoyed

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

The works chosen for this class broadly captures the different movements of ~~the~~ literature. This instructor is very knowledgeable in his field of expertise + often points out creative + new points to the text. The backgrounds of authors and visual aids used were helpful for us students to better grasp and understand the background to the texts.

2. How could the instructor improve this course?

The amount of readings and the speed of the course is a bit too fast for me at times. On Fridays when the weekly assignments are due, perhaps the writings should be focused on Monday + Wednesday readings instead of new ones.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

The wiki class notes is a vital component in studying and recapturing concepts discussed in class. It also works to help students practice group efforts + collaboration. The timeline assignment is not needed.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Keep: Daisy Miller - Passing } Main focus of the class themes
Frontier Thesis -

Cut: How the Rabbit was Smarter than Fox

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

My expectations for this class was def. met; I wanted a class where I could use my creative thoughts + apply it to my own interpretations. I learned so much this semester. Thank you.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Professor Croxall really knows his stuff. The class readings always matched what we discussed in class and for the most part the main ideas of the lecture were easy to understand.

2. How could the instructor improve this course?

Sometimes lecture points weren't perfectly clear, most of the time they were fine though.

ex. The Crying of Lot 49 → This whole book was confusing and should have been explained better.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

The class notes were added stress because it was hard to remember to do them - but they do help when studying for the final. The timeline assignment was fun but I'm not sure I got so much from it.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Honestly all the reading was fine, I just really had a tough time with The Crying of Lot 49 and still don't understand it. Post modernism could prob. be explained perfectly well w/out this book.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I wanted an interesting history course b/c I hate history and so when I saw this one I thought it'd be perfect to take because of its focus on literature - my expectations were met! Thanks!

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

The instructor was very interested in the material. I also think that his use of media other than just the texts made the class more interesting and allowed the class to see how the literature fit into the time period in which it was written.

2. How could the instructor improve this course?

By including less about the time period the literature was written in; talking more about the literature itself.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

The class notes were very useful, especially in studying. I'm not really sure how the timeline assignment fit into the ~~greater~~ class. It seemed more like a history assignment.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Keep: F. Scott Fitzgerald "Winter Dreams"
Charlotte Perkins Gilman "The Yellow Wallpaper"

Cut: Young-Hae Chang Heavy Industries

James Baldwin "Going to meet the man" - this was probably one of the most disturbing stories I have ever read.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I expected to read a broad variety of literature by many different American authors. My expectations were met.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

good interaction w/ class
connected w/ students
taught a great deal, good background information

2. How could the instructor improve this course?

More class participation by doing less readings
More in depth into readings

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

class notes → great, very helpful for tests, and as an overview
timelines → don't see the point, but a very fun/interesting assignment

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

cut: Accepted grapevine
tar baby story - NOT too interesting.

keep: The Swimmer Gatsby like read
enjoying lot - most unique

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

to attain an overview of American Lit.
yes did learn what I wanted

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

Depth of topics covered. The instructor covered the history of the time periods, history of the author and history of most works we read, which gave a greater picture to what we were learning, making the texts more understandable.

2. How could the instructor improve this course?

only perhaps to cut out a couple authors to spend more days on others. I think Frost was worth spending two days on. or instead, perhaps offer a list of recommended reading if we want to learn more than the course has time for.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

Very useful, very fun. The wiki notes made studying for exams less strenuous.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Frost and Hemingway should be kept, the important authors with obvious talent. I could do without Chopin, or perhaps different books of Chopin.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

To learn about new authors, this was definitely met and exceeded. The course increased my interest in several different authors.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

The readings were interesting

2. How could the instructor improve this course?

more papers
useless. NO WIKI!! to me it is

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

Not useful at all. Cut them out

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

cut → Chicana → just couldn't think of anything to cut.
Keep → Whitman + 70's writers → interesting and not boring subjects

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

Just to read American literature and write about it.
Expectations were met.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

The material covered was awesome, and it was all well organized. Professor Croxall is great because he is so damn funny and even if the subject is not interesting, the way he lectures makes it fun.

