

# Teaching evaluations for Brian W. Smith

Reverse chronological order. Primary instructor only.

## UC Berkeley

Fall 2017	Sociolinguistics
	Graduate Phonology II

## UC Santa Cruz

Spring 2017	Graduate seminar
Winter 2017	Undergraduate Phonology I
Fall 2016	Undergraduate Phonology II
	Graduate Phonology I

## UCLA

Spring 2016	Introduction to Linguistic Analysis
	Undergraduate Phonology I
Winter 2016	Introduction to Linguistic Analysis
	Introduction to Linguistic Analysis
Fall 2016	Introduction to Sociolinguistics
	Undergraduate Phonology I
Spring 2015	Undergraduate Phonology I
	Articulatory Phonetics
Winter 2015	Introduction to Linguistic Analysis
	Introduction to Linguistic Analysis
Fall 2014	Introduction to the Study of Language
	Introduction to the Study of Language

## UMass

Fall 2010	Introduction to Linguistic Analysis
-----------	-------------------------------------



## Smith, Brian (LINGUIS 150 LEC 001 SOCIOLINGUISTICS) - Fa 2017 (Instructor Version)

### Fall 2017 Evaluations

Project Audience 42

Responses Received 24

Response Ratio 57.14%

#### Subject Details

Name	LINGUIS 150 LEC 001 SOCIOLINGUISTICS
DEPT_NAME	LINGUIS
DEPT_FORM	LINGUIS
EVALUATION_TYPE	F
First Name	Brian
Last Name	Smith

**Creation Date** Fri, Dec 22, 2017



**FOR YOUR INFORMATION:** Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

## RATING QUESTIONS (QUANTITATIVE)

*UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.*

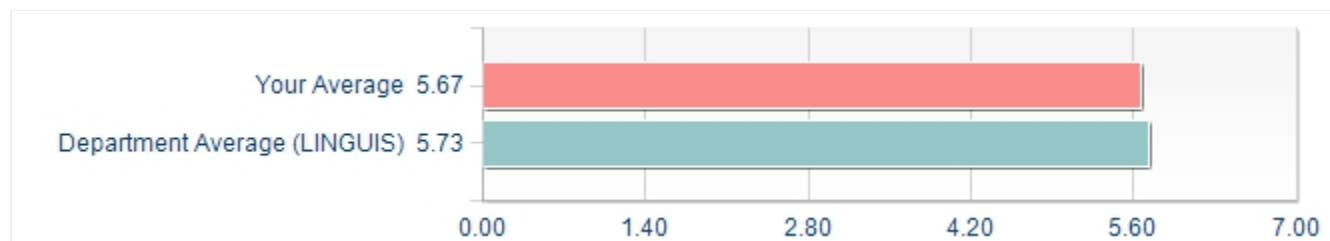
**Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor ?**



Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	1	4.35%
4-Moderately Effective	2	8.70%
5	6	26.09%
6	7	30.43%
7-Extremely Effective	7	30.43%

Statistics	Value
Response Count	23
Mean	5.74
Median	6.00
Standard Deviation	1.14

**Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?**

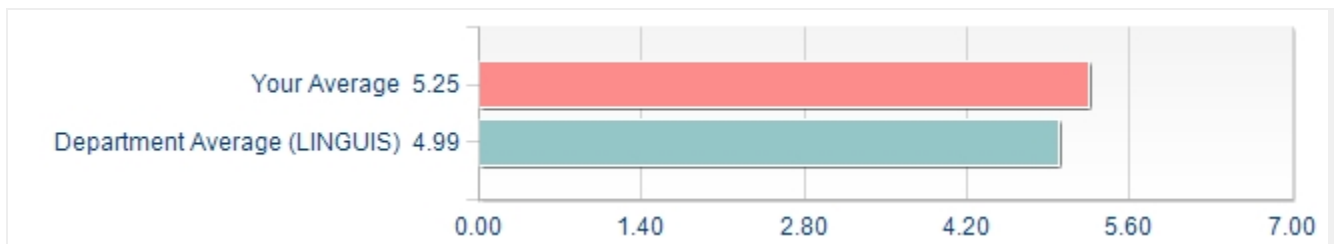


Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	1	4.17%
4-Moderately Effective	3	12.50%
5	4	16.67%
6	11	45.83%
7-Extremely Effective	5	20.83%

Statistics	Value
Response Count	24
Mean	5.67
Median	6.00
Standard Deviation	1.09

*DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.*

**Focusing now on the course content, how worthwhile was this course in comparison with others you have taken at this university?**



Options	Count	Percentage
Much less worthwhile (1)	0	0.00%
(2)	0	0.00%
(3)	2	8.33%
Equally worthwhile (4)	6	25.00%
(5)	5	20.83%
(6)	6	25.00%
Much more worthwhile (7)	5	20.83%

Statistics	Value
Response Count	24
Mean	5.25
Median	5.00
Standard Deviation	1.29

**Grad/Undergrad:**

Options	Count	Percentage
GRAD	3	12.50%
UNDERGRAD	21	87.50%

*INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.*

## OPEN ENDED QUESTIONS (QUALITATIVE)

*DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.*

**Please use this space to identify what you perceive as the real strengths and weakness of the course and the instructor's teaching. What improvements would you suggest?**

Comments
The instructor is very clear about the materials that he teaches. However, he treats his students as if they are kids/high schoolers.
Overall a really great class with a really good instructor. Good at presenting and explaining things! The assignments and quizzes were good for making sure we knew what we needed to know for the class. Very helpful during office hours. Though since there was no discussion section for the class, would have been nice to have a bit more in-class discussion, as well as maybe a bit more guidance on the final project.
This is really a great class, especially for international students who are not familiar with English and American society. Also this is a nice introduction to linguistic.
Very engaged, knowledgeable, holds discussion well. Good time management in class, although I wish it had gone faster so we could cover more. I expected the course to be more complicated/difficult. Good use of slides.
Was really good though – interesting material, relevant examples, good explanations. Super understanding of students' situations, very inclusive, careful with wording, sensitive to minorities in various respects, etc. Extremely approachable. Honestly just a great person overall! :)
Only real critique: please don't let white cis men dominate the discussion, it gets really tedious. Also, letting a certain graduate student dominate 70% of the discussion, interrupt you, ask questions without being called on, make comments, etc when they're unwelcome/unnecessary is a little tedious/tiresome/frustrating. This class is the undergrad level. They should be following the other grad students' example and letting the undergrads engage more. Shut him up more please. You do respond very well to it and handle the discussion well and keep us on track, but more authority with this individual is, in my opinion, required.
Thank you for a great course overall, and for being a very likeable and excellent instructor!
The professor was excellent at responding to feedback from students, was accommodating towards my needs as a disabled student, and thoughtfully and effectively curated the curriculum for the course. I think that my having taken this course will put me at an advantage for grad school over students in my major who have not taken the course. I couldn't recommend the course highly enough.
Lecture was a bit slow, could have skipped over stuff that we went over already in Ling 100, was hard to get in groups for group projects, also wasn't easy to get graded work back as we would have to wait after class.
Was very open to feedback on teaching and adjusted to best teach class.
Prof. Smith was professional, jovial, engaging and accessible. 10/10. Please teach more at Berkeley so I can buy you more colorful sweatervests.
I like how this class is basically an interdisciplinary course so that as a linguistics student I get to explore some sociology concepts as well. Brian is a really talented and knowledgeable instructor, and he is always down to go over course concepts whenever I go to his office hour. However, I think Brian's lectures are not really engaging at the beginning of the semester, since I always had trouble following his instructions and stay focused. But he definitely tried really hard to make the class more engaging such as inserting small videos and such.
This course is an excellent introduction to sociolinguistics for people without a significant background in linguistics. Since I have a somewhat more advanced background, I would have been interested in going over more of the technical

## Comments

details of the phonetics/phonology and morphology/syntax of different variables, but maybe that would deviate too far from the goals of the class. Overall though I liked the course a lot. The instruction was good, and objectives were clear.

Not challenging enough, did not explore beyond the obvious.

Professor smith presents the class with interesting material, but as soon as a student poses a question or challenges an idea he shuts it down pretty quickly. Which is unfortunate because the class had potential for really meaningful discussions

Course moved pretty slowly, there was not a lot of motivation to come to class, deadlines and assignments could have been made more clear

Great professor! Teaches really well and is good at explaining things in different ways so that if something is unclear, he can quickly and precisely reexplain. Giving us the quiz questions ahead of time was very helpful! Overall really awesome class!

My favorite course

The course material was extremely interesting and Professor Smith was able to effectively fit a lot of groundwork material into the semester. I thoroughly enjoyed the class and thought the assignments were very fair and helped us retain the information. I don't have suggestions for improvement as the class was very effectively taught.

I think the course is good since it actually teaches us how to do sociolinguistic research, but not with a ton of concrete support. In my other classes that ask us to do research, we have multiple P/NP graded work throughout the course that leads us to this final paper. Including reports of field visit, course relevance, and course material used. Whereas this class feels very open ended. Although the professor is accessible.

I think lecture could have expanded more on what was put in the slides, as I don't feel like much else was said besides what was on the slides and they were not always clear. More opportunities for participation would have been nice too! I enjoyed the papers we read and discussions we had in class. I also think the quizzes encouraged me to review the material weekly and understand it better than I would have otherwise. I appreciate that the questions/topics were provided to us beforehand.

Suggestions: Better organization, sticking to schedule more, moving faster

I loved this course. Professor Smith is very receptive to discussion in class as well as outside of it. I felt that the content was applicable to both Linguistics majors as well as those with little linguistic background. I found the readings mostly very interesting and appreciated the format of alternating online responses with having short quizzes. I think that the course could have gone a little bit faster, as I wish there had been time to cover even more content (or instead to have some in-class discussion amongst peers), but I am glad with the organization overall.

Very well prepared for lectures and extremely helpful when our group had project questions.

**INSTRUCTOR PROVIDED QUESTIONS (CUSTOM):** *If any open-ended questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.*



## Smith, Brian (LINGUIS 211B LEC 001 TOPICS/PHON THEORY) - Fa 2017 (Instructor Version)

### Fall 2017 Evaluations

Project Audience 6

Responses Received 5

Response Ratio 83.33%

#### Subject Details

Name	LINGUIS 211B LEC 001 TOPICS/PHON THEORY
DEPT_NAME	LINGUIS
DEPT_FORM	LINGUIS
EVALUATION_TYPE	F
First Name	Brian
Last Name	Smith

**Creation Date** Mon, Dec 25, 2017



**FOR YOUR INFORMATION:** Please note that "Department Average" for each rating question is calculated using all sections in your department. This may include both Faculty and GSIs depending on whether the department has selected a question item to be used for both.

## RATING QUESTIONS (QUANTITATIVE)

*UNIVERSITY WIDE QUESTIONS: The quantitative items in this section are asked across all courses at Berkeley.*

**Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor ?**



Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	0	0.00%
4-Moderately Effective	1	20.00%
5	2	40.00%
6	2	40.00%
7-Extremely Effective	0	0.00%

Statistics	Value
Response Count	5
Mean	5.20
Median	5.00
Standard Deviation	0.84

**Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?**



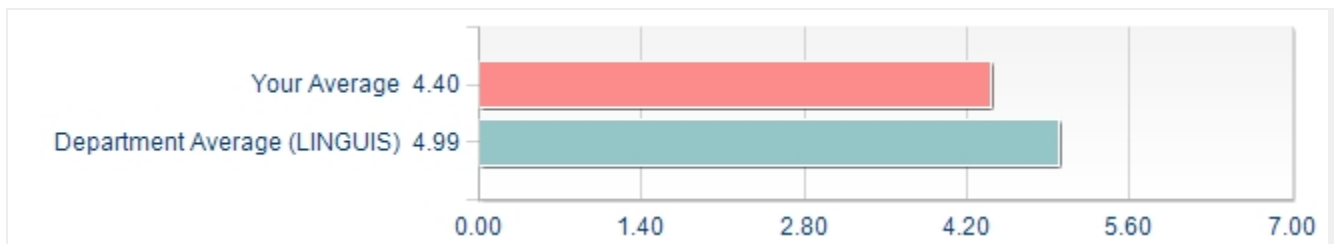


Options	Count	Percentage
1-Not at all Effective	0	0.00%
2	0	0.00%
3	1	20.00%
4-Moderately Effective	1	20.00%
5	2	40.00%
6	1	20.00%
7-Extremely Effective	0	0.00%

Statistics	Value
Response Count	5
Mean	4.60
Median	5.00
Standard Deviation	1.14

*DEPARTMENT PROVIDED RATING QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.*

**Focusing now on the course content, how worthwhile was this course in comparison with others you have taken at this university?**



Options	Count	Percentage
Much less worthwhile (1)	0	0.00%
(2)	0	0.00%
(3)	1	20.00%
Equally worthwhile (4)	2	40.00%
(5)	1	20.00%
(6)	1	20.00%
Much more worthwhile (7)	0	0.00%

Statistics	Value
Response Count	5
Mean	4.40
Median	4.00
Standard Deviation	1.14

**Grad/Undergrad:**

Options	Count	Percentage
GRAD	4	80.00%
UNDERGRAD	1	20.00%

*INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any rating questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.*

## OPEN ENDED QUESTIONS (QUALITATIVE)

*DEPARTMENT PROVIDED QUESTIONS: Questions in this section were selected by your department for inclusion on this evaluation.*

**Please use this space to identify what you perceive as the real strengths and weakness of the course and the instructor's teaching. What improvements would you suggest?**

Comments
The course provided decent theoretical exposure, but I'd hoped to gain more practical exposure.
I felt that we didn't have enough time to go into papers as much as we could have. All of the papers are interesting but I would suggest cutting down the reading list some. Also I would have students complete reading posts for each week.
I really liked how flexible the course was in adapting to our time constraints. I also really liked learning about new tools and current debates in the field of phonology. I would have like the course to be slightly more structured (a more clear syllabus at the beginning of the semester). I would also have liked a more seminar-like course (as opposed to a more lecturing-style course). That said though, the course did evolve to be much more seminar-like over the duration of the semester.
I really enjoyed this course! The workload was manageable and I felt like we were were able to pack in a lot of interesting material nonetheless. I also think it was useful to have several problem sets (2-3 is probably the ideal amount) and work thru the data on our own in understanding how these different models work Thanks for a great semester!
Professor was very approachable, helpful, and clear when presenting material. Interesting and accessible subject matter. Coursework was a little scattered.

*INSTRUCTOR PROVIDED QUESTIONS (CUSTOM): If any open-ended questions appear in this section, they were created by you. If blank, you did not add any custom items to your evaluation. These are viewable only by you and not accessible by other report viewers in your department.*

# SP17 LING 219 and 219G Eval Smith

62767 SEM 01: LING 219G Smith, Brian (brwismit), 61251 SEM 01:  
LING 219 Smith, Brian (brwismit)

Results of survey

Started: May 28, 2017

Ended: June 11, 2017

Reply rate: 100% ( 3 / 3 )

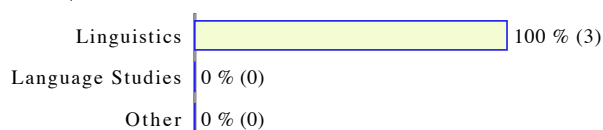
## SP17 LING 219 and 219G Eval Smith

### Course/Group Items:

Please give serious thought to your comments. They play an important role in evaluating the instructor's teaching. They will also be studied by the instructor after the final grades have been posted, and used to improve future offerings of the course. Your comments will always remain anonymous.

#### 1. Your major:

3 answers, mean = 1.00



#### 2. Why did you take this course?

- I was interested in the treatment of variability in OT.
- To fulfill degree requirements and interest in the subject.
- I am interested in phonological variation and especially interested in learning more about tools that can be used to model variation.

