

Student Evaluations
Core 120 and 210, Spring 2011—Fall 2014

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CORE 120.04**Kelly Elliott, Susan Lewis, Greg Straughn****Spring 2011**

93 Responses

	5 Points ea. Very Often / Much More	4 Points ea. Often / More	3 Points ea. Occasionally / About the Same	2 Points ea. Sometimes / Less	1 Point ea. Rarely / Much Less	Average
My professor gave homework assignments.	19	39	25	7	3	
My professor checked homework assignments.	28	59	4	2	0	
My professor gave clear directions for assignments	12	31	22	18	9	92
My professor periodically gave feedback on how I was doing during the semester.	4	12	21	21	32	90
My professor made helpful comments when returning papers.	4	16	22	30	20	92
I used the professor's feedback to make improvement on subsequent assignments.	2	27	20	20	22	91
The use of technology aided in my understanding of the material being covered.	9	23	21	15	23	91
I actively participated in small group activities.	3	13	22	18	35	91
My professor connected concepts we were learning to different disciplines.	4	16	18	21	28	87
My professor made assignments that required creative or original thinking.	7	29	29	18	10	
My professor presented thought-provoking ideas.	5	21	32	22	10	90
I believe this class challenged me intellectually.	3	8	17	27	36	91
Compared to other classes, I learned	0	5	24	31	32	92
Compared to other classes, I enjoyed this class	0	2	5	31	55	
Compared to other classes, for the grade I will get, I had to work	15	32	32	12	1	92
Compared to other classes, I was treated fairly	0	2	68	17	4	91

What did the professor do that made this course effective?

- Nothing
- Nothing
- Nothing
- They presented materials in different formats.
- Cared about the material

- The debates/discussions were okay but the class was a waste of time in general
- Used media
- Nothing
- Use of Iphone
- knew the info
- This course isn't effective. Not the teachers fault.
- They effectively proved this class to be much less than it's worth
- Tied in the readings with study guides and PowerPoint presentation- also tried to relate the stuff we were discussing to more events and ideas occurring today in society.
- They didn't just lecture all the time, they wanted us to think and were open for us to say what we needed to say.
- Used blogs and PowerPoint presentations and used video clips
- The professors were passionate about the subjects they were talking about.
- N/a
- The professors tried to teach of the best of their ability, with what they had to work with.
- Provided interesting ideas to think about and showed us relevant videos
- Nothing
- Nothing
- Gave clear dates when things were due.
- I enjoyed the class debate.
- Creative assignments and projects to help us better understand the material
- This course really wasn't effective, I saw it as a waste of ACU's money and time and mine. The professors tried to teach this class but it was not working, they teach the lessons in class like we already understand it all and when we ask for help they just reply in more questions. That does not help, it only makes things worst. This class was the lowest point of my year at college. Really made me rethink my decision to come here, i love this school but this class is too much of a problem and burden. I rather take the classes this one replaced. I could take them for cheaper at community college and have them transferred in. But no i have to put my single mother and I in debt to cover the cost of this class that taught me nothing. WWJD? I doubt he would take this class.
- They tried to tie in the material being discussed to more common ideas and events that occur today in society. Also used powerpoints and reading guides to better understand the readings.
- This course was not effective. I did not get anything out of the Core that will help me in my life, my degree, or my future.
- They did try and have the class participate in group discussion, however the class was too big for that to be truly effective. I really enjoyed when Straughn taught the lessons. He made it a little more exciting and his powerpoints were more interesting.
- The tried. I just don't see how this class can possibly be effective.
- They each with the material they thought would suit them best, and were able to convey that.
- visual aid
- I dont believe the course was effective.
- I could tell that they tried and cared a lot, but this course was in now way effective. This class shouldn't take the place of other classes. It

was a good idea but I feel that this will hurt the university more than help it.

- Honestly, I did not find very much effectiveness through this class. I wish I did, but nothing they said made me feel like it was worth my time or money.
- They were nice respectable people. But the class as a whole was not effective.
- Talked about things.
- Give a good deal of great examples so we could understand.
- class discussions
- How they taught each idea. The debate helped us learn ideas both through the views of the students and not the teachers.
- Good use of lecture, discussion, and powerpoints.
- The professors did work hard to make the class effective... but I do not think that they were effective. No one in our class wanted to learn this information (that seems pointless). So it made it very hard to want to learn myself. Although Professor Straughn was interesting and enthusiastic about teaching, yet the class is just not interesting or beneficial.
- Sometimes gave examples of things we all know, and tied those ideas into the lenses. Such as movies and songs. The powerpoints were effective, I just wished more of them were posted online.
- Straughn-music included in lectures. Elliott-powerpoints. Lewis-explained ways we as college students could understand these big ideas.
- powerpoints?
- I can't think of one examples.
- They tried to give us as much information on assignments as possible and answered our questions.
- They were very active, and they got the class involved.
- Presented thoughtful and challenging ideas.
- Only occasionally would there be in class discussion that actually made us think and peaked our interest as a whole.
- They understood that we were maturing adults and, and we were able to have any of our questions answered, and they put it on a level that we could understand.
- They used their history, background and specific area of study to help our understanding of the subject.
- The lectured on the material and provided video or audio examples of what we were learning about.
- Used items such as reading guides to help understand the readings.
- Had different aspects to every topic.
- I feel like they gave us every opportunity to be successful in the class.
- They used lots of real life examples and many different media to explain things.
- Prof. Elliott
- Let Kelly Elliott talk.
- Nothing
- Dr. Straughn brought interesting into our discussions.
- n/a
- I personally did not learn anything in this class. I temporally memorized meaningless information for tests but could not recall it if asked.

- Powerpoints
- They were aware of the size of the class so they knew how to manage a big group.
- If I had a question, I could email them, and that's about it...
- Honestly, nothing. Everything we "learned" was forced and it seemed like they didn't want to even be there sometimes. We never did anything interesting. We sat in our chairs and listened to pointless lectures. I wouldn't recommend anyone taking them for this class. If we are going to have to take this course, then we should at least have someone interesting and who seems like they want to be there. They are nice, but not good teachers.
- I think they are nice people but I do not think the course was effective.
- They implemented quizzes and reading guides to be sure we were reading outside of class.
- They had instructions for every assignment on the blog.
- 1. When they used video, examples, or other things that made the class not so boring. 2. Assigned homework/reading assignments.
- Had a day where we could ask questions at core, and admitting the class isn't a good course.
- The involvement of technology always having the syllabus and the guide for the week was helpful. good real life applications as well.
- Study guides.
- Talked about material over several days.
- Talked about what we needed to study.
- They related the material to their own lives in order to help us see how the material could relate to our own lives.
- This course was not effective, but it was not the teacher's fault, it was the course itself. I'm not sure what I was supposed to get out of this class.
- Having three professors made the class interesting and effective. I enjoyed hearing what each of them had to say how what we were learning in class applied to their field of study.

What could the professor do to improve the effectiveness of the course?

- Make it relevant
- Make it interesting
- Make it something helpful in our future
- Everything
- Anything.
- Make it more relevant and modern to the students
- Drop it as in don't have if available
- Nothing can make this class better
- Make more relevant to life
- teach different material
- There is nothing they could do. They did the best they could with the subject matter given to them.
- There's way too much to say
- Not have so many broad topics. Make the class more interactive....maybe like

- Nothing was explained thoroughly enough. I had to go back to my dorm after this class and re-learn everything by myself.
- There isn't much more the professors could do. It's just a shame the class did participate better, because more could have been taken from this class.
- Make power kings available online
- The directions for assignments were always broad and unclear. The professors often became defensive when confronted with certain questions. I believe Straughn was very kind and understanding, but the two others were frustrating, confusing, and often defensive.
- Give us a better understanding of the class
- Get rid of CORE
- Show us more how it applies to our lives.
- don't give me busy work or make me write papers when I have real classes to worry about
- Nothing really just was not interested in the class.
- Be more creative with relaying the information.
- Maybe make the course the same and equal for all classes
- The whole course needs to be redone. It is not fair to make students take this course for 2 years when all the other grades had a semester. This class had nothing that helped me grow as a person or as a Christian. I tried so hard in this class and I got nothing out of it. This class is now making it harder for me to graduate and is affecting my GPA and it's not fair b/c this class is not even in my field. I will consider other universities before taking this class again. This class has serious problems that will affect ACU in many ways and not for the good.
- Make the topics less broad. Have more interaction activities such as more debates- that class I walked away with more understanding of the issues being discussed and I was actually interested in learning it.
- Use a different textbook.
- This is not an effective course. It is a waste of time and especially money and even the best professor in the world couldn't make this class effective.
- This class was a good idea, but it wasn't executed well. Although past philosophies are a large part of how we think today, students need more current questions about identity. The professors could have related the past with the present more clearly and in a more appealing manner.
- 1) Actually know what they are talking about 2) Make the class relevant---all the info seemed so unimportant to my life 3) make it interesting--I was constantly bored in this class which discouraged me from trying 4) actually explain the material 5) CORE should just be done away with completely 5) make the classes smaller like last semester
- Have every section of core do and learn the same thing. It just gets confusing.
- Encourage more activities like in-class debates
- less talking
- have the material flow better together, as opposed to some things that don't really have to do with each other.
- Make the topics things that interest us and are relevant to our lives
- They could talk about subjects that actually apply to what this course is supposed to be about. Also, I feel like they could work on connecting each section that they teach instead of confusing students by jumping around from one random subject to another. Looking

back over this semester, I can't remember a single thing that I have learned in the class besides from learning from my professors that apparently I'm a racist.

- Make the class more relateable to our own time. I was supposed to learn about identity, but all I learned about was identity and
- There isn't much to work with. It's hard when you talk about communication one week and then the next week you talk about Buddha. You can't integrate different subjects into the same class. It confuses the students and doesn't allow us to maintain this information near as easily
- The course as a whole could be what it was advertised to be at the beginning of the year, which said it would help us be better Christians in the world and that it would teach us how we will use our faith in the real world.
- I personally believe the grading system could be altered. I think that tests should be weighted more than 10% and quizzes/blog posts/participation should be weighted less than 30%.
- Nothing. The teachers did a great job, once again. It was the subject that made it ineffective.
- Talk more, organize the overall course
- Maybe more hands-on? Or at least work on presenting the same material in a multitude of ways.
- Smaller group class times once in a while. More interaction with students. Had a few debates to help get the large class to interact more.
- Please relate it to my major.
- I feel that the professors did a decent job teaching this course. I also feel that no matter how well the teacher of this course is, I feel that this class will not succeed. So I think this class should no longer exist!
- Allow the students to discuss the material more.
- Use more resources that connect the class back to us. If it's a discussion class, have more and maybe in smaller groups.
- Be more clear in their teaching of the course material.
- Be more clear with instructions. Talk about the relative issues going on today. Less lecture and more student involvement. Also break the class up into smaller groups, the class size is WAY TO BIG to have any intellectual thought-provoking conversations.
- First, in this class setting, having 3 teachers all on different pages should work together and make sure they are all on the same page. Second, connect your ideas. I never knew the point to anything we were talking about or we did not spend enough time on it. Third, BE OPEN MINDED!
- Let you know often how you were doing in the class.
- More group activities. Less lecturing.
- I think that we could talk about how certain concepts or issues affect our lives more often. Towards the end of the semester things got better for sure. Would have been nice to experience a semester of thought provoking conversation.
- They could tell us ahead of time how they were going to tie everything together, everything that we learn so we aren't wondering why we are learning a different subject every other class.
- More activities to get the class involved, like the debate we did.
- Maybe make it more applicable to students. Like how could learning about different identities help them help someone who was struggling to find truth.
- Give us more advance for assignments instead of just putting them up the week of.
- Make it more interesting.