2. How could the instructor improve this course?

Help Perhaps a bit more class discussion during normal sections.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

I didn't like the wiki notes, but it's because I couldn't quite get the hang of it. I would have ~~not~~ suffered in the experience of the class without these 2 assignments.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Kept - The Swimmer? "Daddy" Plath
because they were awesome!

Cut - ~~uh~~ ... nothing

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I learned way more than I expected

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

The course presented many authors and genres of American literature. Professor Croxall incorporate technology, specifically the internet, into the course well. The timeline assignment was a cool addition that I wish we, ~~to~~ as a class, had more time to discuss. The class notes were helpful and the website kept the class organized.

2. How could the instructor improve this course?

Assigning fewer works by authors, but more writing.

This course did not improve writing skills even though there were 12 assigned weekly writing because very little if any feedback was provided. The writing grades at times seemed to be arbitrary.

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

The wiki class notes were extremely useful for test preparation.

I would suggest that the groups be smaller with the maximum being 3 per group. You got a lot of feedback from authors. I would suggest that the groups be smaller with the maximum being 3 per group. With 4 or more people in a group the first student to post adds the most measurable contributions because then it becomes an exercise in group editing. Because of this it made it hard to evaluate your peers. I really liked the timeline assignment except for the paragraphs about why we chose what we did - I felt like a was saying nothing.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Stay

Go

1.

2.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

The expectations of the course were to review some influential American authors I had read in high school and learn about others. I would say that is what happened, however, I thought the course would be less about literature from the 1960s -> til now.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

We read a lot of interesting literary works without it being too overwhelming. Professor Croxall organized the concepts ~~we~~ we needed to learn in a way that was clear and easily related to what we were reading.

2. How could the instructor improve this course?

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

Wiki class notes → VERY useful for exams

Timeline → I wasn't a big fan. This information was not on our exam, and I don't think I learned much from it. But it was useful as a grade-helper.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Keep The Crying of Lot 49 and Daisy Miller

Cut "Going to meet the man" and "Sister Carrie". We didn't read enough of Sister Carrie to really understand the major themes. "Going to meet the man" was just an awful experience to read.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I expected pretty much what I got, so, yes.

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

- very creative - use of technology (pics, music, videos etc)
- encouraged class participation
- very prepared for lecture

2. How could the instructor improve this course?

- less time in some lectures on background and more on actual story

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

very useful - class notes

timeline assignment - I saw it being an assignment to make students aware, more than anything

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Kept: Passing / The Crying of Lot 49
◦ engaged my interest

Cut: Death of a Salesman
Donald Barthelme's "The Bull on"
- didn't seem to be significant

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

In the beginning I didn't think too much of the class but now I think I learned a lot

English Department
Course Evaluation

Semester and Year: Spring 2009

Course: English 251

Section: 000

Instructor: **Brian Croxall**

1. What were the strengths of this course *and* this instructor?

I consider the content a strength as it is recent and directly pertinent to a comprehension of our nation. Croxall is young and relates to students with snappy rejoinders and offhand comments that grab attention.

2. How could the instructor improve this course?

I would like to see discussion and debates more actively encouraged, such as when we were split into groups arguing whether Plath truly loves her child in "Morning Song."

3. How useful were the wiki class notes and timelines assignments? How could they be improved?

Minimally - I think a process that requires us to revisit both our own notes and the notes of other groups would make them an asset.

4. Of everything we read, which two texts should **absolutely** be kept on the syllabus for future iterations of the course and which two should **absolutely** be cut and why?

Definitely keep Allen Ginsberg's "Howl" and the modernist poets because they challenge conventional thinking in beautifully insightful ways. I didn't like Wallace Stevens though, I found his poems too incongruous to enjoy, and I've never cared for Chopin because feminist writer doesn't do it for me.

5. What were your expectations for this course? Were they met? In other words, did you learn what you wanted or needed to?

I expected a comprehensive course in which literature closely related to and reflected upon ever-changing American paradigms of thought and behavior. I am satisfied.