#### 3. About how many hours per week, outside of class, did you devote to work for this course?

- Unfortunately, I was not able to spend as much time on the readings during the time I was auditing.
- 5-10
- 3

#### 4. What did you perceive the goals of the course to be?

- To explore (and get some hands-on analysis experience) the treatment of variability in the modern phonology literature.
- To introduce students to methods of examining and explaining variation phenomena in phonology.
- 1. To teach us several different variants of OT that can account for variation and optionality.  
2. To introduce us to computational tools that we can use to model variation.

#### 5. Has the course been successful in achieving those goals? If not, why not? If so, how?

- Yes.
- Yes. The readings were selected so that they included seminal papers in the methods introduced in class as well as papers applying and critiquing said methods.
- Yes. I feel like I have a firm grasp on several different OT variants, including Maxent Stochastic OT and Harmonic

Grammar. I had heard of these, but now I feel like I understand how they are different from classic OT, I understand their benefits and weaknesses, and I can use a computer to model data that includes optionality or variation in several ways.

#### 6. What did you like most about this course?

- I liked that we got to install and actually use some of the tools discussed in the papers we read.
- Brian's demonstrations and in-class walkthroughs of how to use software and apply computational methods to data analysis.
- Learning how to use OT Soft and OT Help.

#### 7. If you could change one thing about the course, what would it be?

- Problem sets or assignments using software would help, especially in a course of this breadth. Using a class website (in addition to emails) for class communication would help as well.
- It was a little slow and sometimes repetitive. I think with so few students it could have been more interactive and we could have gotten more practice using other computer tools, for instance. Early on in the course we were getting a lot of practice using the computer, but then that kind of slowed down. Brian has a lot of experience using these tools so I would have liked to get more practice.

#### 8. What advice would you give a fellow student contemplating taking this course?

- Do the readings and attend and participate in class.
- Some of the readings are dense and math heavy, so ask questions if there are things that you don't understand. Brian knows a lot about this topic.

#### 9. Please evaluate the instructor on such issues as clarity, enthusiasm, availability, and overall teaching effectiveness.

- He was always clear and enthusiastic about the topic.
- Brian is very enthusiastic about this subject, and his enthusiasm shone through during class meetings, where Brian proved to be an effective instructor. Brian used handouts to present class material, which I found to be a very helpful feature of the course. However, perhaps he didn't have to print out a completely new handout each class, especially if the new handout contained material which was already in a previous handout. Brian had a clear presentation style with clear handouts and effective use of whiteboard space. With software and other computational demonstrations, Brian showed his enthusiasm for and deep understanding of the methods and showed how tweaking the input parameters could lead to different results. Brian was very available for meeting with students outside of class and

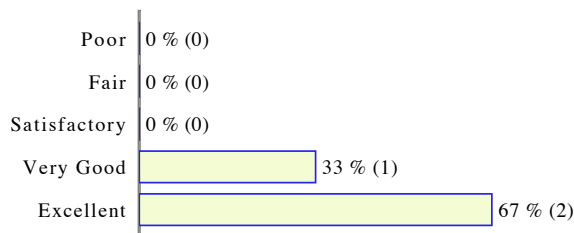
was very approachable to discuss meetings or other issues.

- Brian is very enthusiastic about the topic and he has a lot of experience with modeling variation. I feel like I learned a lot from him. I think he has a tendency to lecture sometimes, which is unfortunate with such a small class. I feel like he often goes too slow and repeats himself often. While this sometimes made the class kind of boring, I feel like I have really internalized the core points of the class, and I am sure I will be able to use what I've learned as I continue in my career.

Rate the quality of the following from poor to excellent.

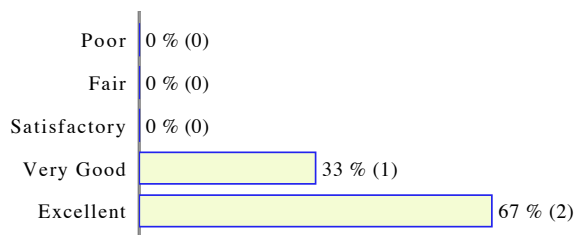
#### 10. Instructor's overall effectiveness as a teacher

3 answers, mean = 4.67



#### 11. The course overall as a learning experience

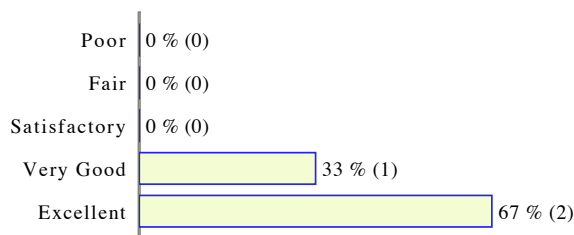
3 answers, mean = 4.67



The value to your learning of the following:

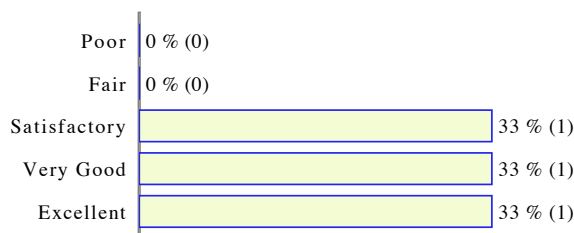
#### 12. Course content:

3 answers, mean = 4.67



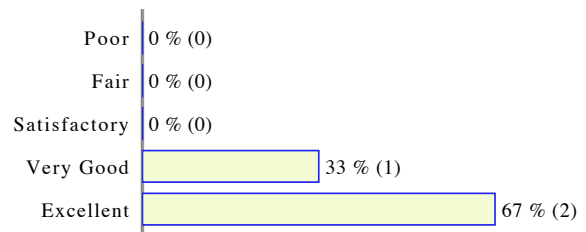
#### 13. Course organization:

3 answers, mean = 4.00



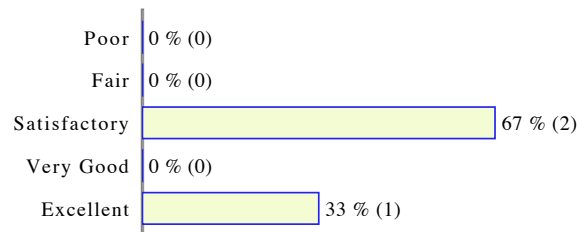
#### 14. Readings, if any:

3 answers, mean = 4.67



#### 15. Written work/other work:

3 answers, mean = 3.67



#### 16. Any additional comments?

- I was only able to audit the first few weeks of the quarter, and was not the most prepared participant either. I appreciated the instructor's generosity in still having me in the seminar.

# W17 LING 101 Eval Smith

40981 LEC 01: LING 101 Smith, Brian (brwismit)

Results of survey

Started: March 5, 2017

Ended: March 19, 2017

Reply rate: 46% ( 24 / 52 )

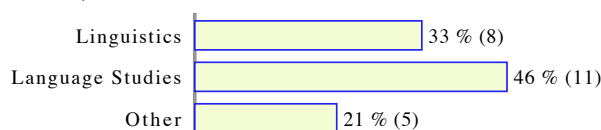
## W17 LING 101 Eval Smith

### Course/Group Items:

Please give serious thought to your comments. They play an important role in evaluating the instructor's teaching. They will also be studied by the instructor after the final grades have been posted, and used to improve future offerings of the course. Your comments will always remain anonymous.

#### 1. Your major:

24 answers, mean = 1.88



#### 2. Why did you take this course?

- requirement
- required
- I took this course because it is a requirement for my major.
- It was required
- DC requirement. Also, I took French Phonology last quarter and I wanted to compare the two
- It counted as an outside course for my actual major.
- It was a requirement.
- Because it is one of the core courses for my major.
- to fulfill a requirement and because it seemed more interesting than some other branches of linguistics
- It's mandatory.
- One of my classes I'm supposed to take from linguistics classes
- German Language Minor
- Major requirement
- required
- Required
- I am a linguistics minor.
- interdisciplinary elective for my major.
- Major Requirement
- Grad requirement
- Because I had to.
- Need it to declare my major.

- I took this course because it is a requirement for my major.
- To fulfill a requirement
- I have an interest in linguistics (specifically sociolinguistics) and thought that phonology sounded interesting and challenging.

#### 3. About how many hours per week, outside of class, did you devote to work for this course?

- 15+
- 6ish
- I devoted about five hours per week, outside of class, for this course.
- At least 3-6
- 20-30
- So much time. It really depends. It can take me days to work on an assignment.
- 12 hours at least or more
- 6 hours
- 6-8
- 8
- around 20 hours
- 10
- 10+
- 3
- 7
- 6
- 7
- 10
- 5-10
- 8
- 7 hours
- 8?
- around 7-10
- 12

#### 4. What did you perceive the goals of the course to be?

- introduce phonology
- I perceive the goals of the course to be understanding how to do basic phonological analyses.

- To understand the basic rules and aspects of phonology in order to understand the sounds of various languages.
- The goals of Phonology were to to have students be able to analyze data and create rules governing sound changes in relation to morphology, syntax, and phonological patterns.
- To learn how to pronounce words better and how to teach others how to pronounce certain words. The details of the sounds and language in a mathematical way.
- To learn what phonology is and how to apply it to data
- The goals were made very clear
- - have a better grasp on phonemes
- - learn more about phonetics
- getting the basic phonology knowledge
- To understand sounds and how they interact/apply to language overall. This helps when applied to 2nd Language learning by changing the way you see words and hear sounds.
- Understand phonology
- learn basic phonology concepts
- Understand the patterns of sounds of different languages.
- An in depth introduction to phonology
- I did not know what to expect
- To develop fundamental skills for phonological analysis.
- Data analysis and writing rules to account for the given data
- I have not idea. We did features for like 4 weeks and I was like, what the fuck?
- To be able to understand the basics of phonology and to learn the basics of analyzing phonetic datasets.
- Coming into this class I wanted to learn about the speech patterns and pronunciations of various languages.
- To understand and learn IPA and how phonology is used and applied in language.

## 5. Has the course been successful in achieving those goals? If not, why not? If so, how?

- yes
- Yes, the course has been successful in achieving those goals. The professor and TAs are great resources, and the lectures / sections also help with understanding the material.
- Yes, I do know more about how sounds are made now
- For the most part. I think that this class should be modified more for the quarter system, but that's not Brian's fault.
- Yes it has

- Yes, because I now know more about Phonology and how to apply phonological skills to the data, both of the TA's were extremely helpful in grasping all of the information.
- very successful. I dont think we've gotten through all the material but the material we have completed, we have completed very well.
- the course has briefly touched on phonetics and phonemes are still fairly fuzzy, mainly in regards to features.
- yes, it's been successful
- I felt lost in the weeds that wouldn't have gotten a major student down. I started to lose my understanding of the topics toward the end. I still feel that I've learned a great deal that can help me learn a new language or continue to learn the ones I've practiced with more intuition.
- Yes, very thorough and consistent review of the material
- yes
- Sort of. It's very complicated and technical.
- Yes, it covered a lot more of the subject matter than I expected.
- I learned more about what phonology was so yes.
- Yes, I now know how to approach and interpret phonological data quite well.
- Yes it has, I do feel comfortable analyzing data of foreign languages, however im not completely comfortable.
- I know features.
- Yes, these skills have been taught.
- The course has definitely been successful in achieving this goal, each activity and homework that we did focused on a different language.
- I believe so because I definitely have a much better grasp on phonology.

## 6. What did you like most about this course?

- the professor was really nice and you can understand him
- honestly i hated phonology before this course, but Brian made it accessible and enjoyable. I like phonology now, and I'm super grateful for that. complete 180.
- I liked the sections the most.
- I enjoyed the the examples of different languages.
- The enthusiasm on the part of the professor. He actually wants you to learn and retain the material.
- I liked how the professor eased us in slowly about the concepts in class. It helped a lot.
- How easy going and funny the professor was and how he



really wanted us to understand it and show different ways how to do it and learn where everyone has experience on.

- The perseverance of both the TA's in explaining material during section and their clarity in interpreting what we needed to do the homework.
- Brian! He is such an awesome professor. He is reasonable and enthusiastic and is accommodating. My grandfather passed away in the middle of the quarter and I have never had a professor more understanding and lenient than Brian in making up for the missed classes and giving me extensions. Above all things, Brian is kind and fair.
- The analyzation of data sets from multiple languages.
- I enjoyed the instructors style of teaching and interactivity.
- The instructor's flexibility and understanding
- I liked the format of the class, and that it closely followed the handouts
- Learning about random languages.
- I found the subject of phonology interesting
- I really enjoyed the weekly homework assignments, analyzing the weekly sets of data proved to be essential to put to practice the major concepts of the course.
- Analyzing different accents of the same language.
- Missing class, knowing I wouldn't miss out on anything.
- Syllables and Morphology, they were the most pleasant thing.
- In this course I most enjoyed learning about english and the patterns found in this language since it is my native language. In most language/linguistics classes we focus more on foreign languages rather than the language spoken in the class (English!).
- I honestly hated this class, but Brian was my favorite part about coming to class. He really tried to make an 8am class entertaining and his enthusiasm for the content encouraged me to learn, but sadly, I am not a phonology person. This is through no fault of Brian or the TAs.
- I really liked learning about IPA.

## 7. If you could change one thing about the course, what would it be?

- no midterm/final.

we're never gonna have to analyze data while being timed, never gonna be analyzing data in a vacuum (with only a two-sided sheet of notes), so why the final?

why not just a longer problem set?

honestly interested, i honestly don't understand why

- If I could change one thing about the course, I would change the time of the class.
- To have the TAs be allowed to help us with the homework. It was often challenging and took many hours to complete outside of class. Not everyone has the time or option to pair up with friends to do homework outside of class.
- Please use PowerPoint instead of handouts. It is easier to follow, and thus notes will be more organized.
- To maybe explain about the hw a bit more in class and maybe to have a more organized lecture to be more detail about what it is we are learning.
- The instructor's method of teaching, clarity and pace.
- The homework assignments. I wish every assignment was formatted more similarly to the midterm in a step-by-step manner. It's hard on homework if you miss one thing, you feel like you're totally stuck and can't complete any other part of the homework.
- I know that ten weeks is not enough, but sometimes I felt he went so fast and it overwhelmed me.
- I need more time. I felt rushed and not able to catch up. Even in class it seemed like there was no time to linger on any topics. Feeding information works well for some highly dedicated major students but is very frustrating for someone who doesn't intend to study linguistics in depth.
- Nothing, it has been one of the courses most conducive to my understanding and learning the material.
- attendance/section should be part of the grade
- Take home final.
- The material is too advanced, most students have never done phonology.
- Not an 8:00a.m
- Change the time to something other than 8am
- Use section to help people who are behind or slacking! It was so frustrating coming to class just to review features for like the 8th time. We were so behind the original syllabus. I really hope I'm not behind in Phono II.
- The fact that such a difficult class is at 8am was a problem. Many people missed class because of the hours and I know that 8ams are just part of the deal for college, but this class requires too much brain power to be half asleep still.
- Probably to spend more time on learning IPA.