- I feel like it could have been more successful if they focused more on relating topics back to our everyday lives.
- I would say not to start with Eastern culture, for some reason, I feel like it got us off to a bad start.
- Make it smaller. Introduce more relatable topics. Engage the students thinking more (don't settle for blank stares!)
- Let Kelly Elliott teach more. This is essentially a history class and she is a great teacher.
- Not teach it
- Two of my professors attempted not to show their opinions or bias in discussions, which made discussion flow easier. However, the other one wouldn't allow statement that challenged her own views. This professor in particular shuted me continually throughout the semester not allowing any of my ideas to challenge her's in our discussion.
- Have a answer for us why are we in here?
- Change course information. Less of a history class, more of a discussion about life and modern issues class.
- Pass/Fail course. Make it more relavent to our lives today.
- Make the material discussed in class a little more interactive.
- More clear on guidelines for assignments (we had to ask many times to be sure).
- Find ways to make the class better. They know none of us wanted to be here. Yet they never found a way to make it better for us. I understand this course is required but it is honestly awful.
- Talk about things other than racial and gender prejudice. Also, if this is a class about human identity, then liet's find out who we are, and stop focusing on irrelevant ideas like Marshall McLuhan.
- Connect everything! Don't zip through note slide shows so fast. Put slideshows on the internet. Treat us as adults, not children.
- The lecture portion was hard to understand because we had never dealt with these concepts, which typically require a lifetime to learn!
- 1. Answer more questions. 2. Reviews for test. 3. Notes
- Be more interesting in lecture. 2. get rid of core.
- Create more opportunities for students to interact with each other maybe splitting the class in three parts to have discussions. Also it was alway hard to read the screen because the print was small.
- Explain more details about the ideas of human nature before reading assignments so we can comprehend it better while reading.
- Better explain the ideas, more in depth.
- Explain more of the assignments.
- They could provide more relevant examples and coordinate together better.
- Change the course to somethign beneficial to our over all education. The professors are good teachers.

CORE 120.02, Kelly Elliott, Lauren Lemley

Class Evaluations, FALL 2011

	Very Often	Often	Occasion ally	Some- times	Rarely	No Opinion	Average
My professors presented thought-provoking ideas.	4 = 8%	15 = 28%	12 = 23%	5 = 9%	15 = 28%	2 = 4%	2.76
My professors gave homework assignments.	13 = 25%	23 = 43%	10 = 19%	1 = 2%	4 = 8%	2 = 4%	3.78
My professors checked homework assignments.	14 = 26%	21 = 40%	8 = 15%	2 = 4%	4 = 8%	4 = 8%	3.80
I actively participated in small group activities.	18 = 34%	19 = 36%	7 = 13%	5 = 9%	2 = 4%	2 = 4%	3.90
My professors periodically gave feedback on how I was doing during the semester.	3 = 6%	7 = 13%	13 = 25%	7 = 13%	20 = 38%	3 = 6%	1.96
I believe this class challenged me intellectually.	2 = 4%	7 = 13%	3 = 6%	10 = 19%	26 = 49%	5 = 9%	2.42
My professors connected concepts we were learning to different disciplines.	1 = 2%	10 = 19%	10 = 19%	12 = 23%	17 = 32%	3 = 6%	2.32
My professors made helpful comments when returning papers.	7 = 13%	13 = 25%	1 = 2%	6 = 11%	13 = 25%	4 = 8%	2.90
I used feedback to make improvement on subsequent assignments.	7 = 13%	19 = 36%	12 = 23%	5 = 9%	6 = 11%	4 = 8%	3.33
My professors gave clear directions for assignments.	5 = 9%	13 = 25%	4 = 8%	14 = 26%	14 = 26%	3 = 6%	2.62
My professors made assignments that required creative or original thinking.	3 = 6%	12 = 23%	11 = 21%	5 = 9%	18 = 34%	4 = 8%	2.53
The use of technology aided my in understanding of material being covered.	2 = 4%	6 = 11%	12 = 23%	5 = 9%	24 = 45%	4 = 8%	2.12
	Much More	More	About the Same	Less	Much Less	No Opinion	Average
Compared to other classes, in this class I learned	1 = 2%	1 = 2%	7 = 13%	9 = 17%	32 = 60%	3 = 6%	1.60
Compared to other classes, I enjoyed this class	0	1 = 2%	3 = 6%	5 = 9%	42 = 79%	2 = 4%	1.27
Compared to other classes, for the grade I will get, I had to work	25 = 47%	12 = 23%	7 = 13%	3 = 6%	4 = 8%	2 = 4%	4.06
Compared to other classes, in this class I was treated fairly	0	2 = 4%	24 = 45%	13 = 25%	12 = 23%	2 = 4%	2.31

* Score based on Very Often/Much More = 5, down to Rarely/Much Less = 1; No Opinion not included in average scores

Total enrollment in class = 58; total number of evaluations = 53

What did the professors do that made this course effective?

- Nothing
- They were enthusiastic and nice people!
- This course is worthless.
- Not really anything
- Nothing they are not very good teachers, the lessons were really boring and I haven't taken anything away from the class.
- Professors made course effective by presenting power points daily and presenting topics in a way we can understand.
- Nothing. This class is a pointless waste of money.
- They offered a large amount for our papers.
- They gave direct feedback on major assignments.
- They used many different examples to show the credibility of what they were telling us. They did a great job at bringing in new ideas and making us think critically.
- No comment.
- Enthusiastic about the things they talked about in their presentations.
- Drs. Elliot and Lemley were enthusiastic and reasonable. They offered different teaching styles and lectures. I enjoyed the content of this class, even if the course itself seemed unnecessary.
- Nothing, the core curriculum sucks.
- Lectures everyday?
- Took a very abstract course and made it applicable. Taught research skills that will be useful for the rest of my education and into the work force
- Nothing at all
- Brought information from their disciplines.
- Nothing
- Taught things about stuff
- I really liked when we actually had little group discussions, but that only happened three times at the end of the semester. the powerpoints did not make any sense for the most of the time and they would go through them really fast.
- Nothing.
- Nothing. I literally learned nothing. I hate that I had to pay for this class.
- Allowed us to work in groups.
- Graded our work and provided feedback on our papers.

- Nothing. This class blew 3 hours of my life every week. One week it's Buddhism, the next were talking about American identity, pregnancy, and so many off the wall topics. This course jumped around too much and all of the students have completely lost interest.
- Nothing, this class is ineffective. Waste of my money and time.
- Nothing. This is a god-awful class that requires more work than any other class when it benefits the least. The amount of work is absurd and to have to pay 2500\$ for something that will not benefit anyone in their particular study is ridiculous. All this is as a class seems to be a GPA decreaser. Knowing that our professors decide to grade work as if we were receiving our Doctorate degrees it is very unlikely to get an A which will therefore just decrease a GPA. Especially when the juniors being only one year above us only had to take univ 100 which from what I hear, was an easy introductory class in which you can receive an A. I honestly have no benefit from this class. It did nothing for me but take money out of my pocket and for what? For professors with the mentality of Scrooge when it comes to grading, to take advantage of my papers and decide that my GPA should be affected for a course that I will NEVER use. This class is an abomination to ACU and is the first thing I think of negatively of the school.
- Excellent lectures, good discussion topics/activities, very interesting/relevant source material. Also, any bad marks/evaluations Dr. Lemley or Dr. Elliot receive are from bad students. There's a lot of laziness and entitlement on the part of the students in this class.
- There were one or two classes where we had really good group discussion, the gender day and the bioethics day.
- They provided feedback on papers and moderated some class discussions in an okay manner.
- They did help us learn about other worldviews
- Dr. Lemley and Elliott did a good job of presenting interesting information and presenting us with ample facts. This was a required philosophy credit and they did the best they could.
- Have me think critically
- This class was ineffective.
- They didn't do much bc they weren't any help when I asked them questions and didn't understand what they were talking about. They didn't explain it better.

What can the professors do that would make the course more effective?

- Respond to our questions better because it doesn't help when they don't explain what is wrong.
- The grading of our papers was awful. Professors would not care about the actual content of the paper, and mark down a lot of points for bibliography errors and made it almost impossible to get a high grade. I have made A's in all my english classes and I have not made higher than a C on my papers in this class. I also have heard similar complaints from my peers. Also, I feel that whichever type of professor one gets for a core class is what they learn about. For example, Dr. Eliot is a history professor and all semester we learned about the history random

time periods. I did not see the point of learning random facts of history for my own personal identity. I am very frustrated with this CORE curriculum and I feel that it is unfair for our class to be the one to be trial group for this flawed expensive program

- BE a little nicer
- "My misunderstanding is that as Christians, I don't believe that we need a staunch opinion about EVERYTHING. Sometimes it's okay to be understanding of both sides of a situation and be indifferent. Our job is not to go around recognizing things as wrong or right, but personally knowing our values for our own benefit is good, ethical, and ultimately Christian.
- Students can't perform at their maximum potential in a course unless they have a thorough understanding of what the purpose is. Many of my colleagues experienced similar confusion because no one ever came out and said, ""this is what we want to accomplish with CORE."" I felt like I was aimlessly thrown random assignments with no clue of what they wanted to accomplish."
- Be reasonable. Understanding. Forgiving. Basically use the traits of the oh so great Christian they talk them selves up to be. I wasted an incredible amount of time and money on this ridiculous class that is extremely stupid. Easily one of the worst decisions ACU has ever made. This class sucked and I truly hope no one else ever has to take it again.
- Be available. I tried to go by their office hours and they were not helpful in pointing out anything on my paper that I could fix. It was like I received a poor grade for no reason. They also taught topics which could have been relevant but they did not tie it in to us or relevant matters. It was as if we were just learning other facts such as learning facts about ancient literature instead of learning what the writers meant and how that can be applied to today's world. This would have been a great literature class (if I would have gotten more instructions on writing) but it was not a class that benefitted my worldview.
- "-Defend Christian principles and explain to the class how Christianity is the most important part of our identity.
- -They put me in a writing group that was irresponsible/not on my level.
- -They would sometimes get really defensive.
- -Not have the class create the final review, which is just a way of having the students do their job.
- -Not require students to have this class, because almost all of the material was useless, because I would rather have electives instead of CORE since I am a double major and need elective classes that actually apply to my life and future. "
- I'm not sure, but something needs I be done to make the content more meaningful. I rarely came out of class feeling like I learned something meaningful. I really like the idea of a core curriculum, but this class did not come close to reaching my expectations. I think making a better effort to get the class involved in discussion would make it more effective. But the content needs to be better too. Most of the time it was very dry and didn't connect to my life. Also, Dr. Elliot ha a way of speaking to the class that sounded very demeaning and defensive at times. I think if she had been more approachable and encouraging, it might have helped the class be slightly more enjoyable. To clarify again, I love the idea behind core and I like thinking about things from multiple perspectives. I'm not sure what the problem with core or this class in particular is, but something needs to change. I pay for my tuition myself, and most of the time I left this class feeling like it was a waste of my money.

