

**Marymount University**  
**Student Evaluation of Course Effectiveness**  
**Spring 2018**

**Course and Instructor:** Kopyy, Kate    EN-101-D    Response Rate: 68% (13)    Average Course Grade: 2.55

**Student Status**

1) What is your classification at Marymount?			
	Counts	Percents	Percents
			0                      100
Freshman	12	92.3%	
Sophomore	1	7.7%	
Junior	0	0.0%	
Senior	0	0.0%	
Graduate (Master's)	0	0.0%	
Graduate (Doctoral)	0	0.0%	
Other	0	0.0%	
Totals	13	100.0%	

**Overall Quality of the Course**

	Very Poor	Poor	Fair	Good	Excellent	Totals	Mean	Std Dev	Mean
									1                      5
2) How would you rate this course as a learning experience?	2.0 15.4%	0.0 0.0%	3.0 23.1%	4.0 30.8%	4.0 30.8%	13.0 100.0%	3.62	1.39	

**Student Learning and Workload**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1                      5
3) I was motivated to take responsibility for my own learning.	2.0 16.7%	0.0 0.0%	2.0 16.7%	4.0 33.3%	4.0 33.3%	12.0 100.0%	3.67	1.44	
4) I was challenged to think deeply about the subject matter.	2.0 16.7%	1.0 8.3%	3.0 25.0%	1.0 8.3%	5.0 41.7%	12.0 100.0%	3.50	1.57	
5) I was encouraged to ask my own questions and seek answers.	1.0 7.7%	1.0 7.7%	2.0 15.4%	3.0 23.1%	6.0 46.2%	13.0 100.0%	3.92	1.32	

**Instructor Responsiveness and Method**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1                      5
6) The instructor was responsive when students had questions or needed assistance.	1.0 7.7%	0.0 0.0%	3.0 23.1%	3.0 23.1%	6.0 46.2%	13.0 100.0%	4.00	1.22	

[Continuing table]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1 5
7) The instructor explained course content in a way that I could understand.	2.0 15.4%	4.0 30.8%	2.0 15.4%	1.0 7.7%	4.0 30.8%	13.0 100.0%	3.08	1.55	
8) The instructor used teaching methods that helped me learn.	3.0 23.1%	2.0 15.4%	2.0 15.4%	2.0 15.4%	4.0 30.8%	13.0 100.0%	3.15	1.63	

9) During class, how often did you engage in learning activities such as case studies, discussion groups, projects, problem solving, group work, etc.?			
	Counts	Percents	Percents
			0 100
Never	0	0.0%	
Almost Never	2	15.4%	
Sometimes	3	23.1%	
Fairly Often	4	30.8%	
Very Often	4	30.8%	
Totals	13	100.0%	

### Grading and Feedback

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1 5
10) I received useful feedback from the instructor.	1.0 8.3%	1.0 8.3%	2.0 16.7%	4.0 33.3%	4.0 33.3%	12.0 100.0%	3.75	1.29	
11) The grading policies in this course were clear.	1.0 7.7%	2.0 15.4%	1.0 7.7%	5.0 38.5%	4.0 30.8%	13.0 100.0%	3.69	1.32	
12) The grading policies in this course were consistently followed.	1.0 7.7%	0.0 0.0%	2.0 15.4%	6.0 46.2%	4.0 30.8%	13.0 100.0%	3.92	1.12	
13) I received grades and feedback on assignments/tests in a timely manner (as communicated by the instructor).	2.0 15.4%	2.0 15.4%	2.0 15.4%	3.0 23.1%	4.0 30.8%	13.0 100.0%	3.38	1.50	

### Open-ended Questions

14) What 2-3 things did you like about this course and find most useful or valuable for learning?

- We received useful feedback in group meetings.
- Dr. Kopyy was engaging and answered many questions.
- there was a consistent topic throughout the whole semester and the teacher always made sure to be clear about what she was teaching
- My writing definitely got better after taking Dr.Kopyy's class. Before submitting an assignment, I checked in with Dr.Kopyy during office hours to see how my paper could improve and her feedback really helped me out to see what I should change before turning in the assignment to be graded.
- I liked how she challenged us with the readings, kept us very busy with work whether it was essays or the readings.
- Three things i liked most about EN-101-D was the different type of essays we had to write, the creative assignments, and the overall amount of papers we did and thing we read.