## 8. What advice would you give a fellow student contemplating taking this course?

- take it with Brian (teacher made such a huge difference for me)

- Go to lectures/sections, and work on homework bit by bit everyday.
- To get a different book than the required textbook. Also to prepare for hours of confusing homework.
- Pay attention in this class! Work with classmates/friends, it is possible to do this on your own but very(very) time consuming.
- Take MSI and go to Section.
- Make sure to read and do not get left behind and look at the handouts and to use your quiz noted Wisely. To come to class each day or you will miss important information.communicate a lot with professor and ta's. Start early on problems and get as much help as you can.
- To attend MSI in order to get your questions answered and to review all that was taught in class. Additionally, make sure to look at homework as soon as it is uploaded so you can receive help during section.
- take it but only take it with Brian. be prepared to make a lot of weird sounds and spend a lot of time on the assignments.
- Expect to spend a good amount of time trying to figure out what needs to be done on each homework assignment. Once you figure out what needs to be done, the write ups are fairly easy.
- not taking with syntax I
- Be prepared to "spend as much time [on it] as you would for syntax". In all seriousness, this class demands a lot of your time.
- Listen in class and you will do well.
- go to class and section and pay attention when Brian goes over what will be on the quizzes
- It's hard, consider taking it pass no pass if you can.
- I do not recommend it unless it is for your major, it is a lot of work and gets very challenging.
- That its a great course that is challenging but yet enjoyable; but to not bother taking the course if they are not willing to devote time to it.
- Be able to commit to this class and ask questions/ go to office hours as much as possible.
- Don't take syntax and phono at the same.
- Study like your life depends on it, go to office hours and section, go to two sections if you can. Office hours, ask questions! Do homework in groups, collaborate, write your sheet of notes, go to class. It's a lot of work but satisfying when you finally get it!
- Go to office hours!!

- Going to office hours helped me a great deal. I have been about 20% confused since the beginning but Brian was willing to talk about our troubles during lecture and he was available for many different times for his office hours.
- Definitely read the book and take a step back when things get complicated.

## 9. Please evaluate the instructor on such issues as clarity, enthusiasm, availability, and overall teaching effectiveness.

- Brian is awesome. Very clear, clearly enthusiastic, and overall made phonology fun. I went into this class slightly traumatized from trying to take it last spring quarter, but the wonderful team leading it (Brian, Jake, and Jed) made me really enjoy it. Brian is the perfect teacher. he's exactly what i needed for this course, and i am so so grateful for him.

Very well organized, while remaining flexible. His wonderful human-ness made me want to do well in the class, and his wonderful teaching policies (you get an extension if you need one) made it possible. Honestly, just by being a friendly and approachable person made this class great. If I needed help, I wasn't hesitant to ask. Didn't feel bad if I got something wrong.

From the get-go it was clear that Brian wanted us to succeed, and was going to do everything he could to help us succeed. He's a gem, an absolute gem.

- I loved Brian! He's quite clear during instruction, and he's very enthusiastic while teaching, which is great for an 8 AM class. He's always available for students if they need help. Overall, he's an excellent instructor.
- Brian was very clear with his intentions, but phonology is such a dense subject that often what he explained went over my head until repeated several times.
- The instructor clearly is passionate about his field. He moved at an unreasonable pace for the quarter system. He was sometimes vague in his lectures, and expected people to remember concepts from LING 50, which is typically taken in the first year. He was pretty lenient in requesting extensions for homework, which was helpful. He also was available through office hours and email to answer questions.
- You did a great job!
- overall he was great I would take this professor again. Very fair and nice I'd say he is a true professor.
- Although Brian is very enthusiastic (which is always great to see in an instructor), his teaching was not evenly paced and overall teaching was not clear or effective. Examples or general tangents took a lot of class time, leaving little for actual discussion or definition of concepts. There wasn't much definition of how to get the right/wrong rule, at times the instructor would follow through with a rule that wasn't

correct and I know that confused myself and my colleagues a lot of the times. Therefore, I believe most of the learning was done during section and outside tutoring.

- I said this above already! Brian is awesome. Though sometimes there were too many tangents and I felt like we lost track of the real point of the lecture. Also, sometimes the examples given had mistakes that made me super confused. Lastly and most importantly, the homework needs to be graded and returned far more quickly. WE cannot improve unless we know what we did wrong previously...
- Brian is a good professor but he tends to be fairly boring and hard to pay attention to. He is mostly clear with the occasional confusing statements every now and then. He is extremely understanding and is the perfect amount of lenient and strict.
- Overall I'd give Brian a 7. I thought he was willing and able to teach the class and navigate us through times of confusion. That being said, there needs to be more consideration for students coming from various levels and backgrounds in linguistics. This field has a language specific to it, so it takes some people much longer to grasp concepts.
- 5 out of 5
- Professor was clear and enthusiastic and was very encouraging of student participation.
- Brian was very enthusiastic and available.
- I felt that the class materials should have been explained more simplistically, it was hard to follow Brian's dialogue, he is an expert in this field and it shows however that tends to be where the communication lacks. He does not dumb it down for us which I think should be done considering that for most students it was our first time really being exposed to phonology.
- Doctor Smith is a great professor, very enthusiast, available, clear in speaking.
- I think he did a great job in all areas
- Very enthusiastic, but Brian spent too much time coddling students who were struggling with very basic concepts. This, in turn, resulted us going over features in like week 6, when we learned about them in week 2. I feel like we've barely learned anything this quarter. When a teacher doesn't push you to do your best or suck it up, it's really un-motivating.
- Brian was almost too enthusiastic on the subject! He was fairly clear, and provided extra explanation if needed. He is very willing to work with students and makes himself available for extra office hours. He listens to his students and is considerate to their struggles in the subject.
- The professor for this class was very enthusiastic about the subject which made going to class more worth it. I think that it's okay to go off schedule slightly in order to

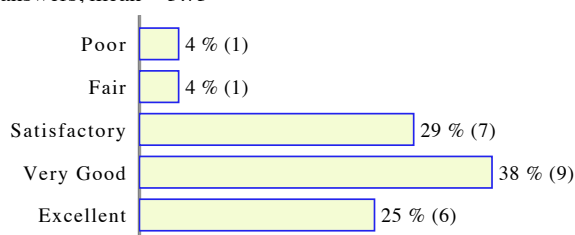
answer a long question or explore other topics, but sometimes that meant we would go home with incomplete notes for the day and that was a little frustrating at times.

- Brian was great! He was as clear as he could be given the material is not as cut and dry as we needed it to be in the beginning. I think he is a phenomenal professor and he was very enthusiastic, especially so early in the morning. I could tell that he really cared about our learning and he was very supportive if we needed more time on assignments.
- Brian was definitely enthusiastic which helped my learning process but clarity could have maybe improved a little.

Rate the quality of the following from poor to excellent.

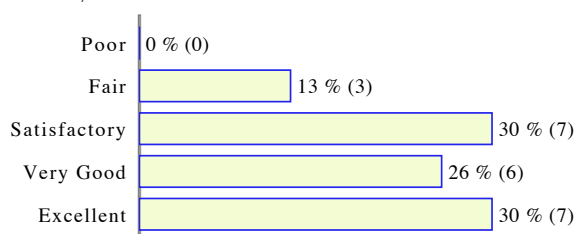
#### 10. Instructor's overall effectiveness as a teacher

24 answers, mean = 3.75



#### 11. The course overall as a learning experience

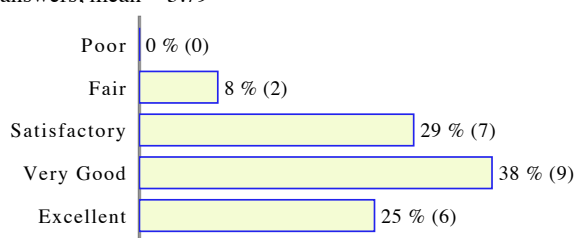
23 answers, mean = 3.74



The value to your learning of the following:

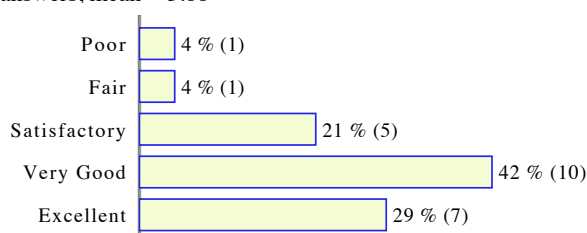
#### 12. Course content:

24 answers, mean = 3.79



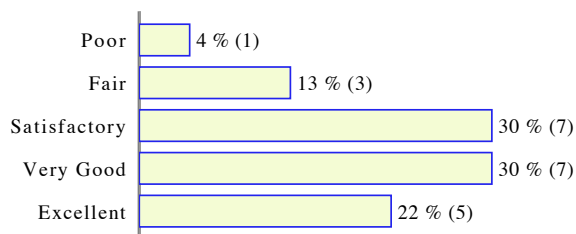
#### 13. Course organization:

24 answers, mean = 3.88



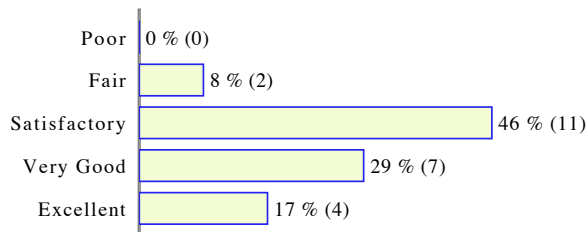
#### 14. Readings, if any:

23 answers, mean = 3.52



### 15. Written work/other work:

24 answers, mean = 3.54



### 16. Any additional comments?

- I went into Phonology scared and hateful of the subject, and then Brian came along and showed me all the fun it can be. He turned something I had a personal grudge against into something enjoyable. That's magic. That's actually a miracle. (Brian is a miracle worker.)  
Like not just anyone could do that, you know?

I looked forward to lecture-- I even looked forward to homeworks! Brian is great, cannot sing his praise enough!

- The homeworks make up too much of the overall grade, 35% would be better, giving more weight to quiz or midterm.
- I appreciate the patience and flexibility of the instructor.
- It's hard to make such a difficult intro class like this interesting/fun but Brian had a very positive attitude about everything.
- On the tests and the assignments, the wording of the questions was often ambiguous. Clearer directions would help a lot.
- I like lamp
- :D

# F16 LIG 102 Eval Smith

21578 LEC 01: LING 102 Smith, Brian (brwismit)

Results of survey

Started: November 20, 2016

Ended: December 4, 2016

Reply rate: 55% ( 23 / 42 )

Full evaluations filed electronically with Department Manager and Undergraduate Coordinator

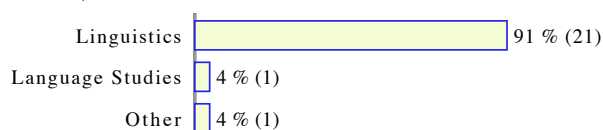
## F16 LIG 102 Eval Smith

### Course/Group Items:

Please give serious thought to your comments. They play an important role in evaluating the instructor's teaching. They will also be studied by the instructor after the final grades have been posted, and used to improve future offerings of the course. Your comments will always remain anonymous.

#### 1. Your major:

23 answers, mean = 1.13



#### 2. Why did you take this course?

- Named course
- Required course
- This course is a major requirement.
- Major Req
- requirement
- Requirement for major
- It's a requirement for the major. But phonology is cool, too.
- It was necessary for my degree
- for completion of my language studies minor, and also out of interest
- I needed this class as a requirement.
- required course
- It's required for the linguistics major.
- Major requirement
- This course is a graduation requirement, but it is also an interesting field of study that I was looking forward to taking.
- Major requirement
- To pass the major requirement for linguistics
- It is a requirement for the major.
- For my major
- Phonology interested me after taking the first phonology class, so I wanted to continue with the subject to see if it would be something in which I can have sustained interest in the future. Plus, it counts towards my major.
- It was a requirement.

- It's required for the major. Also, I like phonology.
- Satisfying a core requirement of the linguistics major.
- It was a requirement for the major.

#### 3. About how many hours per week, outside of class, did you devote to work for this course?

- 9
- 10
- 4-8 hours per week
- 15
- 10
- 10
- 5-7, depending on the difficulty of the assignment.
- 10
- 10
- 30
- 10-12
- 7
- 10+ hours
- 6-8
- 25+
- 10+ hours
- 20-30 hours
- 7
- 5 or 6 hours
- 25
- 5 to 10.
- 15
- Easily 40-80; lost much sleep this quarter

#### 4. What did you perceive the goals of the course to be?

- Teach OT, compared to rule-based analyses and get into stress/feet/etc
- Have a deeper understanding of phonology
- The goals of this course were to understand OT analysis.
- Go further into how sounds interact with each other across languages and learn about optimality theory and how it governs/affects languages
- To understand Optimality Theory as a tool for explaining

phonological phenomena as well as understand concepts to help understand these phenomena

- We learned Optimality Theory as opposed to rule-based phonology, as in Phonology 1.
- To gain an understanding of Optimality Theory and use the skills that we learned to do our own phonological analysis for our final project.
- better understand the flaws of rule-based analysis and how optimality theory can account for some of the same variations more successfully. Understand what OT can and can not do, and the usefulness of a theory. Gain an understanding of stress pattern and assignment across languages. Develop the skills and ability to complete an OT analysis.
- To learn more in depth the theories that allow for phonology to work in languages and more data research.
- teach us optimality theory and get us comfortable with it.
- to learn optimality theory and practice it.
- Getting a more technical understanding of how phonology works in various languages.
- This course introduced Optimality Theory, and I think one of the main goals was to show the differences between an analysis with OT and one with individually constructed rules. In Phonology 1, we were taught how to make rules based on sonority features, and we began to recognize patterns in a data set. This course expanded that knowledge; the OT system shows how all rules interact with one another, and it accounts for crucial alternations.
- To teach intermediate fundamentals of phonology. Specifically, to introduce optimality theory.
- To build off of phonology 1 and use what we learned from that class and implement it to the new material we learned in phonology 2.
- For students to expand their phonology
- To develop an understanding of Optimality Theory, how to apply it to various subjects in phonology, and how to compare different theories and analyses.
- To further our knowledge of phonology past rule-based analyses and continue learning about other phonological theories.
- To build a workable understanding of Optimality Theory, and be able to compare it to the rules-based system we learned in Phonology 1.
- To understand the formalism of Optimality Theory and use it to analyze phonological data. To also evaluate Optimality Theory in comparison to rule based analyses in phonology.
- To outline Optimality Theory

## 5. Has the course been successful in achieving those goals? If not, why not? If so, how?

- I'm cool with OT now. Yes, successful-- covered a lot of new material thoroughly
- Yes, learning OT has been very useful, and important on being up to date on current phonology practices
- The course has been successful; the professor did an amazing job in explaining what OT is and how to do OT. The assignments were not easy, but they were doable. Weekly quizzes were administered in order to tell if the class was following along.
- yes, lots of great worksheets and mandatory section, open for questions and step by step practice
- For me, I believe it was. I know that for some the class was overwhelming and the concepts were quite difficult to grasp, making it hard to understand the material.
- Yes, I have a good grasp of the principles of OT. However, I still struggle with viewing linguistic data in OT. I can't look at a language and immediately recognize highly ranked constraints, as Brian can. But maybe that's just practice.
- Yes, I believe it has
- I believe so. I think that the homework assignments got very difficult very quickly, and although I did do well in them, the difference between hw 1 and hw 2 was a lot. I think we should have done a smaller problem set before hixkaryana, and then have the last couple be larger assignments.
- Yes I believe I really understand the many ways to look at a language including how to use rules in data methods. I believe the handouts given each week have been helpful for me as a student to follow the lesson plan and have physical notes to refer to later when doing my homework.
- yes, lots of difficult hw problems and handouts
- yes
- In a way yes, I've been able to somewhat understand the basic concepts and rules/constraints. But successfully coming up with my own data set, then applying what I've learned without having anything was a little hard.
- Yes. Brian made weekly handouts that were extremely helpful. I liked being able to refer to examples when I was confused.
- No. I've tried to put my finger on what went wrong, but the course was confusing and moved too fast. The amount of time I spent on this class took away from time I should have spent on other courses.
- The course has been successful in achieving those goals.
- We focused too much on one theory.
- Not really

- As far as I can tell, it has been successful. I went from not knowing what OT is to understanding some of its implications and how to use it to analyze phonological phenomenon.
- Yes. The instructor presented every topic very well starting with the introduction of how rule-based analyses don't work.
- I believe so. After taking this course, I understand fairly well how Optimality Theory works, and (at least some of) its relative benefits and shortcomings as a theory.
- Yes. The homework structure solidified how to use OT and its strengths in comparison to a rule based analysis of the language. The benefits of OT were laid out and ultimately evaluated to introduce a very useful theory in the field.
- No, I do not believe the instructor was successful in conveying the course material to all students. There was a very obvious divide in comprehension that the professor did not address. He allowed the class to continue at an accelerated pace, leaving behind all the students struggling to comprehend the material. He would often go off on theoretical tangents that left most students lost and confused. He played obvious favorites in lecture, and pointed out the students who never spoke up. What was presented in lecture was NOT what was expected from us on homeworks and the midterm.