- Not exactly something the professors can change, but the class size was an issue. Any more than 30 is too large for a discussion/liberal arts class(our is class 65)
- Get rid of the course
- The grading scale in this class was terrible. Two small mistakes and your ten page paper is worthless. Very unorganized (had my paper lost, then got counted off for it). This class has no new material, except for useless readings. I literally learned nothing in this class. This class was the worst class i have taken in college so far. But hey! it's ok, im just a Guinea pig for a program that everyone knows is flawed, and i get to pay for it too! Thanks CORE!
- Drop the requirement in general. Do something. In no way shape or form does this class benefit me for future success. I learned how to bullshit a 10 page paper and study a PowerPoint. This class will help me none in my accounting major. Just another way for ACU to make a quick buck off someone who is already having financial difficulties.
- Provide us with a study guide for the final exam! Provide us with sufficient information in regards to what will be on the final exam. Provide us with the powerpoints and notes from class in order to study for the final exam. This class was harder than any of my majors classes and I will most likely not receive an A in here compared to my major classes where I will get A's. I had to work so much harder in this class for a good grade and in return i do not think I learned much from this class at the end. I do not believe this class is helpful for students in regards to their majors and I have only heard negative aspects and comments from other students and classmates. I have to pay for my tuition on my own, and I wish I could have put the money I have/will spend towards Core class towards a class that relates to my major and degree.
- The lack of feedback and difficulty to know how your doing in class currently is not efficient. I also believe the amount of information that could be covered should be less in order to get more in depth. I also feel that slowing down the discussions would help students better understand the material. Class size is too big for it to be effective, the number would be cut down to half I feel students would be more comfortable to speak out and it also makes lecture easier.
- Give better directions and make class more enjoyable other than miserable. The teachers were not considerate of others suggestions and didn't care about the students comments.
- I wish we wouldn't have to take this class
- No idea. I don't like the idea of being required to take a course that costs us alot of money and doesn't count in any way to our degree plan, other than ACU requiring it.
- Not be so over critical in grading. We are not in grad-school. We are sophomores. Also, grade more fairly. I'm a straight A student with a C in this class. I've done everything asked of me and I still get 70's on stuff.
- Maybe have a purpose for the class? I am now done with this class and I have ABSOLUTELY NO clue what I was suppose to learn or get out of this class.
- Review for the final.
- Get rid of core it downs help me in life

- The grading was very difficult. It was hard to know how to succeed and I felt, often times, that too much was asked for a introductory core class. There was also very little grace on any assignments.
- Professors were fine, but this class causes more stress than it does anything else. I did not enjoy it and it only took away from time I could have spent working for other classes!
- Easy final with less reading assignments and I might be more interested in learning this material
- Influence the decision to abolish the curriculum altogether.
- Link course title, "Human Person and Identity," to course content. Make it relevant to human and personal identity more.
- Be much more clear on assignments. Not just talk about major papers that are due crammed into the last 15 minutes of class and expect us to understand. Provide powerpoints online so we could actually study and learn or get material if absent. RFID not seem to like students. Felt like teachers had an agenda. Be more interested in students as people.
- Get rid of Core all together.
- I think that with our papers, they were being too strict on the guidelines of how to format the paper and that made us more confused on how to actually write the paper itself.
- Professors were fine, but this class causes more stress than it does anything else. I did not enjoy it and it only took away from time I could have spent working for other classes!
- What would make this course more effective would be to have a variety of ways to teach the lessons or lectures.
- Provide students with study guide for final exam and notes from powerpoints .
- Take core out of the curriculum. This class has absolutely nothing to do with my major. So for me it is a pointless waste of money.
- Chose topics that are more interesting for the class as a whole.
- Take core out. It is a waste of my time and my money, and I don't learn anything of value in here. So if they could just not teach this class at all it would be much better all around.
- change the material to things that actually relate to us and our lives
- There is nothing more they can do. They tried their best.
- Grade papers based on the quality of the paper and argument as opposed to format alone. A mediocre paper would get the same as an extremely well written paper if format was equal
- Explain the readings more clearly- I often was confused about our assigned readings and never was explained what we were reading about so I rarely understood what we were talking about.
- Not have this class

CORE12001	201220					Elliott - Lemley
Number of students	46					
	% Very Often / Much More	% Often / More	% Sometimes / About the same	% Rarely / Less	% Never / Much Less	Average
My professors gave homework assignments.	58.70%	32.61%	8.70%	0.00%	0.00%	4.50
My professors checked homework assignments.	63.04%	26.09%	8.70%	2.17%	0.00%	4.50
My professors gave clear directions for assignments.	39.13%	41.30%	15.22%	4.35%	0.00%	4.15
My professors periodically gave feedback on how I was doing during the semester.	28.26%	28.26%	21.74%	15.22%	6.52%	3.57
My professors made helpful comments when returning papers.	45.65%	39.13%	10.87%	4.35%	0.00%	4.26
I used their feedback to make improvement on subsequent assignments.	71.74%	19.57%	8.70%	0.00%	0.00%	4.63
The use of technology aided in my understanding of material being covered.	26.09%	41.30%	17.39%	8.70%	6.52%	3.72
I actively participated in small group activities.	50.00%	34.78%	13.04%	2.17%	0.00%	4.33
My professors connected concepts we were learning to different disciplines.	36.96%	41.30%	17.39%	4.35%	0.00%	4.11
My professors made assignments that required creative or original thinking.	43.48%	45.65%	6.52%	4.35%	0.00%	4.28
My professors presented thought-provoking ideas.	52.17%	32.61%	10.87%	2.17%	2.17%	4.30
During this semester I had the opportunity to memorize facts, ideas or methods.	30.43%	41.30%	23.91%	4.35%	0.00%	3.98

During this semester I had the opportunity to analyze the basic elements of an idea, experience, or theory.	41.30%	43.48%	13.04%	2.17%	0.00%	4.24
During this semester I had the opportunity to synthesize and organize ideas, information, or experiences.	41.30%	41.30%	13.04%	2.17%	2.17%	4.17
During this semester I had the opportunity to evaluate or make judgments about the value of information, arguments, or methods.	45.65%	32.61%	19.57%	2.17%	0.00%	4.22
During this semester I had the opportunity to apply theories or concepts to practical problems or new situations.	30.43%	45.65%	17.39%	2.17%	4.35%	3.96
During this semester I worked harder than I thought I could to meet the professors' standards or expectations.	34.78%	39.13%	23.91%	0.00%	2.17%	4.04
I believe this class challenged me intellectually.	36.96%	28.26%	23.91%	8.70%	2.17%	3.89
Compared to other classes, in this class I learned:	19.57%	30.43%	26.09%	15.22%	8.70%	3.37
Compared to other classes, I enjoyed this class:	13.04%	21.74%	26.09%	13.04%	26.09%	2.83
Compared to other classes, for the grade I will get, I had to work:	47.83%	30.43%	19.57%	2.17%	0.00%	4.24
Compared to other classes, in this class I was treated fairly:	28.26%	39.13%	30.43%	2.17%	0.00%	3.93

What did the professors do that made the course effective?

They made all us all interact and had a genuine interest in all of us as their students. I found the Margaret Sanger and our discussion over her incredibly intriguing as it had some immediate relevance to my life. I found our debates and classroom discussions most engaging because it was in these moments when I began to understand what I believed. I also really enjoyed when we had to explain what we believed to the visitor from Alaska because it made me really analyze why I didn't have a clearer understanding of the religion that I was brought up in.

The debate was effective, as well as the class discussion where the teachers pretended to know nothing about the bible and students had to try to tell her about it.

These are two of the most engaging and caring teachers I've ever had in my life, let alone college. And they are a great pair together!

1. What aspect of the course did you find most interesting? I really enjoyed learning about all the different religions. We don't have a required world religions class and I think it was helpful to my personal beliefs to hear a bunch of other views.

3. What classroom activities did I find most engaging? I really enjoyed the debate. It was challenging to defend a topic you didn't necessarily agree with and fun to see everyone get riled up.

4. The most important thing I am taking away from this class is that there are many more views on topics in the world than I first thought. There's not always just an A and B position; there can also be a C,D,E, and on and on. This has really helped me in my Psychology majors courses when I think about the motives for why people do certain things.

I really enjoyed all of the activities. Especially the small group discussions, and the debate. I learned everything better when we engaged in the discussions as a class, instead of just lectures. When we entered as a class and did the debate, I felt like that was engaging, and effective. The most important thing I am taking away, is that I have grown as a person, learned more about myself, and who I am as a person. I really enjoyed this class, and I felt like it was a great CORE experience.

I liked talking about gender roles in the class and hearing from the opposite sex, breaking up boy vs girl realized some tension in the subject and made it more interesting. I wished we spent more time on that. I liked breaking up in to big groups in general, the discussions are great, but when we are all at our own tables, it's a little intimidating to talk, bigger groups release the awkwardness. It would also be nice if you put all the PowerPoint notes up towards the end of the semester for the students to review. I understand the aspect of taking notes in class, but when finals roll around, seeing it from the teacher's desk would make me feel better than student written study guides.

Honestly, people do not like Core because they feel like they are paying money for a useless class. The professors challenged us, and I believe the course material was interesting and they presented it in an interesting manner. The small group discussions were good and the engaging activities got us to learn better. I liked having my ideas challenged but many others do not. The quizzes every week were no fun but made me read the material.

The professors did the best they could with the course material. I did not enjoy the class but I know the professors were doing what they had to do in order to stay within the boundaries of ACU. Therefore, the thing they did most effective was splitting the paper into different sections. This made the writing process easier and not as tasking for the students.

Gave a thorough explanation of each topic they taught.

The peer editing helped a lot

1. I found the debate the most interesting and applicable to our lives right now.

2. I wish that we had spent quite a bit more time on the Chicago Style of writing. I found it unfair that we were being graded on the style when we had not yet been taught or gone over the information to execute the style correctly.

3. I found the debate the most engaging because it really challenged everyone's current ideas of what was right and wrong. I also found the daily mini discussions at our tables wonderful!

4. The most important thing I am taking away from this class is the sheer amount of information this class has provided. Had it not been for this class I probably would not have encountered any of these subjects.

What aspect of the course did you find most interesting and why?

A: I liked when we talked about Karl Marx the best because I like talking about more recent things instead of our past. This also allowed me to see how he viewed work and labor.

What was one aspect of our term paper project you wish we had spent more time talking about in class? What part of this paper was most difficult for you?

A: I wished that y'all would have given us the packet earlier because that helped a lot more than guessing what y'all wanted us to do, so give the paper put earlier in the semester to describe what you want. It was way too difficult to find out what you wanted our core paper to be, you didn't tell me to change topic until the third draft.

What kind of classroom activities did you find most engaging and why?