- The group survey assignment was enjoyable and the feedback was interesting.
- Good for writing but, Many observations have caused my concentration to be weak




15) What 2-3 suggestions do you have that would make this course a better learning experience?

- Diversify the content that writing will be based upon.
- Unfortunately, assignments found in canvas fail to properly explain assignments in a simple way. This course seemed unnecessarily complicated from its ambiguous syllabus to its grading rubrics. In order to make this course more engaging, simplified and streamlined content on canvas would help immensely.
- Return our grades in a timely manner would be helpful.
- none
- none
- try to have what the syllabus say match the assignment given out, and incorporate some de-stress moments or assignments to balance out the work load.
- More hands on learning activities and more thorough lesson plans.


**Marymount University**  
**Student Evaluation of Course Effectiveness**  
**Spring 2018**

**Course and Instructor:** Kopyy, Kate    EN-202-A    Response Rate: 73% (24)    Average Course Grade: 3.08




**Student Status**

1) What is your classification at Marymount?			
	Counts	Percents	Percents
			0                      100
Freshman	0	0.0%	
Sophomore	8	33.3%	
Junior	9	37.5%	
Senior	7	29.2%	
Graduate (Master's)	0	0.0%	
Graduate (Doctoral)	0	0.0%	
Other	0	0.0%	
Totals	24	100.0%	


**Overall Quality of the Course**

	Very Poor	Poor	Fair	Good	Excellent	Totals	Mean	Std Dev	Mean
									1                      5
2) How would you rate this course as a learning experience?	0.0 0.0%	0.0 0.0%	3.0 12.5%	7.0 29.2%	14.0 58.3%	24.0 100.0%	4.46	0.72	

**Student Learning and Workload**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1                      5
3) I was motivated to take responsibility for my own learning.	0.0 0.0%	0.0 0.0%	3.0 12.5%	13.0 54.2%	8.0 33.3%	24.0 100.0%	4.21	0.66	
4) I was challenged to think deeply about the subject matter.	0.0 0.0%	0.0 0.0%	1.0 4.2%	12.0 50.0%	11.0 45.8%	24.0 100.0%	4.42	0.58	
5) I was encouraged to ask my own questions and seek answers.	0.0 0.0%	0.0 0.0%	1.0 4.2%	12.0 50.0%	11.0 45.8%	24.0 100.0%	4.42	0.58	

**Instructor Responsiveness and Method**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1                      5
6) The instructor was responsive when students had questions or needed assistance.	0.0 0.0%	0.0 0.0%	1.0 4.2%	13.0 54.2%	10.0 41.7%	24.0 100.0%	4.38	0.58	

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	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean	
									1	5
7) The instructor explained course content in a way that I could understand.	0.0 0.0%	0.0 0.0%	4.0 16.7%	8.0 33.3%	12.0 50.0%	24.0 100.0%	4.33	0.76		
8) The instructor used teaching methods that helped me learn.	0.0 0.0%	0.0 0.0%	3.0 12.5%	11.0 45.8%	10.0 41.7%	24.0 100.0%	4.29	0.69		

9) During class, how often did you engage in learning activities such as case studies, discussion groups, projects, problem solving, group work, etc.?			
	Counts	Percents	Percents
			0 100
Never	1	4.2%	
Almost Never	1	4.2%	
Sometimes	5	20.8%	
Fairly Often	9	37.5%	
Very Often	8	33.3%	
Totals	24	100.0%	