## 6. What did you like most about this course?

- Probably the content.
- I liked the professor and the TA's. Also I liked the packets we received so we could focus more on learning rather than copying down information.
- The professor does an amazing job of explaining what it is that we need to do,
- Exercises
- I enjoyed that Brian always made himself available and wanted the students to succeed. He listened and understood what the students asked in order to do better in the course.
- I liked the linguistic diversity we encountered; we probably worked with at least 50 languages throughout the course, in HWs and sections and class. Also filling in tableaux is strangely satisfying.
- I enjoyed Brian's teaching style. He's very knowledgeable and funny in class. I feel like I got a better understanding of OT than I could have either on my own or with other professors
- Brian's flexibility to adjust and adapt to the classes needs. I think he really cared about our progress and comfort and was able to accommodate our interests and change the direction of a lecture if needed, while always still bringing things back to the topic for the day. He was always really prepared and approachable.
- I also just really loved the course content. I didn't plan on

taking 102, but after doing well in 101 and phonology quickly (and surprisingly) becoming my favorite field of linguistics, I was looking forward to this class. I wasn't let down, as this class energized me and made me super curious; I started thinking like a "real" or professional linguist with a lot more questions than I really expected to have. This was the first class that made me want to do field work, because I had developed enough of an understanding and foundation as well as passion that I was able to consider so many things I wanted to explore.

- I really like the idea having multiple candidates to experiment as to why certain outputs don't work and using constraints as evidence to these questions.
- the pace went slower after a few weeks, and I appreciated that.
- I had a lot of fun with the homework assignments. I don't know why exactly this happened, but these assignments came a lot easier to me than in other LING classes I've taken (not to say that I didn't spend an equivalent amount of time on them as in other classes, but I was more satisfied with my ability to find good answers and engage fully with the assignments).
- The quizzes, they were good ways to review and understand what we were going over.
- I liked learning about languages that I haven't heard of before. It's always gratifying to really understand a language pattern, and that was nice too. I struggle with Phonology, it's always been the part of Linguistics that is most challenging to me. Brian and the TA's went above and beyond to make themselves available to us for additional help, and I really appreciated that.
- Brian has a positive energy and he was enthusiastic about the material.
- I learned the phonological aspect about a multitude of different languages that I would have never crossed my mind prior to this class.
- I liked the weekly quizzes
- I liked how it gave a whole new way of dealing with phonology, not as a way to undo what I've already learned, but as an additional asset in my thinking of the subject. It broadened my perspective in a way that I didn't expect. Also, as with most linguistic classes I've taken, I enjoyed applying the class material to many different languages.
- The TA's, and how nice/willing to help both the professor and the TA's are
- Professor Smith is a good speaker and uses rather entertaining examples in his explanations.
- The homework structure was great with a single homework



problem per week that required a formal, analytic paper. I also enjoyed the introduction of OT early in the course as it gave ample time to explore its strengths and weaknesses as a theory.

- Jeff and Jason were amazingly helpful and available. If not for them, I would never have had a glimmer of a dream of passing this class.

## **7. If you could change one thing about the course, what would it be?**

- I like the handouts for reference, but they made lectures less engaging.
- I wouldn't change anything.
- nothing
- Assignments in the beginning and the midterm were asking more out of students than I believe was fair. The midterm was something that I would have needed a few days to really understand what was going on and I felt that no amount of studying would have better prepared me. However, Brian recognized this and adjusted the class to reflect his understanding.
- I would like to see more of the language actually being spoken, as opposed to just reading IPA. It humanizes the language and the people, and I hope gives us a better understanding of our privilege as Americans.
- the homework on hixkaryana should have been later in the course, like one or two homeworks later than it was. I did well, but it was very difficult.
- I wish there was more time to go over features because it was difficult to incorporate that into OT theory out of all the topics covered. When there become a lot of finite details, my mind has a hard time keeping up with that many features to remember.
- if the hw sets were shorter and easier, but we had more hw.
- I would give more guidelines early on on the details and conventions of OT and the other things we're expected to know in the class--for example, I found myself on the second -to-last homework still making small errors regarding how exactly to discuss rankings in homeworks. In other words, more hands on practice in class with the exact things that we would be doing in homework assignments would help make things clearer.
- Having the final assignment, which is essentially the final research paper, be due the week we should have been working on the research paper. It was supposed to be practice but it's a little stressful thinking about how the assignment is already so confusing and having to do that AGAIN for the research paper. It's like having to figure out two different assignments that are due in the same week.
- It would be nice to have some variation in lecture. A

powerpoint, or occasionally showing a video would've been refreshing. I am a student with ADD, and I've found that it's usually good for me to see information explained a few different ways. The handout is extremely helpful, but I still think a change of sound frequency every once in a while would've helped my mind stay engaged.

- The structure of the course.
- The amount of work we had to put in this course. There was too much of a heavy course load and not enough time in the quarter to fully understand every concept thoroughly.
- The length of homeworks. They are too long for a 10 week class. The lectures were a bit simplified and did not make the completion of homework any easier.
- The homework was too hard and they were graded pretty strictly
- I would make the homework assignments a bit more brief so that I could focus on the new things I can learn from them without being bogged down by the logistics and structuring of the assignments (such as making so many tables).
- The work load! There is way too much work in this course which gradually gets more difficult to keep up with as the course moves along.
- I got some really good advice from my TA, Jason, about how to generate candidates for a tableau, and maybe would have liked to see that addressed more clearly in lecture, especially earlier in the course. That part was difficult for me to get used to.
- The pacing of the course could have been better, as we fell behind fairly early on. That may be a consequence of attempting to address too much material, or just an inefficient method of instruction. Most likely the former, as the instruction of all the material was quite good and made sure to solidify each concept firmly in students.
- The order in which the material was taught. Confirming with students who took Phono II a different quarter with a different teacher, what we were learning in the first and second week was what they finally got to at the end of the quarter.

## **8. What advice would you give a fellow student contemplating taking this course?**

- Go to office hours, start on the homework early.
- Review phono 1
- OT is not as easy as it appears to be during the first week. New ideas come up on a daily basis, and never missing class is crucial. Aside from that, sections are also your best friend. Do not hesitate to attend office hours, and if you must, attend office hours for every TA and the Professor so that you can get more than one explanation of OT.

- if you can, go to office hours
- Go to office hours, ask lots of questions
- Well, you have to take it, but it's a great way to challenge some of the things you thought were true in Phono 1. It will force you to think in new ways, and that's always a good thing.
- Take the homeworks seriously. Some of them are very difficult and require a lot of attention
- take it!!!!
- I would tell them not to take all upper division courses like I had to do. Taking three upper divisions left me no time to attend office hours for extra help which was my struggle as a student this quarter.
- well, you have to take it, so....
- Pay attention during lecture, if you don't understand something, ask the TAs, go to msi tutoring. You failing to be proactive with getting answers to your questions isn't going to help, it's just going to make you fail.
- Attend class regularly and ask questions if you are confused. Study groups are helpful and collaboration is encouraged, so you should utilize that.
- Go to class, section, and office hours. Form study groups. If possible, take it from another professor.
- Take this class pass/no pass. Go to tutoring and office hours. Attend class regularly or you will not understand something.
- Take this class with another professor
- To go to MSI
- If you don't need the course and you didn't enjoy Phonology 1, I wouldn't suggest taking this course. It doesn't get easier or simpler. If you did like phonology, I would definitely suggest this course. Be open minded and flexible at first, like you're coming in from a fresh perspective, but don't totally undo everything you learned in previous classes because you're going to need it later on in the course.
- Put as much effort, work, and time as you can. Seek help from the TA's and professor. DO NOT GET BEHIND
- Keep good notes, and write all of the constraints on one sheet as you learn them, in order to keep track. It would have been helpful for me to have a running list from the beginning.
- Start the homework early and commit time to them everyday, even if that means just exploring alternative analyses. Exploring alternative analyses is essential to working quickly and efficiently on a problem and being able to weed out poor analyses in favor of more optimal ones.
- Count your lucky stars you do not have to take this course with Brian Smith.

## 9. Please evaluate the instructor on such issues as clarity, enthusiasm, availability, and overall teaching effectiveness.

- Very enthusiastic, clear and available. Teaching was very effective for me, but I feel like a majority of students had trouble, but I couldn't say why.
- The professor was very enthusiastic about teaching which always makes a big difference. He taught the material very well too. I never got bored when he was lecturing
- Clarity: 10/10  
enthusiasm: 11/10  
availability: 11/10  
Teaching effectiveness: 10/10
- phenomenal teacher, very upbeat, funny, passionate, and makes sure students understand criteria
- Brian is enthusiastic about phonology, and is very kind and understanding so all that makes it bearable for some of us who don't share the same level of enthusiasm. He tries to be as clear as possible and dedicates a lot of his time just to help us out.
- Brian was fantastic at trying to make the class manageable. At first, it was difficult but he understood our struggles and wanted to do whatever he could to make it better for the students while still being fair in terms of challenging and assessing us. He made himself available to students and was great at answering questions we had. He made the class fun as well.
- Brian is a genius, but he is still learning to translate his genius to teaching. I appreciate his enthusiasm and wit, but I think he was able to immediately see things in the data that I was not able to immediately see. He was a great teacher, but he does need to work on finding ways to break down his own thought process for the rest of us.
- Brian was very clear in his teaching and incredibly enthusiastic. His office hours didn't fit in with my schedule, but from what I have heard, he was available often. After class he was always happy to answer questions or chat. I found his overall teaching to be very good and enjoyable.
- please see question 6.  
Only thing I would add is that I really appreciated the additional office hours given to the course for the final paper. I think Brian was very aware of the course's need and desire for help and responded in a way I have never seen, with the addition of his own office hours as well as an extra TA/ grad student for help. Sadly, I was still waiting typically 1-2 hours to talk to Nick each time I went to visit. It's great that so many students are seeking help, but I think we could have easily benefited more assistance.  
He was very enthusiastic, his passion is clearly there, and it made me excited too. Please refer to question 6.

- Brian was very nice and helpful this quarter. Out of all the linguistic teachers I've had, he has been the most available and values each student's success. His enthusiasm and comfort in teaching this class has also helped me become a better student including overcoming my fear to ask questions or participate.
- At first I didn't like Brian very much because he would make unnecessary comments that weren't funny at all/somewhat offensive, but I think he was just getting used to Santa Cruz. He's nice, and there's no question that can stump him. I can tell he's still trying to get a feel for the school, but I love that he makes handouts for us. They are extremely helpful, even though they have typos still.
- I had a lot of fun with Brian and he was very easy to understand. I struggled very little in this class especially during lecture. This was one of the most engaging and interesting linguistics classes I've had so far.
- He was nice and always had a lot of suggestions but when I ask him one question he gives me 5 answers and it gets confusing. His workload was pretty intense. I don't think it would have harmed his curriculum to have cut down on a few things.
- Brian is always enthusiastic and available for help if you need it. Overall, he is a great teacher and I would definitely recommend him or take another class of his.
- This course was soul-crushingly difficult and keeping up was more or less an impossible task.

Brian told us that the homework assignments were designed to be completed within six hours. I never spent fewer than 20.

While Brian was receptive to feedback - he even requested it - he regularly compared us to his UCLA students, telling us that his previous class was much further ahead than we were at any given point in the quarter and that they didn't have the problems we did. This didn't help morale.

Again, he was at least seemingly receptive to feedback and did make adjustments to the grading scale to accommodate our requests/concerns. However, the course remained confusing, extremely demanding, and overly complicated until the end.

Our midterm, while Brian insisted it was equivalent to three quizzes, was far more difficult than that. Everyone seemed to need more time.

Brian assigned a very complicated assignment which was due the last day of the instruction, leaving little time for students to focus on their finals.

At the end of the quarter, I asked if I could meet with Brian to discuss my final paper and he said he was too busy. Then I

asked if I could email him with questions and he said I could but that he may not reply. This is another reason the late final homework assignment got in the way of final papers.

Brian provided handouts every week that he read/taught from each class. While we were meant to take notes to supplement the handouts, we did not have the opportunity to take our own full set of notes and that seems to hinder the learning process. I would have preferred to take notes and have slides (for example) posted to e-commons.

Brian would have been far more effective if he were able to read the class and know that many of us struggled more than we should have. Then he might have been able to adjust accordingly.

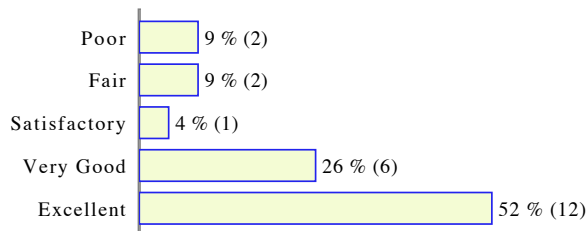
- The professor was enthusiastic about the class and made things about the material clearly.
- Not very clear with instructions, expectations may be a bit too unrealistic for undergrad students.
- Brian was such a nice person. He was caring and genuine.
- The instructor was very enthusiastic about the subject and very considerate of how students were feeling about the material and the course's progress. For the most part, he was very clear; I didn't have any problems with understanding him. He was an effective teacher.
- Brian is very enthusiastic about the material, available almost all of the time, can be a bit unclear sometimes, but overall teaches and explains everything extremely well. He just presents difficult material too soon.
- Professor Smith is outstanding in all of those aspects. Staying focused on the lecture in his class was relatively easy. As I said, he's a good speaker. He's also one of the least intimidating professors I've encountered (though I'm sure none of them seem so on purpose), which makes a big difference for me with things like showing up to office hours, since I'm usually very shy.
- Brian is a great instructor who has a great understanding and enthusiasm towards the material. His method of teaching makes sure that each concept is solidified before moving to the next, which may make the pacing of the course slightly off, but ultimately results in better understanding of material. His availability is always great, and his help during these times is amazing.
- Brian does not respond to emails promptly. He loses assignments that have been emailed to him. He never even got around to updating the class syllabus when there were major policy changes, leaving many gray areas that were never clarified. What was explained and expected in lecture was inconsistent with what was demanded on the homework. Specifically, he would tell us in lecture that we needed crucial rankings, that nothing else would be acceptable. Yet he then gives us an assignment (Hixkaryana) in which

finding crucial rankings is impossible. The instructions for the assignment were extremely unclear. What was perhaps most insulting was when we told Brian that we did not understand the directions, he told us to read them again, and that it was our fault that we did not understand. Furthermore, Brian does not proofread anything. There are errors in every assignment/handout/email he has ever given us.

Rate the quality of the following from poor to excellent.

