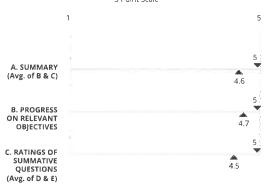# PHIL 2352 (01): Intro to Contemporary Logic

Spring 2022 | Thomas Brommage | Course CIP Code: 38.0101

Summative

▼ | Adjusted
▲ | Raw
⌐‾‾‾⌐ | 3 Point Plus/Minus

Your Average Scores
5 Point Scale

	Raw	Adj.
A. SUMMARY (Avg. of B & C)	4.6	5
B. PROGRESS ON RELEVANT OBJECTIVES	4.7	5
C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)	4.5	5

Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	5	5
E. Excellent Course	4	4.8

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	62	71
Discipline	61	68
Institution	61	70
E. Excellent Course		
IDEA	47	61
Discipline	48	57
Institution	47	59

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher

Your Converted Average

A. SUMMARY (Avg. of B & C)
IDEA: 72 / 59
Discipline: 67 / 59
Institution: 69 / 58

B. PROGRESS ON RELEVANT OBJECTIVES
IDEA: 78 / 63
Discipline: 71 / 62
Institution: 72 / 61

C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)
IDEA: 66 / 55
Discipline: 63 / 55
Institution: 65 / 54

Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	5	5	0	100	69	86	68	78	66	79
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.5	2.9	50	25	26	33	23	29	27	36
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	E	4.8	5	0	100	63	81	63	73	61	74
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.5	5	0	75	58	75	60	70	55	70
Acquiring skills in working with others as a member of a team	M	2.5	2.9	75	25	29	35	40	46	32	40
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.3	2.9	75	25	30	38	33	42	27	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.8	4.3	25	75	50	59	49	56	48	56
Developing skill in expressing myself orally or in writing	M	4	4.7	25	75	52	63	52	60	50	61
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.5	4	25	50	42	51	45	52	43	51
Developing ethical reasoning and/or ethical decision making	M	3	3.5	50	50	36	44	30	38	38	46
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	I	4.3	4.7	25	75	55	63	52	59	54	62
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.5	4.3	50	50	42	55	44	54	43	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4	4.3	25	75	53	57	60	63	53	57

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.8	39	42	39
Difficulty of subject matter	3.8	57	56	58

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	39	42	39
I really wanted to take this course regardless of who taught it.	2.5	24	31	28
When this course began I believed I could master its content.	3.5	39	46	40
My background prepared me well for this course's requirements.	3.3	39	47	40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.3	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.8	0% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.5	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action

Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Formed teams or groups to facilitate learning	25% (1)	25% (1)	25% (1)	0% (0)	25% (1)	4	0	1.48	2.75
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Related course material to real life situations	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
Created opportunities for students to apply course content outside the classroom	25% (1)	0% (0)	25% (1)	0% (0)	50% (2)	4	0	1.66	3.5
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Involved students in hands-on projects such as research, case studies, or real life activities	25% (1)	0% (0)	50% (2)	0% (0)	25% (1)	4	0	1.41	3
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25% (1)	0% (0)	50% (2)	0% (0)	25% (1)	4	0	1.41	3
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5

Describe your progress on:	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	50% (2)	0% (0)	25% (1)	0% (0)	25% (1)	4	0	1.66	2.5
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
Acquiring skills in working with others as a member of a team	25% (1)	50% (2)	0% (0)	0% (0)	25% (1)	4	0	1.5	2.5
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	50% (2)	25% (1)	0% (0)	0% (0)	25% (1)	4	0	1.64	2.25
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	25% (1)	0% (0)	0% (0)	25% (1)	50% (2)	4	0	1.64	3.75
Developing skill in expressing myself orally or in writing	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	4	0	1.12	3.5
Developing ethical reasoning and/or ethical decision making	25% (1)	25% (1)	0% (0)	25% (1)	25% (1)	4	0	1.58	3
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	25% (1)	0% (0)	0% (0)	75% (3)	4	0	1.3	4.25
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4

The Course: On the next two items, compare this course with others you have taken at this institution.	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	25% (1)	75% (3)	0% (0)	0% (0)	4	0	0.43	2.75
Difficulty of subject matter	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	4	0	1.09	3.75

For the following items, choose the option that best corresponds to your judgment.	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	4	0	1.12	3.5
I really wanted to take this course regardless of who taught it.	50% (2)	0% (0)	25% (1)	0% (0)	25% (1)	4	0	1.66	2.5
When this course began I believed I could master its content.	25% (1)	0% (0)	25% (1)	0% (0)	50% (2)	4	0	1.66	3.5
My background prepared me well for this course's requirements.	25% (1)	0% (0)	25% (1)	25% (1)	25% (1)	4	0	1.48	3.25
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Overall, I rate this course as excellent.	25% (1)	0% (0)	0% (0)	0% (0)	75% (3)	4	0	1.73	4

Please use the key below to answer the questions about your experience with technology in your online course.	1 = Hardly Ever	2 = Occasionally	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
I was able to access my online course 24x7.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75

Qualitative

Comments -

- -A great course for inquiring minds. Instruction is good and instructor is very accessible for consultation. The resubmission of assignments for correction is especially helpful to learning. -Suggestions: 1. provide additional examples of worked proofs. While this may not be in lecture or for assigned problems, additional examples can help with strategy especially for distance students. 2. Consider additional time to complete exams. I have run out of time on every exam. For those of us who are not technologically astute or are physically inept typists, working proofs and submitting info can be cumbersome in an already tense timed environment. -This is an excellent course overall. Your passion for the subject and students shows. This is a difficult subject for many, but you make it accessible and engaging.
- Loved the class! Thoroughly enjoyed it. The school needs to offer more logic classes!!
- The best instructor ever. I can't emphasize this enough, in and out of the classroom. Dr. B is a good human. I struggled from day one with this class and still am because of a documented lifelong severe mathematics disability and ADHD. Dr. B doesn't judge me because of it, most people and teachers do but not him. I am so grateful for this. I only hope, pray, and wish I make a C because he did everything perfect.
- This course is excellent. The material presented is engaging and helpful. The course material is challenging, however. This course is undoubtedly difficult to teach online, but Dr. Brommage did amazing. Brommage is always very responsive and works to help the student understand how to apply conceptual knowledge to the problem at hand rather than just explaining how to do the problem. Dr. Brommage also encouraged students to post in the class discussion board when stuck on a problem so other students who were in the same boat could see the discussion. I struggled more than I thought I would in the beginning. I scheduled an appointment with Dr. Brommage, and my grades continually improved after that. I also would like to state I took the class because Dr. Brommage encouraged me to do so, and I am thankful for that! I would not have taken the course without him. The course helped me develop logical thinking skills, particularly in regards to structured arguments. The material is extremely beneficial in preparing for the LSAT! I have used this material during study sessions for the LSAT, and I have seen improvement in that regard.