A: I liked the input of what early thinkers said, it made me think about how we have changed since then.

What is the most important thing you are taking away from this class?

A: That we as a society have changed so much, that we are now able to go back and look at what we did wrongfully in the past.

They gave difficult assignments that made us think.

The connection to movies and TV shows that might be popular to college students. The use of videos as examples

The most important thing I am taking away is the understanding of more religions other than my own

I found whole class activities, where everybody was involved was the most engaging part of class

i liked the hunger games and the references to it, keeping the class attention with something that is going on outside of class (the new hunger game movie)

Had us go around and find examples of the fruits of the spirit and showed videos relevant to the topic in class to enforce our knowledge of the subject

I really enjoyed when y'all played the west wing episode and then the next day in class you split us up into our majors and had us talk and think about the episode and if we had to make those decisions what would we do.

I was fascinated with Plato's Allegory of the Cave. It was a concept I was already interested in but reading it and seeing I wasn't alone in that thinking made it that much more personal. Also allowing us to interact with each other was a highlight of the class. It allowed us to get different viewpoints from different students in the class.

1. I really liked the day where we had to come up with verses and then tell Dr. Lemley about what Christianity was, as she pretended that she had never heard about anything before. It was eye opening to see how much someone might not know and think about how you could explain it.

2. While doing actual citing is my least favorite part of any paper, I wish we could have spent more time learning about the differences going from mla which is what most of us are used to, to the Chicago style. Also specifically the difference in the footnote citation and the bibliography. I felt like this should be taught beforehand because having to go back just causes more frustration.

3. The explaining Christianity class, the midterm debates (I would have loved for this to have taken up a couple of days instead of the actual debate just being one day!), and the day where we took a fruit of the spirit and made a blog page

4. I am definitely taking away the different ideas of identity that can be expressed through different religions.

They presented lecture notes with enthusiasm

1. I really liked that you guys took an entertaining and popular book and tied it in throughout the semester.

3. I enjoyed the group activities, especially the fruits of the spirit assignment.

4. I learned a lot about responsibility, other forms of writing, and I became a lot better at working with groups and discussing my ideas with other people... YOU GUYS WERE GREAT! THANKS!

They were just awesome teachers. I never really have had teachers that are so engaged in what they teach. Dr. Elliot and Dr. Lemley are like Batman and Robin in a way. They both bring something to the class that makes it great. Sure this class was really hard at times, but that's no reason to not like this class. I enjoyed this class very much. Met some great people. The Hunger Games was a great book, I may have never read it. The thing I enjoyed a lot in class was when we took pictures and videos on a Friday. That was really fun. Thanks for a great year. Y'all are awesome teachers, you both make a difference.
What aspect of the course did you find most interesting? I really enjoyed the mid-term debate. I felt we got to apply our learning in class to a real life situation on something that is very controversial in our lives today. I learned a whole lot from both sides, and I became aware of issues and discussions I had never been aware of before. I felt all class discussions (about worldly issues) were great. They really challenged me on how I viewed things personally, and opened my eyes to others' ideas.
1. I liked the science/society class discussion because it presented very interesting topics. 2. The third section of the term paper was most confusing mostly just because I feel like it wasn't explained as much as the other two parts. 3. science/society discussion because we had to research the different perspectives, write down others and take sides. the fruits of the spirit because it required that we engage in our topic
Working in small groups was good. The day that we made a tumblr and went around campus was a good thing. The mid term debate was effective and when I learned the most about the course material.
I found the information we learned about different cultures and worldviews very interesting, because in a globalized world we encounter different cultures every day. Being able to understand where others are coming from helps me to treat them appropriately with less prejudice. The classroom activity I found most engaging was the midterm debate. It challenged us to think critically about fundamental questions about life that we would not have thought upon on our own. I especially liked that we were assigned a sLeviticus topic whether or not we agreed with it or not.
Providing feedback on our papers was very helpful in improving my essay. Also giving us power points helped me and guided me in taking good notes. I found the readings to be the most interest because they brought up a lot of ideas and interesting views. The classroom activities I found most engaging is the mid term debate! I had to put in a lot of effort and work for that activity. The most important thing I am taking away from this class is that doing your homework and studying will help your grade! Don't just skim over the information, actually learn it!
I think the most helpful part of this class was the research paper. The workshops were helpful, and having to write the paper in steps was helpful.
Made it interesting. I like the mid term debate and I wish we went over more footnotes for the term paper in class.
The classroom activities that I enjoyed was the one about the fruit of the spirits. It was a lot of fun being able to go out and interact with other people about what we were learning.
They were very engaged in the course and used their skills to help me better myself and work harder
I really liked the mid-term debate. I think having more of those would keep the class exciting and also create a more welcoming environment for class discussion. The professors were always very organized, and helped me keep track of when assignments were due. With the term paper, I also really appreciated having several different drafts and lots of feedback before turning in the final paper.
I really enjoyed the process of writing our term paper and the accomplishment of finishing that type of paper. I enjoyed the midterm debate and the opportunity it presented to discuss real and thought provoking issues. I wish we had spent more time discussing the topics of our term paper before beginning. I found that nailing down a specific topic was the most difficult. I enjoyed the days where technology and group discussion were incorporated. The most important thing I am taking away from this course is experience in research writing.
Engaged with students. Helped us think about beliefs.
They presented a clear focus on viewing issues from multiple perspectives. They efficiently used technology to bring a visual element to many lectures.

1) I really enjoyed the girls and guys talk and personality test. I enjoy discussing the differences in people and knowing how to all work together.
2) The hardest part in the term paper was the Chicago formatting. The guide book was very long and confusing. It was too broad and had too many examples and it was not clear of what to use and when. I learn better when shown what to do rather than trying to look it up.
Stated early on the necessity of taking notes and having good interesting lectures where taking notes was easy.
L
1. Any discussion of religion/ philosophy was enjoyed because the topics interest me, and it helps to understand the perspectives of others outside the "Christian" mind-set.
2. more specifically what what we were trying to accomplish with the paper
3. I just liked lecture..
4. Honestly (this is entirely selfish) before coming to this class I had an understanding about different perspectives and was able to think out side of the Christian mind- I really just hope that everyone else in this class is able to understand other religions and different ideas to a point that they can respect them.
Some of our topics were pretty interesting to me, and Dr. Elliott especially enhanced lectures by being so enthusiastic about her daily topics, which made it more enjoyable. (No offense, Dr. Lemley. You were enthusiastic too, but Dr. Elliott had the better topics, to me.) While I did not entirely enjoy the Hunger Games book (sorry- I know I'm now officially an outcast at ACU), I did find it interesting applying the idea of targets and agents to various topics within our class discussions.
The teachers had a true passion for their subject material as well as the well being of the student as a student and as a person. They did a great job of enunciating what they required of the class and walking the students through the material to arrive at the desired level of learning.
The thing I found most interesting would be that we always had some sort of work that I would never get in my other classes. For instance all of the reading that were long and then the quizzes every Wednesday.
The part of the paper I wish we spent more time on would be what exactly they expected and more time and make it more clear on the footnotes. The whole paper was difficult for me being 14 pages long.
I liked the debate the best.
I'm taking away that I can write that long of a paper, since I never thought I could.
They tried to use example in their lectures that interested the students.
Everything is written below
Knowledgeable about the topic being discussed
The personality stuff was a good experience and I felt like that related most to what we were supposed to be learning about. Chicago format is hard and I feel at times completely non-sensical. I would really change it so that students could use their majors citation style because very few of us will ever need to know about Chicago and it makes it a lot harder on us to have to use a citation style that we are unfamiliar with. As for the last two, the quizzes were not really good. If you took copious notes and read thoroughly through the reading more than once, you were likely to do just as well as if you hadn't read and hadn't paid attention to the class. I feel like that should be fixed.
I enjoyed having open discussions where anyone could add their thoughts. On the term paper, I thought the time was good, just explain the paper in more detail. I enjoyed the videos then discussions following them. I learned about writers from the past and how they apply today.
What can the professors do that would make the course more effective?
They could have helped us a lot more with the Chicago style and been more readily available to us if we needed them for anything. But overall, this was the best core class that I've ever had. I actually enjoyed coming to class each day despite the immense amount of homework.
Explain more about the papers that need to be written and have more class discussions.
2. What part of the term paper should we have spent more time on? What part of this project was most difficult for you? I wish we had spent more time on social location throughout the entire paper. I understood the purpose of social location in the first draft but after that I didn't feel like it was connected to the rest of my paper. The hardest part of the project for me was group evaluations. I didn't feel like my group members put in as much time as I did on trying to write helpful comments.

I honestly felt like we could have spent a little bit more time on the second workshop for our paper. But, I feel like the paper was not difficult for me. I really enjoyed writing it, and it helped me get through some things that have happened in my life.
Chicago format on the paper was really frustrating for everyone. Please spend more time on that. Also, the Chicago handbook of style online isn't that helpful either, we still feel like we are doing something wrong or missing something. Overall, the class was alright, I know you had a lot to cover, but someone's I felt like we moved too fast and didn't give a stuff ebright time to sink in. Instead of just telling us what other religions think, put us in their situations, give examples.
On the term paper, make sure the students know from the beginning how to do Chicago style because it was very confusing and many of us felt as if we could never get it right. I would see if you could integrate more interactive activities to learn from.
The class material was not enjoyable, especially the quizzes. In order to make thi class more effective I suggest that more information about what is going to be on the quiz would be useful. They would tell students that it was goin to be over the reading and then questions from last weeks notes would be on there. This was an extremely frustrating experience for me and I think it should be changed. Also, if they are going to give us a quiz over a really long reading then why is it only 5 questions? That was also frustrating. Plus if you missed one question you got an 80 which cam significantly affect your entire average. Not fair when someone has actually read the materials.
Give more detail on the essays of what was done wrong and what was done correctly.
Pay more attention to the bibliography and Chicago formatting throughout the paper, not just at the end.
I feel like several of the topics covered in this class are difficult to relate to my every day life, to my major, and what I will be doing with my life. I think showing the class why this is important to them will be very beneficial and improve the overall attitude towards the CORE.
I do not like the amount of group work done in this class. I feel like a lot of people got by without doing work in their groups and this is a huge pet peeve of mine.
The professors need to spend a little more time on each topic, it is hard to follow when one week we are Confucius and the next week we are on Marx. They also need to be more clear on the instructions for the core paper, didn't have a clue on what I was supposed to do until three days before final copy was due. They were always there to help though. They could also split the topics more were each teacher can help if you have questlons over a topic and one teacher can't answer your question. But overall good job on trying to teach this class. Little less work though, this class was a majority of my work and it doesn't help me in any other way except expanding my past knowledge.
Not give so much reading because it's hard to comprehend all that stuff at once. it was a huge overload of information.
Maybe make a format to follow for the paper
Make sure when group work is going on, everybody is involved in the discussion not just two people talking or contributing
i overall liked the class, not so much the material because some was hard to understand so something easier to read
Have more hands on activities rather than just discussions because some people work better and remember more that way
One thing i really did find affective in this class was having to use Chicago style. I know for me and a lot of other people felt really aggravated with this because we had never really done Chagaco style and most of us felt like we didnt get enough gidunce(at least the amount we need)
I don't feel there is anything that the professors could do to make this class any better. All topics were covered thoroughly and they really engaged the student so that it became a learning lesson instead of just memorization and note taking.
Same as above!

what aspect of the course did you find most interesting and why?