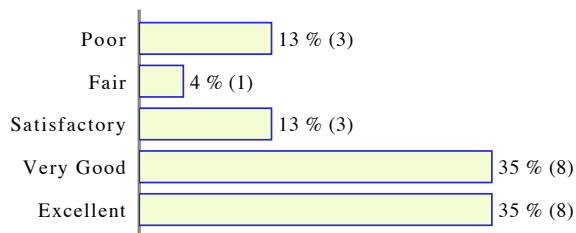
#### 10. Instructor's overall effectiveness as a teacher

23 answers, mean = 4.04



#### 11. The course overall as a learning experience

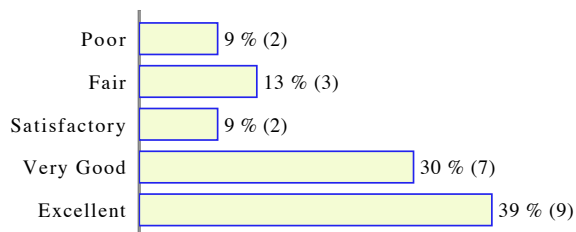
23 answers, mean = 3.74



The value to your learning of the following:

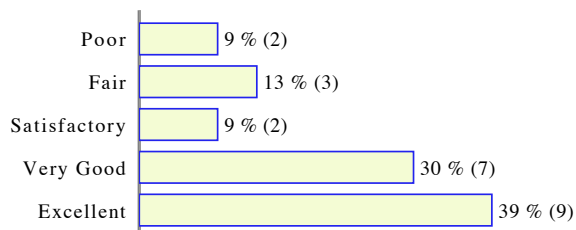
#### 12. Course content:

23 answers, mean = 3.78



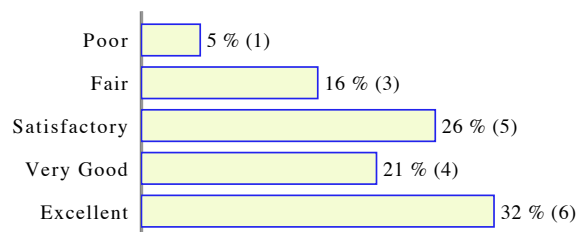
#### 13. Course organization:

23 answers, mean = 3.78



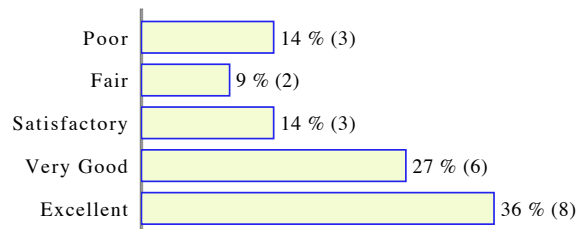
#### 14. Readings, if any:

19 answers, mean = 3.58



#### 15. Written work/other work:

22 answers, mean = 3.64



#### 16. Any additional comments?

- Difficulty of homeworks was wildly out of proportion to the difficulty of material presented in class/in section/on quizzes. Homeworks should be tweaked to have less ambiguous answers-- rather than allowing for multiple analyses I think many people were more confused by there not being a single - or even two (mostly) obvious way(s) to go about the homework. TAs should look at homework before hand, to better use OH time.
- To whomever else reads this (aside from the professor), **KEEP THIS PROFESSOR ON STAFF**
- There was a moment (maybe a week or two) around week 6 where it was very unclear what the homework necessitated. I asked the same questions to both TAs and Brian and got different answers. I feel like these problems and confusions never got resolved, but we just moved on from them.
- Thank you!
- The expectations I had for this course were far from reality. After talking to other students who have taken it from other professors, it seems the material we covered from the beginning was only introduced at the end of the quarter in other classes. Perhaps a re-ordering of the content might make this class bearable.
- The class was very hard and I'm very worried about my grade
- Overall a useful and enjoyable course. I'd recommend it. I'm glad I got a good professor.
- Throughout the course of the quarter, I put in a tremendous amount of effort, writing an average of 6-10 pages for each assignment, attending every lecture and section as well as office hours for both the TAs, yet I still feel that my knowledge of the course material is severely lacking. I am not ashamed to say that I struggled greatly with this material—it's difficult stuff. I never missed a class, yet I still spent the entire quarter grappling with the topic, feeling left behind and confused. The way Brian's class was structured

was simply not compatible with my learning style.

I think the biggest failure of the course was Brian's insistence on depending on handouts in every lecture. These outlines are beneficial to only a small group of learning-types. The handouts contained only the information that Brian's brain thinks is relevant, which is not necessarily the same information a student listening to a lecture in class may write down. Because everything was already written on the handout, Brian was able to conduct the class at lightening speed, never pausing for students to take notes. If you tried to abandon the handout and take notes yourself, you would surely fall behind. If the handouts must be used, I think they would be most beneficial if they were posted online after the lecture, as a summary of what was said. That way, students would be able to take their own notes of the important things they individually got from the lecture, and the handout would be used as it should be, a supplement.

Brian insisted on these handouts, yet failed to print enough materials for the whole class. On multiple occasions I did not have a copy of the day's handout because Brian did not have enough, and had to look on to another student's copy. Once, when he realized he didn't have enough for the class, he told us it was because he didn't think our attendance was good, and decided to intentionally print less.

Furthermore, Brian was extremely insensitive to student's needs/concerns after the election. We had an extremely difficult assignment due the Wednesday immediately after Tuesday's election. Many students, upset by national events, failed to complete the assignment. Despite the obviously distressed nature of his students, Brian granted the shortest possible extension to a select group of students. I was one of the students that was granted the extension, but some students, who requested the same extension under the same circumstances, were denied. Even with the extension, it was incredibly stressful to meet the deadline. What I find infuriating is that I worked so hard to meet this deadline, yet Brian HAS YET to grade the assignment, more than a month later. Overall, I am extremely dissatisfied with my experience in the course. It was an unnecessary stress; classes should not make students feel like this.

# F16 LING 211 Eval Smith

23376 SEM 01: LING 211 Smith, Brian (brwismit)

Results of survey

Started: November 20, 2016

Ended: December 4, 2016

Reply rate: 88% ( 7 / 8 )

Full evaluations filed electronically with Department Manager and Undergraduate Coordinator

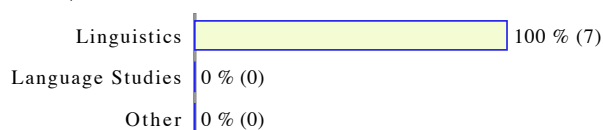
## F16 LING 211 Eval Smith

### Course/Group Items:

Please give serious thought to your comments. They play an important role in evaluating the instructor's teaching. They will also be studied by the instructor after the final grades have been posted, and used to improve future offerings of the course. Your comments will always remain anonymous.

#### 1. Your major:

7 answers, mean = 1.00



#### 2. Why did you take this course?

- It is a required course for 1st year PhD students.
- It is required.
- It is a requirement for the degree
- Requirement
- Requirement
- Requirement
- Core course

#### 3. About how many hours per week, outside of class, did you devote to work for this course?

- about 10
- 4-7
- 10
- About 10 hours
- 12-15
- 8-10
- 10

#### 4. What did you perceive the goals of the course to be?

- To give us a background in phonological theory, especially Optimality Theory.
- Learn about how Optimality Theory fails and succeeds as a phonological theory.
- To understand OT and learn how to apply it when working with data, to gain perspective on other theories of phonology
- Learn how to do phonological analysis in Optimality Theory, see the strengths and shortcomings of OT.

- To learn and practice optimality theory, and to explore a range of phonological issues using different versions of OT
- To learn how to conduct an Optimality Theoretic analysis of phonology problems, and to learn about various approaches taken to Optimality Theory and their strengths and weaknesses.
- To introduce students to the basics of Optimality Theory in phonology and to critically examine where the theory works well and where it has difficulty. Also, to introduce alternate and related constraint-based phonological theories.

#### 5. Has the course been successful in achieving those goals? If not, why not? If so, how?

- I believe it was successful. This course was mostly review for me, so I can't evaluate how successful it would be for someone with no background in phonology. For me, it was a helpful review of the basics of OT.
- Yes the course has been successful. We spent 10 weeks on OT and we definitely got to a point where we found pure or standard OT doesn't work. However, in order to really evaluate how well OT works as a theory, it would have been nice to talk about what led to its development, and what wasn't working before OT and maybe do a foundational reading in the field. The merits of the theory were not particularly well-expressed and therefore hard to take seriously at times.
- We did read about various kinds of phonological theories so that was successful but we did not talk about these in class in as much detail as I would have liked. The class was mostly OT heavy. Was not clear as to why OT was so important. Should discuss why not just say that it is.
- For the most part, yes - I feel confident in my ability to use OT. However, I think more time could have been spent teaching us how to write up the actual analysis - we did not receive much concrete advice in this area until the second half of the quarter.
- Yes; I feel that I have a much better understanding of optimality theory and how to use it in conducting an analysis
- Semi-successful; a more thoughtful examination of the goals and purposes of OT approaches, including the theoretical implications of each approach for Phonology in class would have been beneficial. The assignments seemed to be getting at these questions to an extent but this did not feel fully fleshed out in the course.
- Yes.

#### 6. What did you like most about this course?

- I think Brian introduced a lot of important concepts for an intro level phonology class. I feel like I was able to review the basics of OT and I feel like I have a good base of knowledge going forward in phonology.

- I liked learning about how OT fails and what kinds of analyses have been proposed to remedy those failures.
- I appreciated that he is available for questions. He was enthusiastic so that was nice.
- The section on opacity and situations where OT fails was particularly interesting.
- I enjoyed the Tibetan numerals assignment, as well as the assignment about cyclicity. I also found autosegmental phonology to be a lot of fun.
- The instructor was understanding and accommodating of student and class needs.
- I found the handouts to be helpful for guiding in-class discussion and for easily locating material discussed in class later on. Also, I found working out problems on the board along with class discussion was helpful.

### **7. If you could change one thing about the course, what would it be?**

- I think Brian should consider a different expository tool other than the paper handout. I personally don't feel like it is very engaging for the students. All the information was right there on the page, and it didn't give us much opportunity to think critically about the problems or offer opinions. Brian walked through the handout and there wasn't a lot of reason for students to talk. Unfortunately, this gave me very little incentive to read the papers that were assigned because I knew that all the information would be presented to me on a handout. As a busy student, once I realized that I didn't have to read, it made me less likely to read and that undoubtedly caused me to learn less. I think if Brian forced us to discuss the papers in a more open-ended way, more students would read and participate.
- I wish that some of our own personal research interests had been taken into account when planning some of the course material. For example, I would have been interested to see how phonology interfaces more closely with syntax or linearization in general.
- For the instructor to not read directly from a handout every single class. This was extremely unhelpful. Having a handout is one thing, for say supplemental material, but for the instructor to read from it directly made me question his confidence in the material. At the very least having a variety of ways to present material, either with a powerpoint etc. would be better.
- It would be nice to diverge from the handout format - this limited discussion and often seemed to slow down our progress in class.
- I would like to have talked about learnability and variation for at least one lecture
- I would change two things: rely less on handouts and assign more challenging problem sets.

- Spending a little more time solving OT problems.

### **8. What advice would you give a fellow student contemplating taking this course?**

- Try and ask a lot of theoretical questions. Brian is very knowledgeable about phonological theory and he is very enthusiastic about this topic.
- Have a background in OT.
- Be prepared to read from a handout all class.
- Do the readings, go to office hours, collaborate with classmates
- Participate in discussion and ask questions when needed.

### **9. Please evaluate the instructor on such issues as clarity, enthusiasm, availability, and overall teaching effectiveness.**

- Brian is clearly very enthusiastic and knowledgeable about phonology. I have a lot of confidence in his ability to be a good teacher, but I think he needs to think especially about how to present information to graduate students. The most interesting parts of the class were when we discussed something not on the handout and Brian asked us our opinions. I didn't feel like I was forced to think critically or develop my own hypotheses. I think Brian should try and make the course more challenging for graduate students.
- Brian was definitely enthusiastic about OT. However, sometimes the reading off the handout for the whole class was not very conducive to conducting discussions, which would probably have been fruitful since we all had a background in phonology. I felt that we were stifled a little bit because there was such a structured handout that the class was organized around getting through. I also thought many of the readings assigned were unclear and not well-integrated into class discussion.
- This class was extremely unorganized. Assignments constantly had typos which the class was told to expect with any assignment. Often we were told we would get an assignment on a specific day but it would not be posted on ecommons until days later. This caused the class to get behind on assignments. We were given "optional" extensions when this happened but if the assignments were posted on time there wouldn't have been an issue. Brian is enthusiastic which is a good thing.
- The instructor was very receptive to student suggestions and always willing to meet outside of class.
- Brian was clearly enthusiastic about the material and was an effective instructor overall. He answered questions thoughtfully and always seemed eager to help us truly understand the material, using examples when possible. However, sometimes our discussions would veer off topic if he entertained a question or idea for too long, and we were



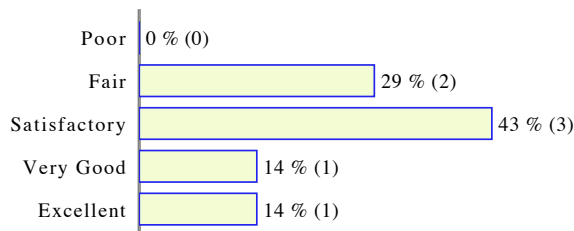
not always successful in getting through an entire handout in one week. Brian's availability outside of class was generally great with respect to office hours, but he rarely responded to emails on time, if even at all. The homework assignments also had a few significant typos in the data, which caused some of us to spend unnecessary extra time in solving the problem sets.

- Instructor was clear, enthusiastic, available, and effective in conveying the content of the class. However, the method of instruction, with heavy reliance on handouts, was not particularly stimulating.
- Brian is very enthusiastic about Optimality Theory, phonology, and linguistics in general. His presentation style is clear, and his handouts were also very helpful. I appreciated his flexibility and his availability for students to meet with him outside of class. However, sometimes problems presented during class did not work out as well as expected, so Brian could stand to improve his pre-class preparation to ensure that problems work out and to ensure quality of presentation.

Rate the quality of the following from poor to excellent.

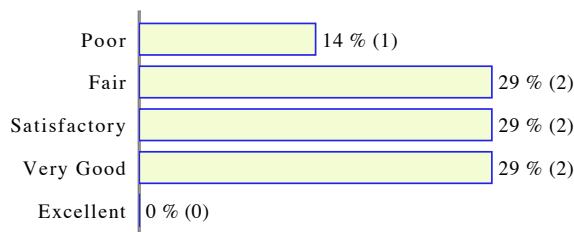
#### 10. Instructor's overall effectiveness as a teacher

7 answers, mean = 3.14



#### 11. The course overall as a learning experience

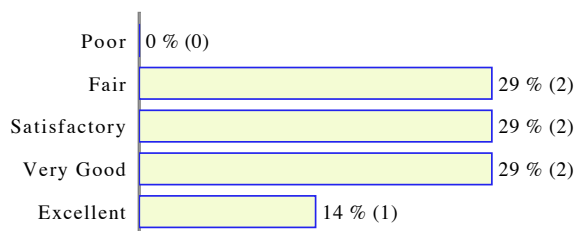
7 answers, mean = 2.71



The value to your learning of the following:

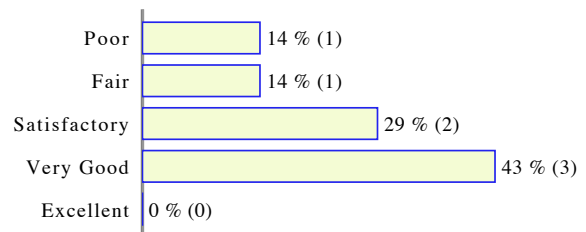
#### 12. Course content:

7 answers, mean = 3.29



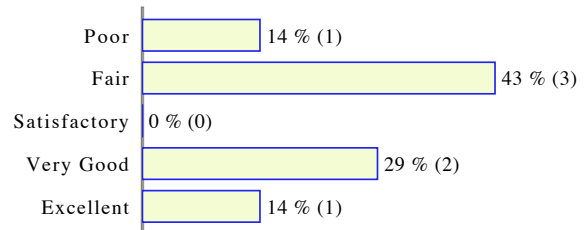
#### 13. Course organization:

7 answers, mean = 3.00



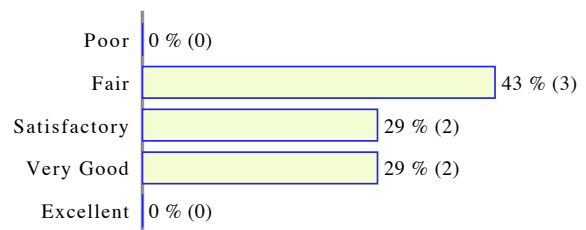
#### 14. Readings, if any:

7 answers, mean = 2.86



#### 15. Written work/other work:

7 answers, mean = 2.86



#### 16. Any additional comments?

- Many of these comments seem harsh, this maybe so but they are an honest representation of how this course went. I do think it is not entirely the fault of the instructor as they were given an enormous responsibility with little experience. If there had been another phonologist around the might have gone better as he would have had someone to consult with. This instructor would talk badly about undergrads in front of grad students in class, comparing them to his UCLA undergrads, "some students here are the worst I've ever seen but the top of the class are the best I've seen" this comment seems inappropriate.
- Overall this was a mixed experience. I enjoyed attending lecture and found some of the assignments quite fun as well, but communication and course organization could certainly be improved.