### Grading and Feedback

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean	
									1	5
10) I received useful feedback from the instructor.	0.0 0.0%	0.0 0.0%	2.0 8.3%	13.0 54.2%	9.0 37.5%	24.0 100.0%	4.29	0.62		
11) The grading policies in this course were clear.	0.0 0.0%	0.0 0.0%	2.0 8.3%	13.0 54.2%	9.0 37.5%	24.0 100.0%	4.29	0.62		
12) The grading policies in this course were consistently followed.	0.0 0.0%	0.0 0.0%	2.0 8.3%	13.0 54.2%	9.0 37.5%	24.0 100.0%	4.29	0.62		
13) I received grades and feedback on assignments/tests in a timely manner (as communicated by the instructor).	0.0 0.0%	0.0 0.0%	3.0 12.5%	13.0 54.2%	8.0 33.3%	24.0 100.0%	4.21	0.66		

### Open-ended Questions

14) What 2-3 things did you like about this course and find most useful or valuable for learning?

- '- I really liked the analytical tasks that were assigned through out the semester because it helped us understand the concepts more and feel more prepared for quizzes and exams - I also really enjoyed the different types of readings we did
- What I liked most about EN-202-A and found most useful for learning is that we were able to discuss the texts in detail in the class, and, in the discussions, we connected the texts we were assigned to read in order to understand how each location and time period within the Medieval era connected with each other. Another thing that I liked that most about the course and I found most valuable for learning are the in-class activities we had. This allowed me to collaborate with some of my classmates and understand the story more in various perspectives.
- Dr. Kopyy did a great job with her lectures - she explained the material well and tried to get us to relate.
- Dr. Kopyy was very passionate about her teaching.

- for an literature class that had a lot of reading in it, it was done well
- 1. Loved the topic of the class.2. The constant attention to women issues throughout medieval history was fantastic!3. The vast selection of the readings was very interesting.4. Loved--LOVED the textbook!5. Dr. Kopyy was always on time to teach the class.
- nothing
- i learned a lot
- The way she kept everyone involved as a class. She also gave us a good amount of work and didn't overload us.
- Work as group
- '-discussion about the readings in class helped me understand the text better-very clear syllabus

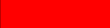


15) What 2-3 suggestions do you have that would make this course a better learning experience?

- Nothing
- A suggestion I have that would make this course a better learning experience is adding in a few more clips in regards to the texts assigned to read for class, especially for the Japanese Classical period and Indian Classical age. I felt that in order to understand both of these cultures clearly and the texts form, structure, and purpose related to this time period I needed to see more visuals. Another suggestion is adding in more in-class activities to the course; students might participate more, and this allows students to work more with his/her fellow students of the class.
- do other activities beside lecture about the readings the entire class
- She was snippy sometimes. I'd ask her why I got a certain grade on a test. Like one assignment I got a 4.5 out of 5. I wanted to know why I lost half a point, but she said she didn't have time to talk to me about that. Then later she just went in and changed the grade to a 5. Which is cool but I have no idea why she did it or what I even did wrong. So no feedback on assignments.
- The readings were sometimes too long and hard to follow and we took too many quizzes. She did drop the lowest quiz grade which is very much appreciated.
- I don't like reading stories and it doesn't apply to my major but this wasn't that painful
- Allow the students who do not want to work in teams do their projects on their own. Group discussions were very valuable to me. This is when I got to see the vast talent that was sitting there next to me. Allow students to retake assignments/quizzes when registering late to the course. It happened to me, and I managed to recover and proved that I belonged and was a good fit for the class, but seen my grade so low due to couple of things that I missed at the beginning, made me nervous. Dr. Kopyy saw my efforts to be an asset on that class and my continuous effort to bring the best out of me to show her how much I LOVED her class, but it made me a bit nervous seeing those bad grades on Canvas. I am going to miss her and her class big time. Loved studying world literature a lot!!!!!!!!!!!!!!!!!!!!!!
- nothig
- nothin
- I have no suggestions.
- '-random quizzes didn't help, but even if you tried your best you still got some credit which was fair enough-making our own study guide wasn't super helpful, it would've been nice to get some idea of what specific content was going to be on the midterm/final