- the midterm debate as well as the advertising discussions between men and women. These two days of class were very interesting because they were prevalent in society today

What was one aspect of our term paper project you wish we had spent more time talking about in class? What part of this project was most difficult for you?

- I feel like we never touched base on what caused us to be who we are today. How does what we learn at school and how we are raised shape who we are today? I feel like this would be more relevant and beneficial to help us formulate who we are as a human. The most difficult part of the paper was incorporating a class reading that was not relevant to my topic.

What kinds of classroom activities did you find most engaging and why?

- the class discussions about which ads are directed to what gender and what men think women want and vice versa. This was very interesting and fun at the same time.

What is the most important thing you are taking away from this class?

- I honestly got nothing out of the class. I feel that if we took the teachings of Plato, Confucius, ect. and compared them to Christianity today it would have been more beneficial. The class lectures were the history of the topic and nothing about how it is relevant in society today, specifically American society and Christianity. This class did not challenge me in any way and was very disappointed. I would have taken more away from discussions comparing and contrasting other religions in history to religions today.

2. I did not like that we had so many different drafts of the paper. I appreciated the feedback, but having so many grades based on that was frustrating. One draft at midpoint would be nice, but 3 was frustrating.

Honestly, the hardest thing I have done all year is the term paper for core. I do not like Chicago format AT ALL! I never really understood the exact TOPIC for the paper, which is my fault though because i should have scheduled a meeting with the professors.

Term Paper:

Although the term paper was hard, I am proud because I feel I am a Chicago style pro! haha I had never used Chicago style before, and I commend myself for sitting in the library (for SEVERAL hours haha) and through websites learning how to format my paper correctly.

I also LOVED, that the teachers edited my paper along with the students throughout the semester so I could get good feedback from their view point. Sometimes peer edits do not work, so I was very happy to get their feedback, especially since my overall paper grade would come from them.

4. The most important thing that I'm taking away from this class is the varying world perspectives that help me to understand other culture's ideas besides my own.

Do what most of the other core classes are doing like going to see a play and having more than one paper instead of one huge one.

For the term paper, I wish we had spent more time on Chicago format and exactly what content the professors were looking over. I would say the thesis was the most difficult part for me.
The most important thing I'm taking away from this class is a clearer understanding of people from different cultures and backgrounds. Because I understand them more, I'm able to feel comfortable around differences.
You guys were great professors. I just want to say that if you get negative reviews, it's because of the course, not the teaching.
Honestly, I like how you both taught the class. Don't change it.
I think having a uniform CORE curriculum would make the class more effective. The most frustrating part of CORE is the randomness of it. For example I had to write a 10-15 page research paper while my roommate only had to write a 5 page paper. I was told that ACU developed the CORE program in order to make the U100 class more uniform, and that is not what happened at all. I think CORE takes the problems of the U100 class and magnifies across three semesters instead of one. I feel that CORE is a waste of my parents money and I am not the only student that thinks this. The fact that every student in CORE hates it, should be a clue that the program is not working. We all have to fulfill English and Math requirements and no student complains about those classes. I think the best thing ACU could do to the CORE class is make it one semester only for Freshmen.
Put the power points online.
I think the professors should lessen the work load. It was very difficult to read articles and stories about something we had no idea about.
They could minimize reading a little bit because of the work load that we have in other classes as well, and that would make it a lot easier to do.
Although it is difficult to do with such a large class, I would have liked more in-class discussion instead of lecture. I also would have liked the quizzes to be less specific, and about 10 questions long.
I believe that allowing discussion and Q&A time regarding the readings would help us to better understand these completely new readings and concepts. I felt that I was at a disadvantage when being immediately quizzed over a new and in depth reading. (like being immediately quizzed over text from the bible when you have never read it or heard of it) It would be helpful if discussion came before the quiz.
Paper in Chicago was kind of ridiculous. It helped a lot in learning something like that, but the writing center had a difficult time helping out because they weren't sure how to use it themselves.
I believe that having a study guide or worksheet to fill out while reading assigned texts would be helpful in extracting the main ideas that the teachers want us to take away from the readings.
3) the discussion between boys and girls, the personality test, and the midterm debate.
4) How to form my own identity
I think it's pretty effective the way it is.
L
Nothing! I enjoyed both of you!!
At times there seemed to be a lack of good communication between the professors and the students, including myself. Responses to emails or questions in class tended to go unanswered or answered incorrectly due to miscommunication of what the question was.
Although I loved the in-depth knowledge of the material, I sometimes felt as though there was some sort of knowledge I had missed out on especially when talk on material of the professors department, what may help would be to break down subject material a little more.
Use more things that we would want to enjoy reading and learning about. And spend more time discussing the final.
Much less papers and reading.
I loved plato and confucius. I am intrigued by greek philosophy and ancient religion. I am incredibly satisfied with my paper, i worked hard and got awesome feedback from the teachers. I did not like that this class was 10 times harder than most of the other classes im taking, it should not be the case. The class activities are boring, mainly because people do not like to cooperate. The teachers making us talk to people that do not want to cooperate is just annoyong. I loved the class, i enjoyed the material.
Instead a ridiculously long term paper, how about two smaller papers? Or just one shorter one like the other core classes

Honestly, I don't think it's your fault, but I am not taking much away from this class. I feel like it was run as more of a historic literature class than it was a CORE class and I would work on making that better. Not many students want a historic literature class so... Yeah... Also, possibly lower your expectations...?

They could make the lectures more understandable and easier to follow overall. They could spend more time on explaining the paper. They group parts of class are fine. They could make the majority of the information more relavlant to daily lives.

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CORE21006	201420					Lauren Lemley
Number of students	40					
	% Very Often / Much More	% Often / More	% Sometimes / About the same	% Rarely / Less	% Never / Much Less	Average
My professors gave homework assignments.	70.00%	22.50%	5.00%	2.50%	0.00%	4.60
My professors checked homework assignments.	70.00%	27.50%	0.00%	2.50%	0.00%	4.65
My professors gave clear directions for assignments.	35.00%	47.50%	12.50%	2.50%	2.50%	4.10
My professors periodically gave feedback on how I was doing during the semester.	55.00%	32.50%	2.50%	7.50%	2.50%	4.30
My professors made helpful comments when returning papers.	57.50%	25.00%	10.00%	2.50%	5.00%	4.28
I used their feedback to make improvement on subsequent assignments.	15.00%	22.50%	30.00%	17.50%	15.00%	3.05
The use of technology aided in my understanding of material being covered.	37.50%	30.00%	15.00%	10.00%	7.50%	3.80
I actively participated in small group activities.	55.00%	30.00%	15.00%	0.00%	0.00%	4.40
My professors connected concepts we were learning to different disciplines.	40.00%	25.00%	15.00%	15.00%	5.00%	3.80
My professors made assignments that required creative or original thinking.	45.00%	32.50%	10.00%	7.50%	5.00%	4.05
My professors presented thought-provoking ideas.	45.00%	32.50%	10.00%	7.50%	5.00%	4.05
During this semester I had the opportunity to memorize facts, ideas or methods.	20.00%	47.50%	27.50%	5.00%	0.00%	3.83

During this semester I had the opportunity to analyze the basic elements of an idea, experience, or theory.	37.50%	35.00%	22.50%	0.00%	5.00%	4.00
During this semester I had the opportunity to synthesize and organize ideas, information, or experiences.	27.50%	37.50%	27.50%	5.00%	2.50%	3.83
During this semester I had the opportunity to evaluate or make judgments about the value of information, arguments, or methods.	25.00%	52.50%	15.00%	5.00%	2.50%	3.93
During this semester I had the opportunity to apply theories or concepts to practical problems or new situations.	30.00%	40.00%	15.00%	10.00%	5.00%	3.80
During this semester I worked harder than I thought I could to meet the professors' standards or expectations.	27.50%	25.00%	32.50%	15.00%	0.00%	3.65
I believe this class challenged me intellectually.	37.50%	22.50%	27.50%	5.00%	7.50%	3.78
Compared to other classes, in this class I learned:	5.00%	35.00%	30.00%	12.50%	17.50%	2.98
Compared to other classes, I enjoyed this class:	5.00%	20.00%	25.00%	10.00%	40.00%	2.40
Compared to other classes, for the grade I will get, I had to work:	40.00%	27.50%	32.50%	0.00%	0.00%	4.08
Compared to other classes, in this class I was treated fairly:	32.50%	25.00%	32.50%	0.00%	10.00%	3.70

What did the professors do that made the course effective?

In my opinion, nothing.

While lecturing, I like that the professors asked us what we thought instead of just talking the whole time.

The readings were made accessible to us so we could just look at them at anytime.

They actually made core something I took away from.

It was waayyyy to hard for a pointless CORE class. It was like they were just trying to bring our GPA down as much as possible

They were always do energetic and ready to talk about their topics. They enjoyed teaching together which made it an enjoyable class.

Invited other people to come and guest lecture.

The use of turning in papers was helpful but I still didn't feel prepared to write the final paper

enthusiastic about subject and really broke down what we were learning

using turnit in for term paper and doing peer edits was really helpful

Interactive exercises with groups like the factions project. Also, they made things interesting. Not everything was a lecture day, (YAY) because that all the time sucks

Always made sure the class understood what was assigned, and the way to go about completing that assignment.

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they made the term paper due in chunks so it wasn't as stressful. They also had our peers look at our papers which helped us learn different ways to look at things. It was still very stressful but it could have been much worse

The paper drafts made writing the paper a lot less stressful. I got great feedback from my peers on the turnitin website and also from my professors. The time spent on each topic was the perfect amount. I really learned a lot this semester from the readings and what not.

Both professors were really enthusiastic about teaching core and they had activities that really helped me understand the subjects we were talking about. I really like the faction scenario because it tied in readings and everything we were learning about like community and identity. I also liked the guest speakers, they were really cool.

I really enjoyed how much time our professors spent editing our research papers. The minute corrections shows that they did read our papers and truly cared to make it better. I agree with our research paper having due dates along the way so that it encourages us to actually have as solid paper but I didn't like how it was graded because since it's a draft, obviously there are going to be mistakes.

It was not. I was just so angry and bitter that I hated this class. Thou guys traded so harshly and were not consistent on what was right or wrong. This class does not matter. To anything. No matter how much this University wants it to. So please do not make our lives a living hell and kill our GPA just because you can.

Dr. Elliott was awesome. She really knows her history and I loved listening to her lectures. It was so cool seeing how passionate she was.

The way they helped us do the essay all though out the semester and provided us with maxing feedback was awesome. As teachers working together they were great and always on the same page which is not always the normal thing with coteaching

I enjoyed the group discussions. Being a class of community and identity, it was interesting to practice that in the groups we made during I small game of Divergent-esqu D&D.

There was not much about this class that I enjoyed if I'm being honest. I enjoyed some of the group interactions and things of that nature, however other than that I'm not sure what the purpose for this class is.