## B.W. SMITH Evaluation of Instruction Program Report

16S: LING 20 LEC 2: INTRO LING ANALYSIS

No. of responses = 12

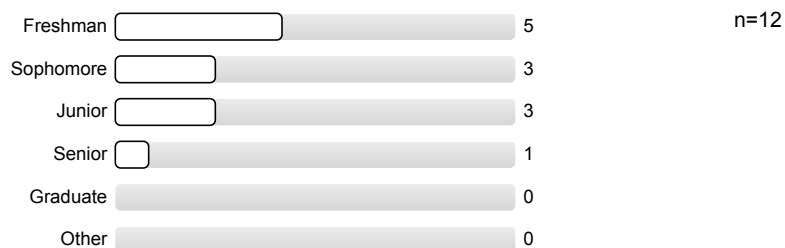
Enrollment = 24

Response Rate = 50%

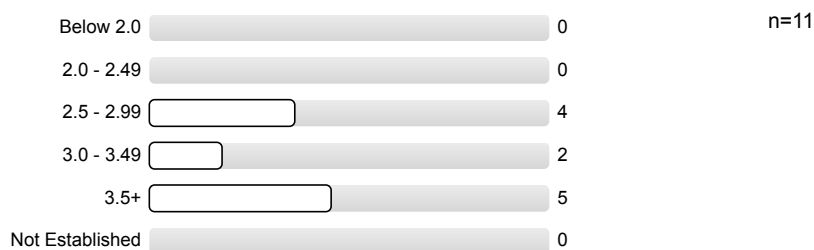
### Survey Results

#### 1. Background Information:

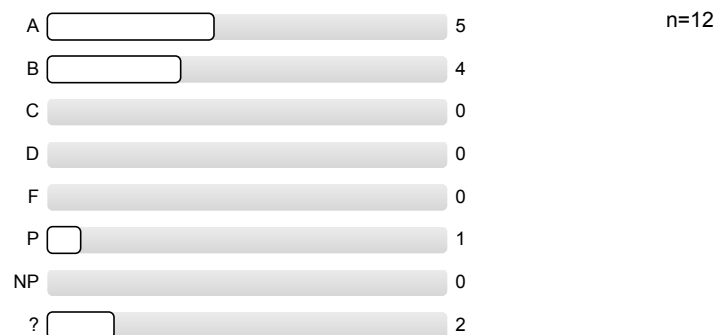
##### <sup>1.1)</sup> Year in School:



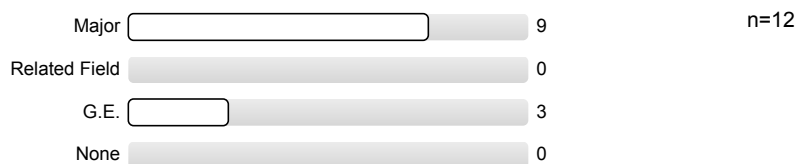
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?







## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never	0 0 0 0 0 0 0 0 12 1 2 3 4 5 6 7 8 9	Very High or Always	n=12 av.=9 md=9 dev.=0
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never	0 0 0 0 0 0 0 0 12 1 2 3 4 5 6 7 8 9	Very High or Always	n=12 av.=9 md=9 dev.=0
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never	0 0 0 0 0 1 0 1 10 1 2 3 4 5 6 7 8 9	Very High or Always	n=12 av.=8.67 md=9 dev.=0.89
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never	0 0 0 0 0 0 0 0 12 1 2 3 4 5 6 7 8 9	Very High or Always	n=12 av.=9 md=9 dev.=0
2.5)	Value – You have learned something you consider valuable.	Very Low or Never	0 0 0 0 0 0 1 1 10 1 2 3 4 5 6 7 8 9	Very High or Always	n=12 av.=8.75 md=9 dev.=0.62
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never	0 0 0 0 0 0 1 0 11 1 2 3 4 5 6 7 8 9	Very High or Always	n=12 av.=8.83 md=9 dev.=0.58
2.7)	Overall – Your overall rating of the course.	Very Low or Never	0 0 0 0 0 0 0 0 11 1 2 3 4 5 6 7 8 9	Very High or Always	n=11 av.=9 md=9 dev.=0

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course	Low	1 6 5 1 2 3	High	n=12 av.=2.33 md=2 dev.=0.65
3.2)	Subject interest after course	Low	0 3 9 1 2 3	High	n=12 av.=2.75 md=3 dev.=0.45
3.3)	Mastery of course material	Low	1 1 10 1 2 3	High	n=12 av.=2.75 md=3 dev.=0.62
3.4)	Difficulty (relative to other courses)	Low	2 7 3 1 2 3	High	n=12 av.=2.08 md=2 dev.=0.67
3.5)	Workload/pace was	Too Slow	0 12 0 1 2 3	Too Much	n=12 av.=2 md=2 dev.=0
3.6)	Texts, required readings	Poor	0 4 8 1 2 3	Excellent	n=12 av.=2.67 md=3 dev.=0.49

3.7)	Homework assignments		n=11 av.=2.82 md=3 dev.=0.4
3.8)	Graded materials, examinations		n=12 av.=2.83 md=3 dev.=0.39
3.9)	Lecture presentations		n=12 av.=2.83 md=3 dev.=0.39
3.10)	Class discussions		n=12 av.=2.83 md=3 dev.=0.39

# Profile

Subunit: LING

Name of the instructor: B.W. SMITH

Name of the course: 16S: LING 20 LEC 2: INTRO LING ANALYSIS  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=12	av.=9.00
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=12	av.=9.00
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=12	av.=8.67
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=12	av.=9.00
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=12	av.=8.75
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=12	av.=8.83
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=11	av.=9.00

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low								High	n=12	av.=2.33
3.2) Subject interest after course	Low								High	n=12	av.=2.75
3.3) Mastery of course material	Low								High	n=12	av.=2.75
3.4) Difficulty (relative to other courses)	Low								High	n=12	av.=2.08
3.5) Workload/pace was	Too Slow								Too Much	n=12	av.=2.00
3.6) Texts, required readings	Poor								Excellent	n=12	av.=2.67
3.7) Homework assignments	Poor								Excellent	n=11	av.=2.82
3.8) Graded materials, examinations	Poor								Excellent	n=12	av.=2.83
3.9) Lecture presentations	Poor								Excellent	n=12	av.=2.83
3.10) Class discussions	Poor								Excellent	n=12	av.=2.83

## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brian Smith is incredibly engaging and cares about what he teaches. He made class interesting every day and always relied on relevant and real-world examples to keep students focused. His witty approach really highlights how fascinating linguistics is as a field of study.
  - Brian is a fantastic professor; I felt like I really understood the concepts discussed in the class well and this class really solidified my decision to major in linguistics.
  - Brian is a superb professor and I wish there were more others like him. Maybe it was the small classroom environment, but I really felt like I learned a lot this quarter. His teaching style is organized, relatable, and engaging. I was never bored in class, and he was always very clear and kind. By far, one of the best professors at UCLA.
  - Brian's teaching style is clear, well-organized, and easy to follow. He is concerned not only about the students' learning but about student interaction and engagement in class. He provides relatable examples, gives us breaks to help us freshen up, and offers resources and time if needed.
  - He was awesome. He was one of the greatest professors I have had here at UCLA.
  - I think this class was very fair. I think Brian is one of the best professors I ever had. He is a great orator and does an amazing job piquing our interest in a subject and building on our knowledge to further a concept or idea. I really, really am into syntax now. And because of this class, I see myself incorporating a lot of the material I learned in class into other aspects of my life, such as my job as an English tutor. I really appreciate Brian's enthusiasm and his knowledge. I am happy that I was able to take his class before he moved schools. Good luck in Santa Cruz!
  - In terms of learning from lectures, this was the best class I ever attended, Brian. A small lecture in a big research university is an experience I will always cherish.
  - The instructor is good at presenting new ideas in clear and concise ways and provides good examples.
  - The instructor was approachable and concerned about student learning. The organization and pacing of the lectures was excellent. The instructor also made sure the material was clear before moving on to new concepts/information. Additionally, the material was presented in an engaging manner using memorable examples to explain/illustrate concepts.

The copious examples presented during lecture were also quite helpful. The assignment and quiz workload was fair and manageable. The instructor also did an excellent job in encouraging and creating class discussion.

Overall, the instructor did a great job structuring lecture and providing plenty of examples to ensure student comprehension of material.



## B.W. SMITH Evaluation of Instruction Program Report

16S: LING 165A LEC 1: PHONOLOGY II

No. of responses = 10

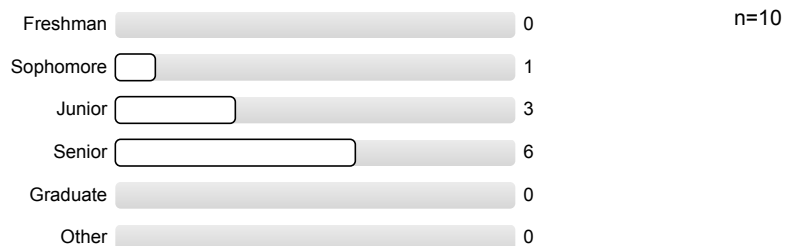
Enrollment = 24

Response Rate = 41.67%

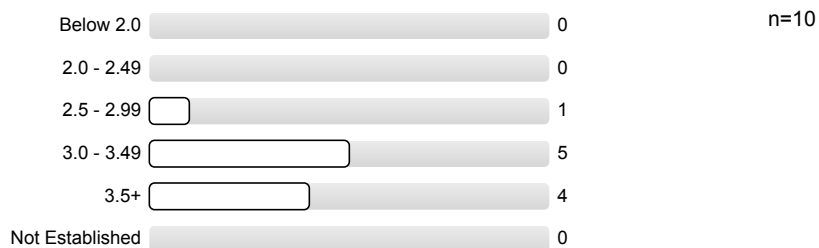
### Survey Results

#### 1. Background Information:

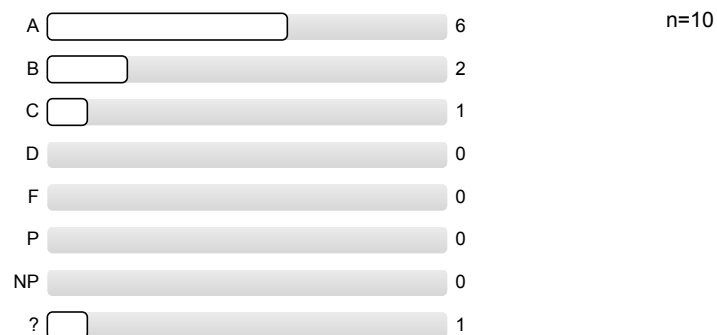
##### <sup>1.1)</sup> Year in School:



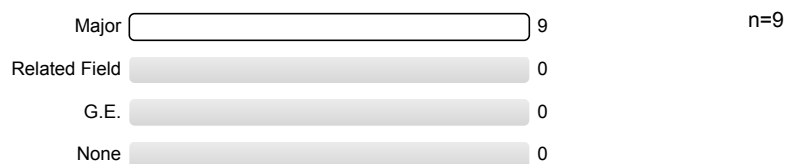
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?



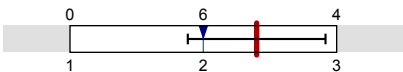
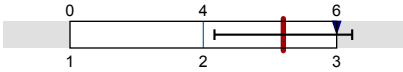


## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=10 av.=8.8 md=9 dev.=0.42
2.2)	Organization – Class presentations were well prepared and organized.		n=10 av.=8.4 md=9 dev.=1.58
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=10 av.=8.8 md=9 dev.=0.42
2.4)	Communication Skills – The instructor had good communication skills.		n=10 av.=8.6 md=9 dev.=0.97
2.5)	Value – You have learned something you consider valuable.		n=10 av.=8.4 md=9 dev.=1.58
2.6)	Overall – Your overall rating of the instructor.		n=10 av.=8.4 md=9 dev.=1.58
2.7)	Overall – Your overall rating of the course.		n=10 av.=8.4 md=9 dev.=1.58

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=10 av.=2.5 md=2.5 dev.=0.53
3.2)	Subject interest after course		n=10 av.=2.6 md=3 dev.=0.52
3.3)	Mastery of course material		n=10 av.=2.1 md=2 dev.=0.74
3.4)	Difficulty (relative to other courses)		n=10 av.=2.4 md=2 dev.=0.52
3.5)	Workload/pace was		n=10 av.=2.2 md=2 dev.=0.42
3.6)	Texts, required readings		n=10 av.=2.3 md=2 dev.=0.48



3.7)	Homework assignments		n=10 av.=2.4 md=2 dev.=0.52
3.8)	Graded materials, examinations		n=10 av.=2.6 md=3 dev.=0.52
3.9)	Lecture presentations		n=10 av.=2.9 md=3 dev.=0.32
3.10)	Class discussions		n=10 av.=2.8 md=3 dev.=0.42

# Profile

Subunit: LING

Name of the instructor: B.W. SMITH

Name of the course: 16S: LING 165A LEC 1: PHONOLOGY II  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=10	av.=8.80
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=10	av.=8.40
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=10	av.=8.80
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=10	av.=8.60
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=10	av.=8.40
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=10	av.=8.40
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=10	av.=8.40

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low								High	n=10	av.=2.50
3.2) Subject interest after course	Low								High	n=10	av.=2.60
3.3) Mastery of course material	Low								High	n=10	av.=2.10
3.4) Difficulty (relative to other courses)	Low								High	n=10	av.=2.40
3.5) Workload/pace was	Too Slow								Too Much	n=10	av.=2.20
3.6) Texts, required readings	Poor								Excellent	n=10	av.=2.30
3.7) Homework assignments	Poor								Excellent	n=10	av.=2.40
3.8) Graded materials, examinations	Poor								Excellent	n=10	av.=2.60
3.9) Lecture presentations	Poor								Excellent	n=10	av.=2.90
3.10) Class discussions	Poor								Excellent	n=10	av.=2.80

## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brian brings a concept as abstract as phonology and makes it easy to understand. He is fun, engaging, and truly cares about the student's grasp of the course material. I really enjoyed having him from LING 120A and I confidently enrolled in this class LING 165 knowing that he would not disappoint. I wish I could take more classes with him. And if I were ever teaching I would teach very similarly to him. He is intelligent, quirky and. I think he deserves a lot of credit and should be recognized as a model professor. Thank you Brian.
  - Brian has been one of my favorite teachers at UCLA - very kind and funny and intelligent. Also, myself and several other students thought he did an impeccable job handling the crisis situation on Wednesday. He kept everyone calm and made sure we all felt safe. Thank you Brian!
  - Brian is a really great instructor. He is super knowledgable and makes lectures and learning an enjoyable experience. He is clear, quick but thorough, and has a great attitude. He makes students feel comfortable enough to ask questions and seek extra help if necessary. He also makes material easy to understand, which I think is the most important thing in an instructor. He is also great in emergencies and cares about his students!
  - Brian is an incredibly able and effective instructor. I found grappling with the material of this course extremely difficult, and in class lectures and in office hours he was more than helpful in expanding upon and clarifying difficult concepts in the course material. I commend him with the highest regards, and have no negative criticism to offer.
  - Brian was awesome as an instructor. I genuinely looked forward to going to this class each day. He presents information in a way that is easy to follow and mixes practice activities in throughout lectures, which I thought was incredibly helpful in digesting the often-difficult material, because we were able to try out the things we were learning as we were learning them and go over any questions together as a class. Brian was also very concerned with students' understanding of the material and encouraged questions, and worked through each person's questions thoroughly. The way he lectured was interesting and also very effective, and Brian is clearly an expert and passionate about his field. I would also like to add that at the end of the quarter, we were on lockdown in this class for 2.5 hours and Brian handled the situation very well and remained calm throughout. All in all, I thought Brian was a great instructor and I hope to take a class with him again.
  - I love having Brian as a professor! He is kind, engaging, and simply the best at answering students' questions, even when that means straying a bit from the planned lecture. I truly enjoyed having him as my phonology instructor and only wish we had a full semester to learn all he has to offer.
  - I loved the hw assignments. It was really good practice to have a mini OT analysis each week and they were very fun. :)
  - This is the fourth class that I've taken at UCLA with Brian as my teacher and that's thanks to good planning on my part. Ever since Ling 20 I've been lucky enough to Brian teach phonetics and phonology, two topics in the field which he is clearly passionate about. It's clear that Brian is well-organized and takes care in planning the lecture discussions with the handouts he provides every class. He's even done a lot more to make the class interactive for us too, rather than just lecturing for 2 hours. He has questions and problems in the handouts that we work on and discuss among ourselves, furthering class engagement. He's also flexible with deadlines and class organization to better suit the students' needs. He's fine with changing quiz and homework content and even getting rid of assignments entirely. Overall, Brian is an entertaining and engaging lecturer, and I think it's pretty valid to say that Brian's enthusiasm and love for the subject were factors in my decision to switch majors.