**Marymount University**  
**Student Evaluation of Course Effectiveness**  
**Spring 2018**

**Course and Instructor:** Kopyy, Kate    EN-340-B    Response Rate: 61% (11)    Average Course Grade: 3.23




**Student Status**

1) What is your classification at Marymount?			
	Counts	Percents	Percents
			0                      100
Freshman	0	0.0%	
Sophomore	4	36.4%	
Junior	4	36.4%	
Senior	3	27.3%	
Graduate (Master's)	0	0.0%	
Graduate (Doctoral)	0	0.0%	
Other	0	0.0%	
Totals	11	100.0%	


**Overall Quality of the Course**

	Very Poor	Poor	Fair	Good	Excellent	Totals	Mean	Std Dev	Mean
									1                      5
2) How would you rate this course as a learning experience?	0.0 0.0%	0.0 0.0%	4.0 36.4%	4.0 36.4%	3.0 27.3%	11.0 100.0%	3.91	0.83	

**Student Learning and Workload**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1                      5
3) I was motivated to take responsibility for my own learning.	0.0 0.0%	0.0 0.0%	4.0 36.4%	3.0 27.3%	4.0 36.4%	11.0 100.0%	4.00	0.89	
4) I was challenged to think deeply about the subject matter.	0.0 0.0%	0.0 0.0%	3.0 27.3%	3.0 27.3%	5.0 45.5%	11.0 100.0%	4.18	0.87	
5) I was encouraged to ask my own questions and seek answers.	0.0 0.0%	0.0 0.0%	4.0 36.4%	2.0 18.2%	5.0 45.5%	11.0 100.0%	4.09	0.94	

**Instructor Responsiveness and Method**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean
									1                      5
6) The instructor was responsive when students had questions or needed assistance.	0.0 0.0%	0.0 0.0%	2.0 18.2%	4.0 36.4%	5.0 45.5%	11.0 100.0%	4.27	0.79	

[Continuing table]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean	
									1	5
7) The instructor explained course content in a way that I could understand.	0.0 0.0%	0.0 0.0%	2.0 18.2%	4.0 36.4%	5.0 45.5%	11.0 100.0%	4.27	0.79		
8) The instructor used teaching methods that helped me learn.	0.0 0.0%	0.0 0.0%	1.0 9.1%	6.0 54.5%	4.0 36.4%	11.0 100.0%	4.27	0.65		

9) During class, how often did you engage in learning activities such as case studies, discussion groups, projects, problem solving, group work, etc.?			
	Counts	Percents	Percents
			0 100
Never	0	0.0%	
Almost Never	0	0.0%	
Sometimes	4	36.4%	
Fairly Often	3	27.3%	
Very Often	4	36.4%	
Totals	11	100.0%	

### Grading and Feedback

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Totals	Mean	Std Dev	Mean	
									1	5
10) I received useful feedback from the instructor.	0.0 0.0%	1.0 9.1%	3.0 27.3%	3.0 27.3%	4.0 36.4%	11.0 100.0%	3.91	1.04		
11) The grading policies in this course were clear.	0.0 0.0%	0.0 0.0%	2.0 18.2%	5.0 45.5%	4.0 36.4%	11.0 100.0%	4.18	0.75		
12) The grading policies in this course were consistently followed.	0.0 0.0%	0.0 0.0%	2.0 18.2%	5.0 45.5%	4.0 36.4%	11.0 100.0%	4.18	0.75		
13) I received grades and feedback on assignments/tests in a timely manner (as communicated by the instructor).	0.0 0.0%	1.0 9.1%	4.0 36.4%	3.0 27.3%	3.0 27.3%	11.0 100.0%	3.73	1.01		

### Open-ended Questions

14) What 2-3 things did you like about this course and find most useful or valuable for learning?