Invited other people to come speak. The guest lecturers were engaging speakers who had interesting topics.

The class was very challenging. The professors came up with activities that interested me and made it easier to stay focused. My favorite was the faction project. I really enjoy group work and this was fun to get to kinda imagine up our own faction. I also liked how the professors took turns teaching. We got to know the differences in their teaching styles.

For the paper, they made this course effective by separating the paper into different sections. My friends in other CORE classes had to turn it in all at once, and I think that would have been more difficult. It allowed us time to gather our thoughts, and ultimately produce a better paper. My favorite material was learning about the Eugenics and Margaret Sanger.

I liked how when the eight to ten page paper was broken up into sections. This was helpful for me because I am not a very good writer and I did not have to worry about writing the full thing and not having a good paper.

I liked how they made us engage in group activities and discussions during class. Instead of the typical lecture Dr. Lemley and Dr. Elliot stated in the beginning if the semester that they really wanted to make the class more interactive and they did a great job of that. Since this class is different from our typical classes within our disciplines and majors, students like myself tend to make this class less of a priority, but with the interactive activities I became more intrigued and eager to learn about the subjects.

Turn-it-in made evaluating papers much easier, but also gave more work. Taking a quiz online was new, but made it easier for me to handle. The powerpoints that were given gave information to me that a normal lecture without anything with it would have. Debate week was fun and should be longer if available.

I think it really helped when we would get into groups and get to know more of the people in our class, working together in certain assignments. Turnitin.com did have some technical issues, but I think it's a great idea and worked well when it comes to critiquing other classmates papers.

Spent days discussing Chicago format. I was completely unfamiliar with Chicago before I entered this class.

I learned most through the paper, it seemed to be the basic point of the class.

The peer evals for the papers was essentially a good idea, and it helped having another person read over your paper but some people just really didnt care about any of it so it didnt turn out to be as beneficial as it could have been. Also, the faction assignment(s) was the most interesting because we were just taking notes the whole time and actually got to apply readings and class material rather than just taking a quiz on it or listening to another lecture

I love Lemley/Elliott's enthusiasm. They were a great pair, especially when it came to lectures. They knew their strengths. Elliott would cover the history side of the lecture and Lemley did a great job communicating certain tasks, assignments and/or group tasks and discussions. They were both very kind, never condescending or belittling and if you had a question, they always made sure to be very thorough and patient. They were very understanding but also stern, in the sense that you wanted to do the work and get it in on time out of respect for them and for your own personal reasons but if something crazy were to happen and you had trouble with an assignment or trouble getting it in, they did their best to work with you and help you out. FUN CLASS! I loved the discussions and the faction assignment. I also loved reading Divergent. I would rather read that than a biographical or non-fiction book...I also enjoyed working on Turn It In. It was a great and effective way to get assignments notated and turned in.

Through out the term paper process, Lemley and Elliott were extremely beneficial in feedback and helping the class understand the expectations for each individual draft as well as an overview of what was expected from us. The turn it in software used for submission and peer editing was GREAT! i enjoyed being able to have the papers handy to be able to work on them whenever i had time, instead of having to carry all three drafts around with me to ensure they got done and were effective. I also appreciated having instructions for each assignment available to us on Openclass. This made course work effective and easy!

They worked together as a team. I wish I could be witty and say something like Batman and Robin, but I can't think of anything. To me, they are like yin and yang. Completely balancing each other and then the class out. I liked the days that we had open discussion. I love hearing other people's opinions about topics, especially ones we went over in class. I wish we would have done that more often. I liked having other people peer edit our papers because even though they are the same age as us their opinion on our papers can affect us too.

I loved being broken up into different groups and being forced to talk about whatever topic it is for that day and then coming as a class and discussing together. Doing notes were helpful as well because it gave me a background on what we were studying. I don't like to write papers the way we did in class, in the aspect of adding on through the semester, but it did lighten my stress in some aspects. Turnitin was helpful getting feedback from my group. The paper topics were fine.

They eventually gained the groups' interest and resultant dialogue. This resulted in animated and sometimes, heated class discussions. Although I have little recollection of the beginning of the semester, by second half of the semester, we were investing in the group projects and enjoying the learning process as a whole. It helped that they based a lot of the group discussion upon theoretical post-apocalyptic fan fiction, a topic which many of my peers are quite interested in at this current time.

I thought it was effective that they would tag team. I noticed Dr. Elliot had more of an expertise in History so maybe she talked about subjects that related to that. I thought it was also helpful that they gave extensive notes on our research papers. Although I hated this, but they made sure that we were responsible. They weren't as lenient as all of my other professors. They abided by the syllabus and didn't extend very much grace for assignments or low grades. That was really frustrating but as much as I hate to say it, it helped me grow up.

They provided interesting assignments that challenged me in different ways. In addition, they also made it a little fun by having us do the faction assignments. Please, DO NOT get rid of this group assignment, it was definitely the most fun one in the class. Also, usually I'm not crazy about group assignments, but this one was the best one ever (so that's saying a lot coming from me).

-I also really enjoyed the subject matter that we covered. I love how we covered different cultures and religious perspectives. I think this is very important because there is just so much diversity in the world and I think that some classes do not always portray the different outlooks. I came into this one, however, and got a pleasant surprise by this. Especially when we went over different religions, such as Islam. I found that it was explained VERY well and that it was explained in such a way that integrated it with Christianity in such a way that common ground was easily found. This really meant a lot to me and left a very good impression since I am a different religion called Bahai.

I know that they already know this, but they work together very well. It seems like a small thing, but in a class that has two professors, it does make it much better when they actually get along. I felt that the professors were very clear on what they wanted for each assignment and had several materials posted so that students could always look at something if they needed to. If anyone was confused, both professors would always time to explain whatever the person was confused about.

The teachers worked in a tag-team format that made it easy to understand and get help when one teacher was too busy. Turnitin.com was helpful because it meant I didn't have to lug around tons of papers to class. The grading and commenting features on there were great as well. My favorite assignments were the ones we did with the factions. It was a chance to collaborate and team up with an effective effort towards a common goal, which in this case was to survive some kind of a end of the world scenario. It was cool.

The professors gave us activities that made the class more intriguing. I really liked the faction project and the debate work. They also took turns teaching so that we learned both of their teaching styles.

I think the professors were both enthusiastic about teaching this course and are both very knowledgeable about what they are teaching about. They also used some very creative and interesting activities to teach some of the lessons which was engaging.

What can the professors do that would make the course more effective?

Stop being so up tight and relax a little.

Give more specific instructions in class not just online

POST POWER POINTS! The teachers would go through the material so fast I did not have time to think and write about what they were saying. If they would post the power points before class I would have been able to pay attention to what they were saying and not miss any details.

not much really, more effective core then what i heard from friends in other classes

This class does not matter at ALL to ANYTHING so please dont make it harder than a Graduate theology class. They are the only other class who has EVER and WILL EVER use Chicago style.

More slide shows and videos and visuals. I think the class overall was good.

I don't know

encouraged students and tried to make sure everyone understood and was on the same page

none

Make students talk about/debate what they think about specific topics more (like, the polls we took were really good, but often done at the very end of class so there was no time for real discussion)

I think it is structured pretty well for effectiveness.

Lowering the word count on test one would be effective for the next class. I heard a lot of students struggled with filling up space in such a little time rather than focusing on the main idea. I know that I have a hard time writing quickly, and I'm sure there are others in the same boat.

I wish we would have spent more time on our time period. Knowing stuff about religion in the past isn't really going to help me much in my life i feel like. it might just be the fact i didn't understand it at all too. Religion is just weird to me. Thinking ya'll worship some guy who lived 2,000 years ago and can't be exactly sure if what he did was real. It could all just be a popular character that people talked about back then like superman, batman, or spiderman today

I feel like they both did a fantastic job. I had no problems with them or this class in any way.

Probably just go more into depth about readings and putting the power points online. Sometimes they talked so fast. Also for the term paper I think they should not do it by sections, just let the students write a full rough draft, it was hard for me to stop and then add stuff as we went on.

I really enjoyed collaborating with others when it came to the faction assignments. I thought it was hilarious and a great way to encourage us to think outside of the box and actually get creative. Dr. Lemley and Dr. Elliott did a great job at teaching this course.
Have Dr. Elliott be the main professor. She actually cares about helping the students instead of just killing them slowly and bringing down their grade and GPA as much as possible. She is really smart and is consistent with what she teaches as well.
The exams are really hard. Probably the hardest exams I've had at Acu. I don't think a class like core should have such hard test bust instead be a gap booster class especially because the credits are non transferable
Give more time to cover topics on the research paper, more specifically. I for one have never even heard of Chicago style till this class, and as for in class time the workshops were very rushed and there was not a lot on covering specifics. Just giving me a website to look for instructions was not very helpful, and the website was hard to understand.
Make a clear track and goal for this class. I'm not sure how a class that has a whole lot to do about nothing can be a GPA killer like this. Normally at the end of a semester I feel as if I have learned And accomplished something. That is absolutely not how I feel about this class. I feel as though it was a waste of time and effort for something that is actually going to hurt me academically that should be something that is going to boost my GPA and benefit me intellectually. This class is a waste of time.
Not use Chicago style. I have never used Chicago style writing, and I have completed all of my required English classes. I see little to no chance of ever having to use Chicago style again. The professors did a poor job of explaining Chicago style to me, especially in the feedback they gave me on my paper drafts. The Chicago manual was confusing, and I had difficulty finding what I needed in it. The professors consistently gave me the section number and expected me to figure out what they didn't like in my paper. This class seemed wholly inapplicable to my life.
To make this course more effective, I would change the format of our first test or reconsider the amount of writing with the time limit that we were given. That was the one thing that hurt my grade when I felt like I was prepared for it.
I think involving students in activities that incorporate material worked pretty effectively, so I would say not as much lecturing and more hands on involvement.
Power Points. I think they topics we talk about should at least be covered in two days. The first day should be mainly going over the Power Points and the next should be on any additional information. The reason for this is because there is a lot of information to take in and I could not really concentrate on the important things that the professor was saying.
Though I enjoyed the fact that the class activities and instructions were accessible online through OpenClass, I think the instructors could have gone through the directions on some assignments thoroughly in class.
Gone easier on the grading. I put in hours of work and did not get the best of grades most of the time, like on the paper. Turn-it-in was easy, but made me work harder on reviewing other people's papers. Made exam 1 either shorter or given more time for it. Other than those I think everything went fine. Did not see the purpose for the class.
One way this class could improve is by engaging the class more and relating the material to us in today's time, specifically the historical stuff that is sometimes very confusing and hard to understand.
Allow more freedom for the faction project. Maybe a way we can chose our own scenario.
All they ever do is lecture. I know that there is a lot of material to cover in the class, but when they talk so fast and hardly give you enough time to write down what is on the screen, you dont even pay attention to what they are saying and then they do not make the powerpoints available online to view later, making it impossible to even learn or remember the tiny details they ask us. Also, it was new material to cover everyday so it was never applied to anything other than a very confusing reading and it just made it difficult to remember or even find interesting. This was the most boring class I have ever taken out of all my college classes and they make your life extremely difficult when it came to all the assignments. I felt as if they felt superior giving us a difficult time instead of wanting to see us succeed.
I would say explain the paper a bit better. I had trouble narrowing down my topic. And maybe that's my fault but it would have been nice to know that I needed to pick something very specific, opposed to something broad. Just more tips, I guess.
Lemley and Elliot make a great pair. Whenever there was an emergency, illness, or family issue, they were extremely understanding and like the lion king would say their motto almost seemed to be "Hakuna Matata", which means no worries. They always have your back. Their office hours were essential when in need, and they were very accepting of any problems encountered and were always willing to help. The power points were essential to notes, maybe the lecture could have slowed down just a tad bit in order for us to really obtain, absorb and fully understand the material being covered instead of completely worrying about getting everything on the slide. Also, maybe posting the power points on Openclass after each class period would help because then we wouldn't be solo worried about missing something.