## B.W. SMITH Evaluation of Instruction Program Report

16W: LING 20 LEC 2: INTRO LING ANALYSIS

No. of responses = 12

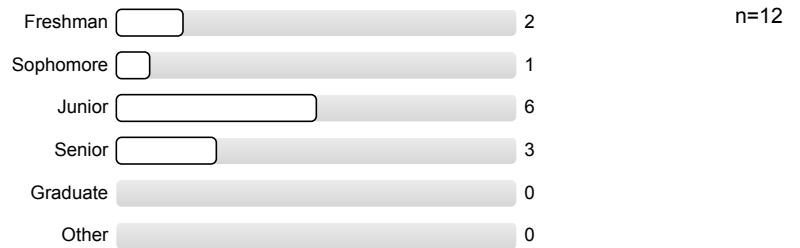
Enrollment = 22

Response Rate = 54.55%

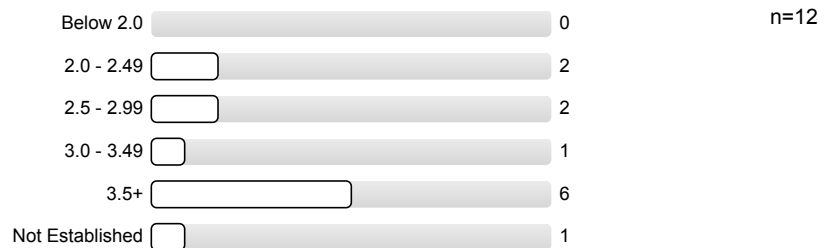
### Survey Results

#### 1. Background Information:

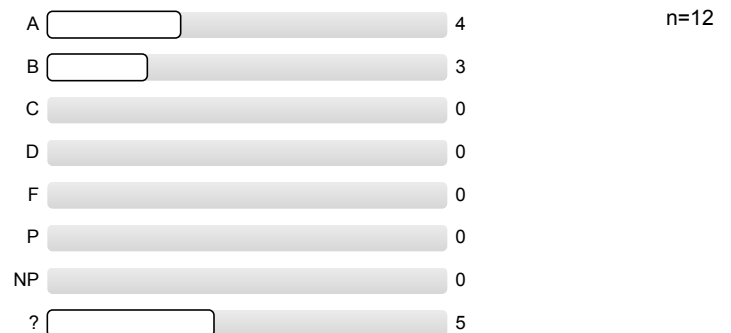
##### <sup>1.1)</sup> Year in School:



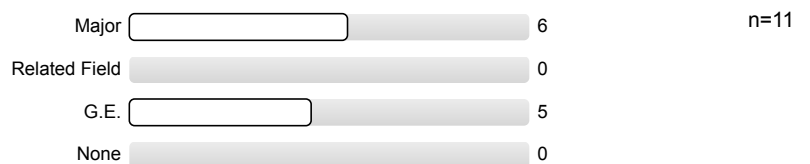
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?



## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=12 av.=8.33 md=9 dev.=0.89
2.2)	Organization – Class presentations were well prepared and organized.		n=12 av.=8.67 md=9 dev.=0.65
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=12 av.=8.5 md=9 dev.=0.8
2.4)	Communication Skills – The instructor had good communication skills.		n=11 av.=8.36 md=9 dev.=0.81
2.5)	Value – You have learned something you consider valuable.		n=12 av.=7.92 md=8.5 dev.=1.98
2.6)	Overall – Your overall rating of the instructor.		n=12 av.=8.58 md=9 dev.=0.67
2.7)	Overall – Your overall rating of the course.		n=12 av.=8 md=9 dev.=2

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=12 av.=2.17 md=2 dev.=0.58
3.2)	Subject interest after course		n=11 av.=2.55 md=3 dev.=0.69
3.3)	Mastery of course material		n=12 av.=2.75 md=3 dev.=0.45
3.4)	Difficulty (relative to other courses)		n=12 av.=2.25 md=2 dev.=0.75
3.5)	Workload/pace was		n=12 av.=2.17 md=2 dev.=0.39
3.6)	Texts, required readings		n=12 av.=2.5 md=2.5 dev.=0.52

3.7)	Homework assignments		n=12 av.=2.67 md=3 dev.=0.49
3.8)	Graded materials, examinations		n=12 av.=2.75 md=3 dev.=0.45
3.9)	Lecture presentations		n=12 av.=2.92 md=3 dev.=0.29
3.10)	Class discussions		n=12 av.=2.83 md=3 dev.=0.39

# Profile

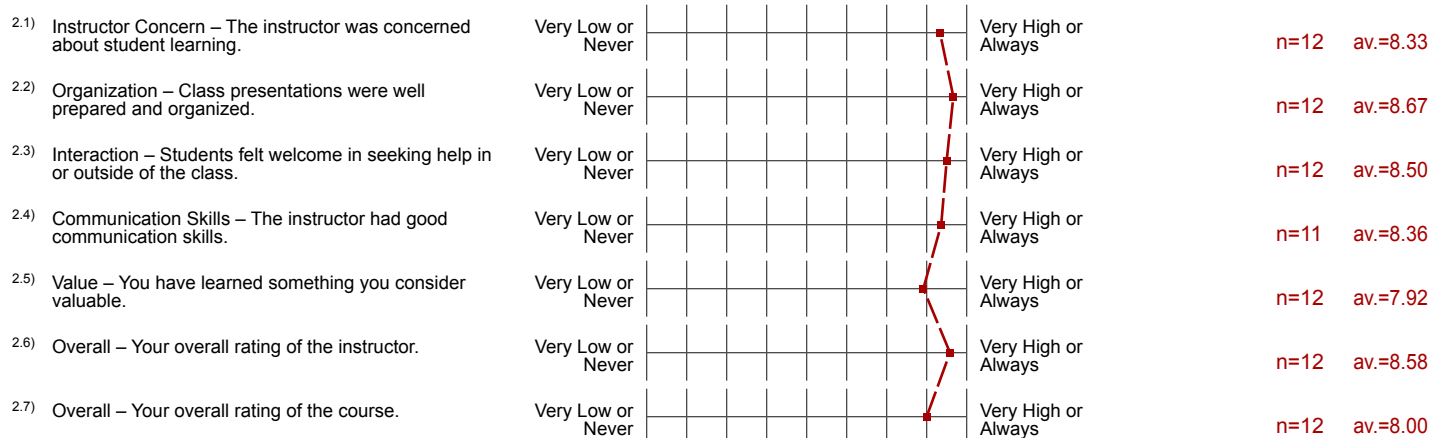
Subunit: LING

Name of the instructor: B.W. SMITH

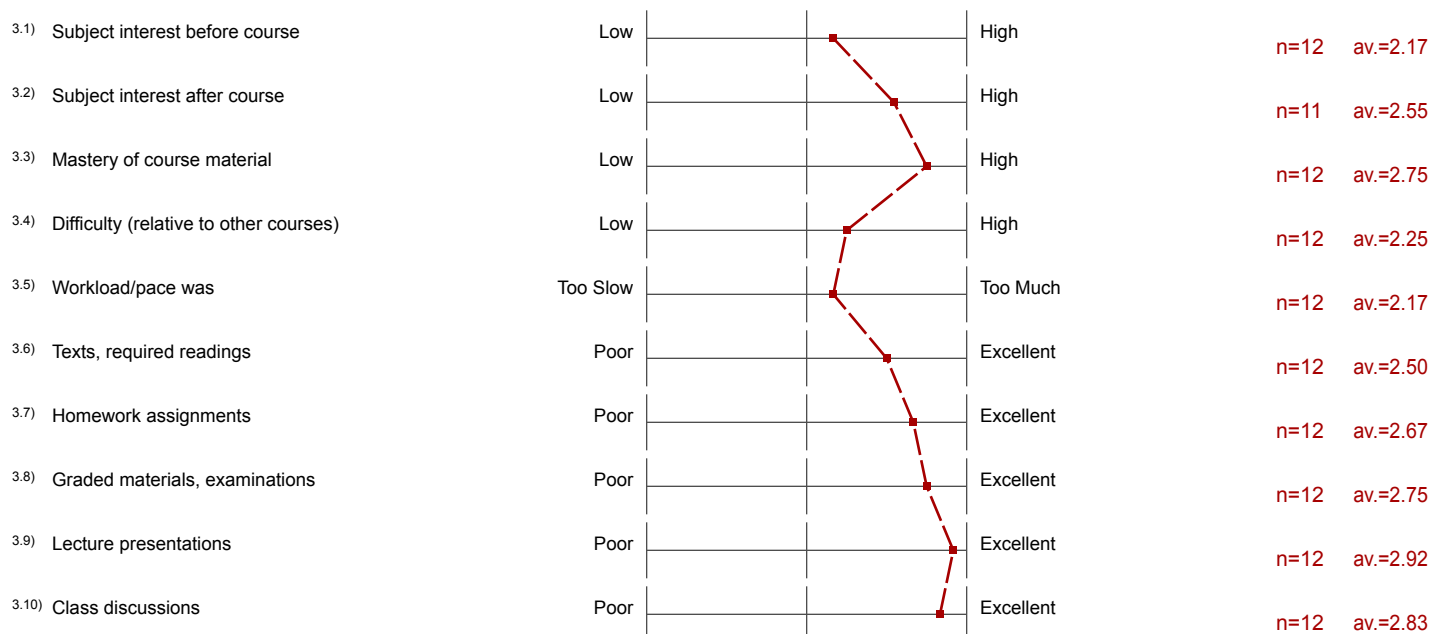
Name of the course: 16W: LING 20 LEC 2: INTRO LING ANALYSIS  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:



## 3. Your View of Course Characteristics:



## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brian is a solid instructor. I like how he gets enthusiastic about most parts of linguistics, and especially phonology. His office hours are fairly accessible. I appreciate how he encourages us to not be afraid of being wrong. His class can go a little faster in terms of pace, but I understand it's at a slower pace for the students who haven't been in school as long as I have. I wish homeworks were released a full week before they are due, instead of 5 days or so. The textbook was a bit of a doorstop but I liked the exercises scattered within it. Overall, Brian made linguistics fun, even if it's not my main area of study.
  - Brian's a great professor. He knows his stuff and he makes it fun and enjoyable to learn something that could potentially be very dry and boring.
  - I believe Professor Smith was genuinely concerned about student learning of the material. I am very timid, but I was not intimidated at all to seek help from him. He was always very punctual, organized, well prepared for the course and very helpful. Since I am a slow learner, sometimes the pace was a bit overwhelming for me, but Professor Smith was always willing to help with any questions regarding the lecture or assignments. I feel like I am ready for upper division linguistics courses. Overall, he was a very professional and great lecturer. I expected this course to be very difficult, but I thought his explanations made the subject more interesting and easier to understand.
  - I took the class last quarter, but I still learn a lot more from this class.
  - Interesting and engaging presentation of material.
  - Professor Smith strength lies in using the book in conjunction with his lectures. This allowed for a more effective use for the book. It was very helpful to use before and after the lecture. Professor Smith's lecture schedule was never too slow or too fast; the lecture always covered an appropriate amount of material and with great depth. My only complaint is the lack of a consistent date for the homework to be posted. It was never always at the same time or date; however, this did not affect the amount of time for the assignment to be completed nor the availability of the professor (to ask about the assignment).
  - The strengths of this course are that it is a highly applicable subject to everyday life, which Brian made use of in his examples and in teaching the course. It was also great how Brian was enthusiastic about the subject and had very clear expectations as to what would be on graded assignments/exams. I also liked how we had a break in the middle of an otherwise very long lecture. The only real weakness to this course is the somewhat disorganized way in which assignments and quiz dates were given, but it was not unreasonable so.
  - This class was so interesting and he is so nice professor.
  - Very good professor! He explains the concepts well and is easy to follow.