- What I liked most about the EN-340-B was that we were able to discuss the readings we were assigned, and I found this valuable to learn about how my classmates perceived and understood the reading, and I was able to compare my perspective with my classmates' perspective on certain themes and ideas that developed during our reading assignments. Another thing I liked the most about course is the text presentation because I was able to envision and create something that would present the theme I was working on for the text I chose. Also, I was able to read something fairly new for the course and connect it to our readings and other course material for class. Lastly, the secondary source readings were valuable for learning because it expanded further on reasons to why authors focus on fairy tales, and how the adaption of fairy tales represents our society's consumption of stories and mass media products, and how they represent the ideas that society constructs and teaches to future generations.
- I thought the content was interesting



- 1) It was nice how the next class when a reading was due we broke down what we read and information about the author, that really helped me learn.2) I like the discussions we would have in class because they helped me to understand the reading by hearing other people's perspectives.
- some of the texts we've read were interesting
- I loved reading Ash and Bloody Chamber
- I liked the overall theme of the course, fairytales. I also enjoyed the books that we read this semester.
- I enjoyed the topic of fairy tales!
- I felt like I really improved on my ability to write a thesis driven literary analysis paper. Dr. Kopy's instructions as to what should be included in each paragraph simplified the process for me and helped me to understand how to effectively make my point without going off on too much of a tangent. This has always been difficult for me and I really feel like I got a lot better at literary analysis through taking this course. I liked the variety of fairy tales chosen and the emphasis on feminism in fairy tales. I also appreciated getting to pick a text of our own at the end of the semester for the text presentation. I really enjoyed hearing about my classmates' favorite fairy tales and their own relations to the course material.

15) What 2-3 suggestions do you have that would make this course a better learning experience?

- A suggestion to make the course a better learning is possibly implementing a graphic novel in order to present another form of adaption for fairy tale stories. This would aid students in understanding that graphic novels can be studied similarly as novels and short stories are studied in this course. Another suggestions is including short fairy tales from other cultures. This might help students understand a bit about repetition and the similarities that appear in each culturally adapted fairy tale before reading the secondary source on the theory on adaptations.
- I would have liked to spend more time on learning how to write the papers assigned
- 1) Returning papers in a timely fashion would help.2) Also having all the assignments on Canvas with a description of what you are looking for out of each assignment so it will eliminate confusion.
- less assignments more activities in class
- I think it could be cool if you could do some more recent and more inclusive fairytales. Widen the reprsentation of fairytales with lgbt characters and fairytales from different cultures
- For this course to be a better learning experience I would recommend more time for reading because we have a lot of other papers and stuff to do for other classes, that sometimes I was unable to read some of the material for the next class. Plus, there was a lot of pages to read for the course of two nights.
- The class was quite boring. I feel like there was never a good discussion because there was not a whole lot to talk about. The papers were all in the same style(pick a theme, character, etc. and analyze) which became boring and hard for me personally to come up with new ideas. This class is a class that is not just for English majors so some people in this class, myself included, struggled to really get into the topic because the way the class was structured felt like it was for English majors who would be interested in the subject.
- I felt as though there was too much to manage toward the end of the semester that I couldn't give my full effort for the assignments. The 3rd analysis paper, the text presentation, reading Ash and the literary research paper were all due within three weeks of the end of the semester. I am a fast reader and a generally fast worker, but the number of different assignments got to be very overwhelming. I would have preferred to do two longer analysis papers instead of three and have the last few weeks of the class focused on the literary research paper and the text presentation while reading Ash, or even doing the text presentation a few weeks earlier in the semester. I completely understand that this class is writing-intensive, but the amount of time that we were given to do all the reading and the writing, especially in the second half of the semester, was too little. Fewer assignments with larger page requirements would have been greatly preferred. Another comment is that there were times in class when I felt as though I would make a point or comment and Dr. Kopy would dismiss it and get back to her own analysis. I think the best part of literature courses is that everyone has different interpretations of the readings, but at times it seemed as though there was only one correct answer that Dr. Kopy was looking for. Honestly, I think the dismissal was more out of an attempt to keep the conversation about the reading focused on a specific topic or point and not because Dr. Kopy wasn't interested in what people in the class had to say. My suggestion would be to allow time for a more open-ended conversation about the readings as opposed to limiting the conversation to a certain point. I think that it may encourage more class participation if people were more able to share their own interpretation of the text. Another suggestion would be to offer thinking points BEFORE we read the text so that we can come to class prepared to discuss the topic(s).