They could have more open discussion on topics. Talking about the paper specifically, I would emphasize that the paper is a lot more work than it is made out to be. It takes a lot of work and you mean business while grading them. Also, at the beginning of the year I did not think we spent enough time on some of the topics. I felt like that was when I struggled the most in this class.						
Some of the readings I didn't understand how that pertained to human identity and community like Kant and Sanger.						
The class readings were well selected, but the tests that followed were far to specific and particular. Many people, including myself, I believe, would complete the readings but still loose points because we had missed minor details. Perhaps a revision of the test questions is in order?						
I really enjoyed the Divergent book that was a required read for this course. Unfortunately, we only had one quiz over it and moved on. We touched on it a little bit later but I was really disappointed about that, I feel like it shouldn't even be a required book if we barely ever talk about it. I get that we go to a Christian school and we are striving to be more well-rounded people but I honestly feel like this class was more stressful than anything, I've talked with many students and they have agreed that this course was a burden because it had nothing to do I with their degree. I just think it's something to think about. So much information is packed into this class that it can be really overwhelming.						
Possibly change some things with the research paper. I know that there is not a lot that can be changed, since it is a requirement, though. Going over Chicago more might help, also maybe look into broadening the topic choices possibly. While the peer evaluations were helpful, I did not find the days that we met up with our groups to be the most productive, just because although we all talked about the papers, I do not think the whole hour is needed for it. But overall, nice. I know it must be hard! Thanks for being awesome!						
-Kren Fernandes						
I really didn't have any problems with the course material or the way it was presented. Many of the students didn't take the faction projects seriously, but that was the students, not the professors. I do think the book Life of Pi really ties in well with all of the concepts studied in this class, if the professors wanted to look at that.						
Maybe order pizza or something. Food is so close to many college students' brains. It really helps get engaged. As far as teaching the course more effectively, I would say since the major research paper is worth a lot, the teachers should offer more workshop days to work on it in class.						
To make this class more effective I would change the format of the first test or consider changing the length with the limited time given. It was very rushed even if you were prepared.						
I think the professors could really condense the amount of work required for this extraneous course. I felt like I was constantly being given homework assignments for this class. I know that these professors did not create the course, but at this point in my education being swamped with work for a course that does not further my career goals is an aggravating and feckless use of my time.						

CORE21004	201410					Lauren Lemley
Number of students	57					
	% Very Often / Much More	% Often / More	% Sometimes / About the same	% Rarely / Less	% Never / Much Less	Average
My professors gave homework assignments.	45.61%	36.84%	15.79%	1.75%	0.00%	4.26
My professors checked homework assignments.	71.93%	22.81%	5.26%	0.00%	0.00%	4.67
My professors gave clear directions for assignments.	43.86%	14.04%	29.82%	8.77%	3.51%	3.86
My professors periodically gave feedback on how I was doing during the semester.	0.00%	0.00%	0.00%	0.00%	0.00%	#DIV/0!
My professors made helpful comments when returning papers.	54.39%	24.56%	14.04%	1.75%	5.26%	4.21
I used their feedback to make improvement on subsequent assignments.	0.00%	0.00%	0.00%	0.00%	0.00%	#DIV/0!
The use of technology aided in my understanding of material being covered.	38.60%	26.32%	21.05%	5.26%	8.77%	3.81
I actively participated in small group activities.	64.91%	22.81%	10.53%	0.00%	1.75%	4.49
My professors connected concepts we were learning to different disciplines.	54.39%	21.05%	15.79%	1.75%	7.02%	4.14
My professors made assignments that required creative or original thinking.	57.89%	24.56%	12.28%	3.51%	1.75%	4.33
My professors presented thought-provoking ideas.	57.89%	19.30%	15.79%	1.75%	5.26%	4.23
During this semester I had the opportunity to memorize facts, ideas or methods.	36.84%	24.56%	29.82%	1.75%	7.02%	3.82

During this semester I had the opportunity to analyze the basic elements of an idea, experience, or theory.	42.11%	35.09%	10.53%	5.26%	7.02%	4.00
During this semester I had the opportunity to synthesize and organize ideas, information, or experiences.	40.35%	22.81%	24.56%	8.77%	3.51%	3.88
During this semester I had the opportunity to evaluate or make judgments about the value of information, arguments, or methods.	43.86%	24.56%	24.56%	1.75%	5.26%	4.00
During this semester I had the opportunity to apply theories or concepts to practical problems or new situations.	43.86%	26.32%	19.30%	7.02%	3.51%	4.00
During this semester I worked harder than I thought I could to meet the professors' standards or expectations.	47.37%	19.30%	22.81%	5.26%	5.26%	3.98
I believe this class challenged me intellectually.	43.86%	22.81%	14.04%	5.26%	14.04%	3.77
Compared to other classes, in this class I learned:	21.05%	26.32%	17.54%	10.53%	24.56%	3.09
Compared to other classes, I enjoyed this class:	17.54%	22.81%	5.26%	22.81%	31.58%	2.72
Compared to other classes, for the grade I will get, I had to work:	49.12%	29.82%	12.28%	5.26%	3.51%	4.16
Compared to other classes, in this class I was treated fairly:	35.09%	12.28%	29.82%	12.28%	10.53%	3.49

What did the professors do that made the course effective?

I loved that it was more of an open discussion class.

They did well teaching. But the subject matter was awful.

They made lots of different slides
I felt that they provided good feedback that helped when writing our papers.
They were both enthusiastic about the material, and for the first time ever, I enjoyed group work.
Lots of online work.
Professors had quizzes over the reading that enforced what we learned from the reading. The most interesting assignment that we had was the Divergent faction groups. I liked that we continued it throughout the semester.
They used examples that actually applied to us.
They helped us understand many different perspectives of the world and their professions helped make this easier,
They assigned a really interesting book to read. I found it to be a book I liked even though we didn't discuss it much.
Class discussions
Allowed us to think for ourselves without arguing against us
I found the discussion over enlightenment the most interesting because it allowed me to think about if I was blindly following or if I was able to think for myself and become enlightened. In preparing for the term paper you allowed us to build up our ideas instead of giving the topic alone
Used class discussion and had each individual participate in discussion through journals and readings.
Good explaining assignments and expectations.
Talked about the readings we had to read and explained them.
The interest the professors showed about the topics discussed was effective, my favorite reading was divergent it was also the one I enjoyed the most. It was fun to read and had great content for discussion.
I loved the interdisciplinary discussion. I enjoyed learning about different cultures. I feel like this is vital for education and should be present in every class. A cultural emphasis and perspective could bring new and innovative ideas to every classroom setting.
I appreciated the discussion and journal activities. I did not ever feel prepared the quizzes. I had a hard time deciphering what I thought would be on the quiz. I felt prepared for the term paper and loved the feedback
Dr. Elliot had passion behind her teaching.
There was lots of different sources for to learn the information. It was good to read and then talk about it.
They were creative with how they taught ideas. My favorite activity was the end of the world scenario they have us because it gave us the opportunity to discuss issues we don't normally even consider. They also gave great feedback on our papers which is what helped me the most when trying to write my essay.
There was lots of different sources for to learn the information. It was good to read and then talk about it.
They tried but it just wasn't enough to effect me
Talked about the readings we had to read and explained them.
Nothing. They assigned random assignments, and we did random things that were nothing short of pointless. This class was nothing more than a mass of random, shallow, and ambiguous ideas that they poorly wove together and tried to make a class out of it.
Gave several assignments and readings to challenge our understanding of the world.
Teachers were in helpful did not respond to my emails when I asked for help or directions
There was lots of different sources for to learn the information. It was good to read and then talk about it.
I really liked Kant and enlightenment the most. He was Someone I had not studied much before.
I like the first few faction assignments the most. I liked going into the book in detail. My least favorite was the debate because it was difficult working in such large groups.
Havering the rough drafts was very helpful.
Explain Chicago better or use a different format. It was extremely difficult trying to learn how to use it.
The professors are passionate about what they teach and are definitely knowledgeable in the topics. I enjoyed learning as much as I did, but the class was difficult and a little too strict sometimes in my eyes.

Drs. Lemley and Elliott planned a variety of activities, individual and group work, in and out of class that incorporated the readings and lectures for the class. This made the course exciting and informational. I enjoyed our discussion of gender and identity the most, especially seeing it's role in society and the media. Our activities with the term paper were very helpful, especially gradually working up to the final draft. Getting professors' input each step of the way was extremely helpful in wiring the final draft. I really enjoyed this class and the opportunities for insightful discussion and practical application it allowed.

Tried really hard to help everyone there were just a lot of people in this class. The core curriculum seems unfair because some atideny in other sevtions didn't have the same expectations, I thought our section was really hard.

Have to write so many drafts was helpful on the gem paper

I really liked divergent! I am not a reader but that was my favorite readings assignment.

They made this class harder than any other of my major classes!!! Which is crazy!

Nothing, this is the most pointless class I have ever taken. The material in here is so random and unorganized that I came out of the class more confused about the material then when I came into the class.

We learned about many different disciplines and applied them together

They made this class harder than any other of my major classes!!! Which is crazy!

The activity I found most exciting was the Hiring ACU journal because we got to tell our opinions but also give feedback of what we thought to the school and this is the most interesting I thought

The sources helped out a lot to writing the paper but not chicago

Help them more with Chicago!!

The comments were very helpful. There were a few instructions that were difficult to follow, but they were reiterated to where they were easier to understand.

Enthusiastic and helpful

They were nice and they were available to us.

It was an odd class and I'm not sure how effective it was.

The most interesting assignment we had was watching the different tv shows through out the years. It was amazing to see how the aspects of human family have changed throughout the years

I enjoyed most was watching the video "The battle at Kruger." It was really cool to see something that happened in real life nature. The least dominate animal actually ended up prevailing.

They knew their material

not much. i felt that this course is not needed for my major or needed in my college experience.

Let us work as groups, share our ideas, and analyze them all together as a class.

My favorite discussion in class was the one where we talked about differences in males and females. It was funny to see everyone's reactions and thoughts.

The most interesting in-class discussion was that of Sanger's eugenics model. She was crazy, and it was crazy to think about how that applies to today's society.

I loved the way you did the term paper. Drafts seemed boring and tiring, but in the end it was so so so worth it because I wasn't killing myself the weekend before finals trying to finish a 12 page research paper!

They made the course effective by using different methods of teaching to make the material easier to understand. They also took turns teaching which helped learning become easier.
I found the divergent assignments most enjoyable because it gave students the opportunity to get to know each other as well as use our imaginations to create a government.
I found the keirse personality test the most interesting because it showed what our personalities were.
Obviously know one likes to write a 8 page paper, so this is why I found the research paper the least enjoyable.
I found the class discussions toward the end of the semester the most interesting. The ones discussing religion and family. I really enjoyed these and found them very interesting. I think that the art and music lectures were the least interesting to me because I didnt feel like they related to my life or really what we were learning in class either.
I found the summer reading assignment not only entertaining but it presented a lot of great questions to start this course with.
I did not enjoy the readings of different Christian denominations and other Christian Universities. It applied to a question for the university but i felt it was a bit far fetched for the class content.
The detailed prompts/requirements for the paper helped tremendously for the term paper. So did the information provided about finding sources at the beginning of the semester.
She was passionate about the subject
The quizzes forced me to stay on top of the material that we covered iclass as well as the reading. The group debate was efficient in application material on the government. I really enjoyed the discussion on government during the Divergent reading. I found it was one of the topics that groups engaged in the most. I didn't enjoy reading Sanger mainly because I strongly disagree with her. I also didn't like exam 2. There wasn't enough class time and although we had time outside of class it's hard to hold group members accountable outside of class time. I like how the paper was set up in terms. Each time I got an edit back I got to improve on it. Office hours were very helpful to me. I wish there was more discussion on footnote formats cause that was challenging. I think there should be a format workshop at the beginning of the term paper section and then maybe a review at the end. Also group work specifically to check formatting. Also more specific on inclusion of class readings.
I really enjoyed the the discussion about the Quran and Margaret Sanger because it showed that we understand a little bit where they were coming from. Also, with Margaret Sanger, it was very interesting to me that she thought she was benefiting society, since she also seemed to be causing so much harm.
I probably enjoyed talking about Divergent the most because it's in my top 3 favorite books ever. I thought most of them were interesting, so I can't think of any that I disliked.
The drafts helped a lot! Most helpful was getting feedback from the professors after each draft. I don't have any complaints with the term paper!
I found the topic of Eugenics and Margaret Sanger's readings most interesting because they were radical and were encouraged by our government. I found it interesting to have such a radical idea apart of our nation's history and also a foundation for a program that is still around.
I did not enjoy the rough draft term papers because of the time available in class to go over it. It felt rushed because we only received instruction the week it was due.
Lots of notes/ power points and quizzes
They were very knowledgeable in the lectures.
Most interesting assignment was learning about the different religions because I learned that they are not as crazy as I had been told.
I enjoyed the family and gender discussion the most because they were very relevant. I enjoyed the Darwin reading the least because it was confusing and boring.
The feedback comments were the most helpful for the paper.
Class discussions

I found the discussion on advertisements and gender the most interesting. It allowed for us to think about how the opposite sex viewed us as a group. The discussion that day was very interesting and attention grabbing.

I enjoyed the faculty hiring policy assignment the most. It caused me to think about how I really view the topic of denomination and if it really matters in the long run.

When it came to writing the term paper, the most helpful thing shown was how exactly to format the paper. That was the most difficult part of the paper for me and when you took time in class to show us how to do this, it helped me a lot!

1. activity I found most interesting was the government making it let me use my imagination.

2. most government, least quizzes the reading material was hard for everyone to understand I think it would of been better to have the quiz after we talk about it in class

3. For the writing paper taught me primary and scholarly sources are

4. taught me to do a little bit at a time

What can the professors do that would make the course more effective?

Keep it open discussion. It makes it more enjoyable.

This should not be a required course

Make it apply to our lives

I didn't feel that the lectures were very applicable to anything. I also felt that the research paper was confusing and often redundant.

I think become a little more personal with the students if possible, but y'all did great for a huge group of students.

No group tests

I think that if there were tests or quizzes over the lecture that would help enforce what we were being taught in the lecture better.

Maybe not grade so hard on the rough drafts of the term papers.

They could give more focus to the different perspective and help make the class more of one focus. We were all confused of what would be on the final because the class was diverse in material.

I think that divergent should be discussed more. It was a great book that had all the major themes that core was about like identity and community.

Focusing on the book itself a little more would have been good.

Less home work

N/a

Not put so much material to study on the final. Be more specific in what to study. Length of review was somewhat overwhelming.

Better review sessions

Talk more about how some things apply to the real world

I liked the class like it is, doing various drafts for the paper was extremely helpful for the final completion of it. It wasn't as overwhelming and I think what you did was helpful enough

Weekly grade book reports that are clear to understand!!!!!!!

I enjoyed the faction assignments. It was interesting to connect ourselves to what we were reading.

I also enjoyed that faction project the most. The philosophies stuff is interesting but far too surface deep to enjoy or learn much.

Going over the different details about sources helped.

Keep on subject and stop bouncing around all over the material all semester.

Have a test before the final, so that we know what to expect and understand there testing style more.

I'm not sure how to improve the class. My least favorite thing was writing the term paper simply because I'm not the best researcher. But I realize that it can't be helped, so I don't know what I would change.

Have a test before the final, so that we know what to expect and understand there testing style more.
Make the class more exciting. It is very boring
Talk more about how some things apply to the real world
The west wing episode it correlated to real life.
The west wing episode I learned something. The music professor I felt like it didn't apply to my future life.
Made us write it in steps.
Give more feedback on the paper.
Stop teaching it. Not even to make the class better, but to help the students. These two women have legitimately ruined my ACU experience.
Thank you.
The assignment/reading I found most interesting was the study of the Quran because I never realized how similar it is to the Bible.
The asiignment I enjoyed the most was class discussion defending our faith because it helped to learn that I need to be better prepared to do that.
The thing I liked the least was the research paper because I dont like writing papers.
The thing we did that prepared me the most for writing the term paper was the student feedback on the paper.
To improve the class and better prepare the people for the research paper is to not make it so broad and assign something for them to write about because leaving it up to the student makes it hard to come up with a decent topic. if its assigned by the professor then we no the topic will cover what is required.
Not teach the course would be good
Have a test before the final, so that we know what to expect and understand there testing style more.
I think it's a great class and the teachers work well together, but it was sometimes so difficult it made it unenjoyable. I loved learning about all of the world religions, philosophies, and theology. My favorite was probably Islam because it's always been interesting to me how similar it is to Christianity and Judaism. I like that they did not ignore that and actually encouraged us to think about that fact. I did not enjoy the term paper so much because I do not like discussing personal things, but it was useful to connect them to outside ideas. I think I was well prepared to write the term paper and the professors made sure we were comfortable with it. For me, they made themselves available to help and always provided feedback. I'm a pretty comfortable writer, but I know a friend who felt he did not have any help or encouragement during the term paper and struggled with the feedback.
My only complaint would be the amount of group work. Although this could just be my personal preference, oftentimes I felt the group project weren't as helpful and sometimes hurt my grade in the class. I realize the importance of group projects, but making the first exam grade completely based on a group project wasn't helpful to groups that weren't working as well. Some people really didn't seem to understand Chicago style so maybe having a handout or example of what that looks like would be helpful to those who weren't familiar with it.
This class was very difficult. The expectations placed upon students were very hard to meet. The course material didn't seem to fit well--a lot of pieces that didn't really get tied together. Most class periods were hard to pay attention--the PowerPoints were boarding. The discussions seemed abstract beyond the point of application to real life. Workin with groups on the term paper wasn't helpful--most of my group didn't comment on mine. Ever.
The power points were sometimes a lot of information and hard to follow.
The class was a lot of work and hard to balance. I think instead of doing so many things at once, focus more on specific areas. That way it isn't so hard to keep track of what is happening.
DO NOT MAKE IT SO HARD
Give clearer and more descriptive directions. Be more understanding when they make mistakes instead of being so stubborn.
I wish I knew where I was grade wise more often so I could know where I was standing
DO NOT MAKE IT SO HARD
Delve a little further into application of philosophies to our everyday lives and the things we encounter.

Help out with the papers a little more.
Explain more. We were given a bunch of information but did not really get into the details.
Divergent was good and I enjoyed the activities relating to the novel.
The readings and quizzes about other religions and Christianity seemed pointless. I didn't understand the purpose of the course or why I should be interested in its material.
The way the term paper was assigned in sections was excellent. It helped me stay on track and helped me a ton.
The most helpful thing to prepare for writing the term paper was writing the paper piece by piece. It was good to separate it into sections because it would have been much harder to do it all at once.
Improve writing the term paper by giving an example of Chicago citation before assigning the paper. It was really hard to do Chicago because I had never done it before in any other class.
Be more understanding of the amount of work it takes to get the grade we deserve
Not grade as hard when it comes to the papers. I am not a very good writer and never have been. I have worked hard on my papers but have never enjoyed and never been good at it. In this class they were grading our papers as if this was an English class, and this was not. I have had the worst experience in my last two core classes than any other class I have had over the last 2 years of being at ACU. I have been more stressed out and had to work harder for this class than the classes I am taking for my major. That is not how this class should be.
The quizzes were difficult, but they were great professors who explained everything.
Bring more interesting topics to our class discussions that are RELEVANT TO TODAY!
I enjoyed way they taught. I learned a large amount of information while being interested in the material.
You prepared us for the paper by having us write it in sections instead of all at once, that was very helpful.
I feel like the way we did the term paper is how you guys should stick with it.
The most helpful thing relating to the term paper was the many drafts and deadlines that we had as well as the peer evaluations. In order to help future students with their papers I would say more explanation at the beginning of the semester and more detailed comments within the drafts would be helpful.
I think these professors are both amazing teachers and I enjoyed learning from them. The class was interesting. However, I honestly think the core class itself is pretty pointless. I also believe that if we are going to be required to take a class such as core, it should not be graded so harshly.
Perhaps make narrowing down our thesis statements a little easier.
I thought the reading over Karl Marx was most interesting, I've never done any reading over communism before.
I liked the discussion where we split up the genders during class and talked about what we want in a future spouse, that was fun and interesting
Teaching us how to find scholarly sources and what to look for when getting a source was the most helpful
Talk about term papers more during class
A clearer understanding of the journal deadlines. More group accountability besides just during research paper stuff.
I don't have any complaints :)
The notes that were given on OpenClass for the term paper helped me a lot because most of the information given was what I had questions on. I found the sample paper very helpful and all of the term paper guidelines very helpful.
Allow more time to go over ideas and for instruction for the term paper before the week the rough drafts for the term paper are due. Students will be more prepared and have more ideas of what they need to do and how to do it while having more time to work on it.
Go over material before we have to read it for homework and take the quizzes
More individual recognition in group work.
Keep giving clear comments. That's the best way to do better
None

I enjoyed the discussion on the different religions the least. I know it is important to learn about how others practice religion, but I just am not interested in learning the history of each individual religion.

For the future, I think something that would have been helpful is to have a special time set to let students have a few minutes in class to work on their paper. This would cause for students to be able to ask questions right when a question arose, instead of being stuck on an aspect of the paper until the professor was able to reply.

- assignments take time so maybe give more time would be helpful

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