## B.W. SMITH Evaluation of Instruction Program Report

16W: LING 20 LEC 1: INTRO LING ANALYSIS

No. of responses = 78

Enrollment = 155

Response Rate = 50.32%

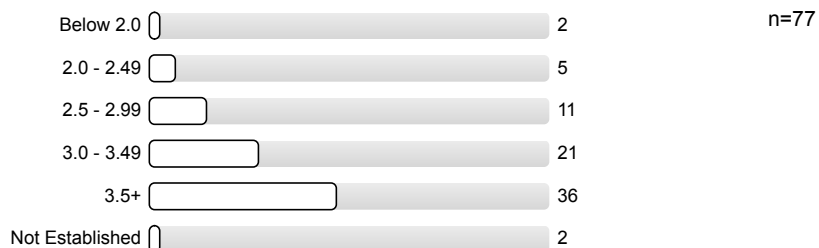
### Survey Results

#### 1. Background Information:

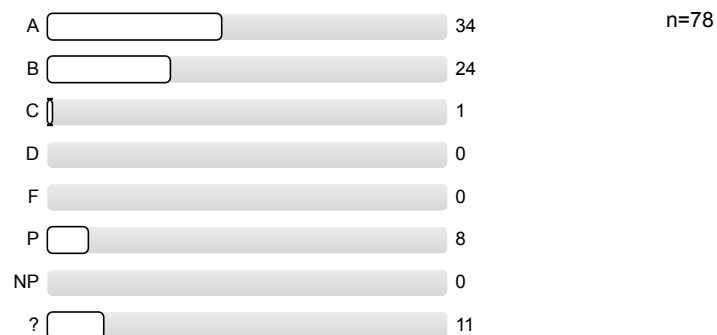
##### 1.1) Year in School:



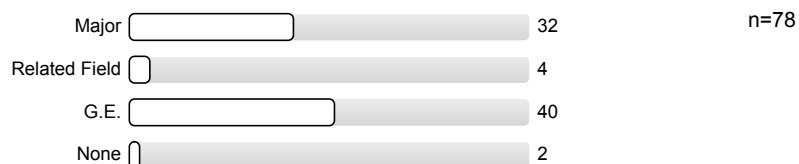
##### 1.2) UCLA GPA:



##### 1.3) Expected Grade:



##### 1.4) What requirements does this course fulfill?



## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=78 av.=8.26 md=9 dev.=1.16
2.2)	Organization – Class presentations were well prepared and organized.		n=78 av.=8.31 md=9 dev.=1.17
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=78 av.=8.23 md=9 dev.=1.24
2.4)	Communication Skills – The instructor had good communication skills.		n=77 av.=8.43 md=9 dev.=0.97
2.5)	Value – You have learned something you consider valuable.		n=78 av.=7.92 md=9 dev.=1.7
2.6)	Overall – Your overall rating of the instructor.		n=78 av.=8.35 md=9 dev.=1.09
2.7)	Overall – Your overall rating of the course.		n=78 av.=8.01 md=9 dev.=1.39

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=78 av.=2.05 md=2 dev.=0.72
3.2)	Subject interest after course		n=78 av.=2.45 md=3 dev.=0.75
3.3)	Mastery of course material		n=78 av.=2.49 md=3 dev.=0.6
3.4)	Difficulty (relative to other courses)		n=77 av.=2.17 md=2 dev.=0.64
3.5)	Workload/pace was		n=78 av.=2.14 md=2 dev.=0.35
3.6)	Texts, required readings		n=78 av.=2.35 md=2 dev.=0.53

3.7)	Homework assignments	<div><div>Poor</div><div><div>3</div><div>49</div><div>26</div></div><div><div>1</div><div>2</div><div>3</div></div><div>Excellent</div></div>	<div>n=78</div> <div>av.=2.29</div> <div>md=2</div> <div>dev.=0.54</div>
3.8)	Graded materials, examinations	<div><div>Poor</div><div><div>3</div><div>49</div><div>26</div></div><div><div>1</div><div>2</div><div>3</div></div><div>Excellent</div></div>	<div>n=78</div> <div>av.=2.29</div> <div>md=2</div> <div>dev.=0.54</div>
3.9)	Lecture presentations	<div><div>Poor</div><div><div>1</div><div>23</div><div>54</div></div><div><div>1</div><div>2</div><div>3</div></div><div>Excellent</div></div>	<div>n=78</div> <div>av.=2.68</div> <div>md=3</div> <div>dev.=0.5</div>
3.10)	Class discussions	<div><div>Poor</div><div><div>4</div><div>41</div><div>31</div></div><div><div>1</div><div>2</div><div>3</div></div><div>Excellent</div></div>	<div>n=76</div> <div>av.=2.36</div> <div>md=2</div> <div>dev.=0.58</div> <div>ab.=2</div>

# Profile

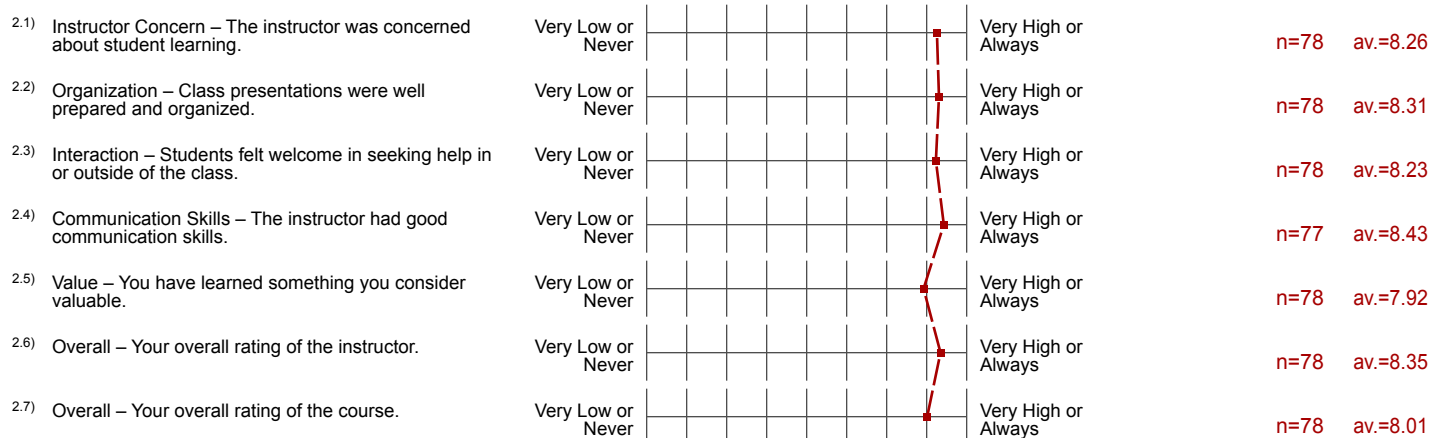
Subunit: LING

Name of the instructor: B.W. SMITH

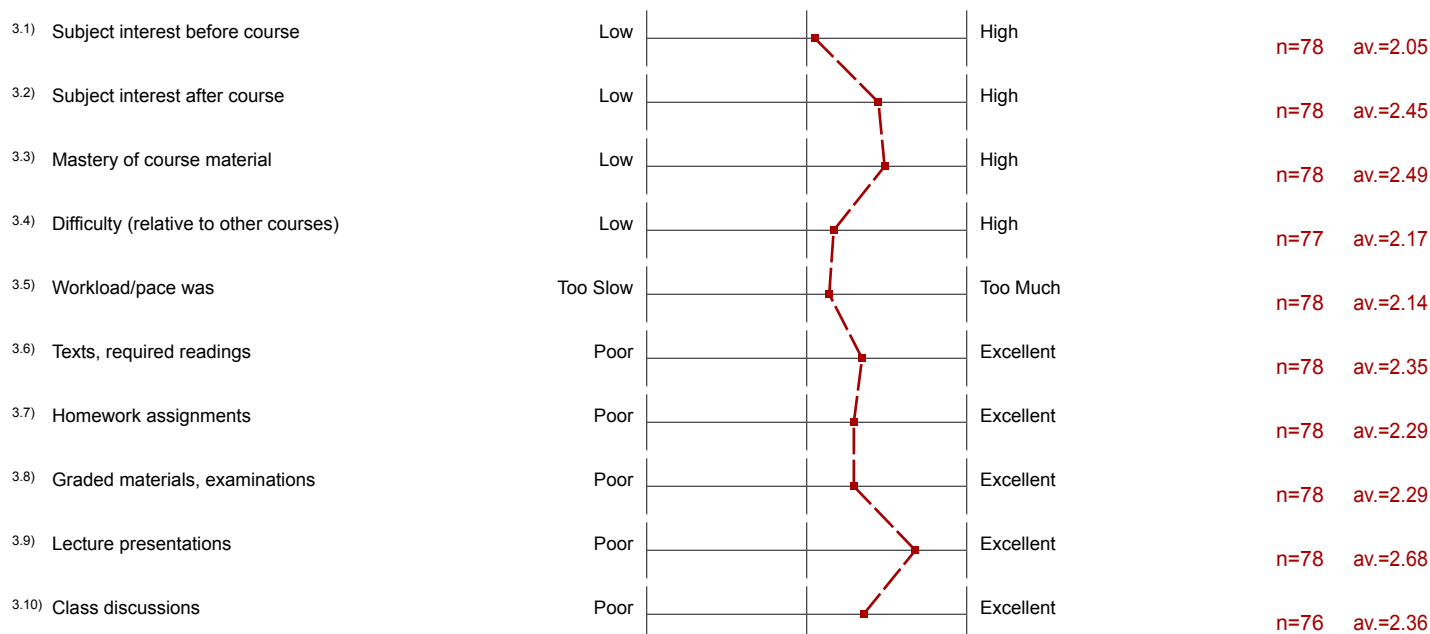
Name of the course: 16W: LING 20 LEC 1: INTRO LING ANALYSIS  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:



## 3. Your View of Course Characteristics:



## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Always answered questions in class and tried to get students to participate  
Gave us a 10 minute break in lecture
  - Best professor!!
  - Brian Smith was a great professor. He made class fun because he was extremely enthusiastic about the material and it rubbed off on me and other students. All of his lectures were well prepared and organized and really honed in on what was important. I can genuinely say that lectures were more than worth my time and I'd take another class instructed by Professor Smith in a heartbeat.
  - Brian is a very engaging and inclusive speaker who truly made a very technical course into a surprisingly exciting one. He made everyone who participated feel very welcome, which greatly facilitated discussion in even such an immense class, and had the natural charisma of a great speaker. His only fault would be not in his conduction of lecture, but in the discrepancy between what he said in class, and what was tested in quizzes/homework. For instance, for the PS Rules quiz, it wasn't made clear if you could leave an Adjective as an Adjective or if you had to make it an AP for the NP Rule. And if you did make it an AP, would you then have to define an AP (despite the fact that you only had to write three PS rules, one for S, one for NP, and one for VP). This led to much conflict in discussion as we argued over which strategy was better since Daniela insisted that you couldn't leave an Adjective as just an Adjective if it was dominated by an NP. Same thing with the neutralization/alternation quiz last week. I felt these topics could have been made clearer so that we didn't end up breaking some Linguistic Law in our naivete and inexperience.
  - Brian was a very concerned instructor. He was clearly very knowledgeable and extremely fair.
  - Brian was by far the best professor I've had at UCLA so far. He lectures with enthusiasm, has a great sense of humor, and is extremely fair when it comes to quizzes, exams, and grades. Even when the material gets challenging, Brian explains it in a clear way so it's easier to understand. Although some of the homework assignments can be difficult or time consuming, there is no doubt that Brian or a TA will be available to help you. Overall, this course was amazing -- interesting, challenging, and fun all at the same time.
  - Course very reflective of textbook, which was ambiguous and often needed wasted time for clarification to fully understand the subject
  - Course was rather difficult for how simple the material is. Homework assignments were reasonable however I felt the number of quizzes was unnecessary.
  - Cute!
  - Dr. Smith is very caring and helpful. I can master the materials in class without further review after
  - Great professor. If someone thinks he didn't do a great job then they've been spoiled with perfect professors. He was really clear on what he expected us to learn and gave us plenty of resources to use.
  - Honestly didn't expect to like Professor Smith as much as I did—initially, he makes it seem like the class will be extremely difficult and that he'll be a stickler about everything, but that isn't the case. He's really friendly, has a great sense of humor and sarcasm (not everyone gets it, but he's a funny guy), and really seems to care that we learn the material.  
A lot of the teaching can seem hand-wavy in the first half the class because this is just an intro class,

but he does his best to explain things without getting overly complicated.

The class does cover a \*lot\* of material, but Professor Smith did a good job of connecting back to old material when relevant.

Really enjoyed the class and I hope to take another linguistics class with the professor.

- I am sure that the professor is a very knowledgeable person about linguistics, but I did not appreciate having a draft textbook for the course, especially this course being the gateway to other linguistic courses. That is all.
- I appreciate the structure Brian brings in his lectures, for example, no cell phone usage, no in and out of the class, etc. It creates a productive and distraction-free learning environment for all students. Sometimes he tries a little too hard to be funny, but it's all in good fun. He's definitely an asset to the Ling department and I would definitely recommend him!
- I greatly enjoyed having a professor so enthusiastic about teaching his students. Prof. Smith did a very good job explaining the material clearly (or clarifying when something was confusing). The grading, however, could be frustrating. The course is a stickler for being notationally exact, but we would sometimes obtain problems (usually the quizzes) where unknown symbols are present or specific notation is suddenly more lax. This fluctuation was annoying to try and follow. All in all though, I'm glad I had an enthusiastic professor who really cares about his students (their wellbeing as well as their understanding of the material).
- I thoroughly enjoyed this course, both in subject matter and in subject delivery. Although I have long been fascinated by linguistics, I have emerged from this course with the understanding that linguistics, though steadfastly rule-governed, is far more complex than I originally conceived. We covered, at an introductory level, a broad swath of linguistic subfields within these ten weeks, from inflectional morphology to language acquisition. I feel that the pacing of lectures was reasonable in order to cover these branches of linguistics in cursory detail. The instructor, Brian Smith, was very engaging in his lectures. His bright and beaming disposition was infectiously positive and brought a much-needed light-heartedness to the middle of my nine-hour Mondays and Wednesdays. Brian sought to ensure that his students understood the course material, supplementing it with entertaining, informative, and highly thought-provoking linguistic examples. He sought to demonstrate the scientific method more directly than all of my science classes by expounding upon linguistic theories, refuting them, and updating them in the spirit of demonstrating how complex language is. Overall, I found the materials discussed to be highly informative and intriguing, and I would recommend this course and instructor to many of my fellow students (who are not already enrolled in this course).
- Linguistics 20 isn't the most exciting class, but Smith did well in engaging the class by creating in-class activities and assignments to help students understand the material. He follows the textbook almost exactly, which is very helpful in terms of studying. The homework for this class is 45% of the grade and can sometimes be quite challenging, but Smith and the TAs do well in answering your questions.
- Not enough practice problems; The format of the exam took longer than necessary to get used to.
- Please tell us more jokes. Sarcasm is great! And please, don't "destroy cities" again.
- Professor Smith had an excellent pace to this class. He was very interactive with us in lecture and made sure we understood concepts before moving on to the next. I thought he had good communication skills and gave really good examples in class to illustrate those complex concepts. I think it was very disrespectful when some students started to talk when quizzes were still out. He was very patient and respectful to all of us. I went to his office hours once and he was very welcoming in offering his assistance on what I didn't understand. Linguistics is a very hard subject for me, but I can see myself passing this class because the notes from lecture are very helpful!
- Professor Smith is a great linguistic professor. I didn't know anything about linguistics before and was going to take it as a GE class. But his teaching really interests me in the class. His explanation in lecture was helpful that I barely need to read the book and his homework was constructed well that after finishing I gained better understanding of the materials

- Professor Smith is a very engaging lecturer. I enjoyed coming to lectures as he explained the material well and made it entertaining with relevant and amusing references.
- Professor Smith is an excellent professor, however at times it felt like the class had too many assignments and quizzes, and that assignments were at times overly complicated.
- Professor Smith is really funny and patient. He explains topics in clear language that made learning this material simple and enjoyable. I changed my major to Linguistics because of this course.
- Professor Smith is really professional and helpful, especially during office hours. He is very knowledgeable and knows how to convey his information to students effectively.
- Professor is performing the course materials well and is always willing to help.
- Professor's lecture is very clear and helpful.
- Smith was very funny and interesting and made me remember why I fell in love with linguistics in the first place. I especially had fun with his invented language on tests and homework, though sometimes they were very French/Romance-like in their vocabulary (blut Martian and Plutonian were gold). I do wish we had more time to cover historical linguistics, but I think we didn't because of all our three day weekends, rather than Smith's fault.
- So cute the professor, well-demonstrate everything we need to know. The course provides me s new vision to treat logic and language, and also make some inspirations for programming, which is also a language
- Sometimes the homework is weird in the way the professor made questions. But taking the class was a lot fun because of professor's personal charm and his iconic sarcasm. VERY NICE PROFESSOR! LOVE HIM!
- Sometimes, the hw is hard, but I think they are very useful for me to learn about the material covered. I would appreciate that if we could have more clear instruction for the hw so we will know the direction of how to do better. Great lecture and section overall.
- Strengths- willing to help.  
Weakness- If the lectures were one hour long we would still learn the same amount as the two hour class. The lectures were too slow.
- The Professor was very entertaining when lecturing. He makes students laugh and he makes linguistics fun to learn. He reviewed material sometimes, and I think it would be great if he did that more often.
- The instructor went in depth explaining various concepts better than the textbook explained them. He is very good at coming up with examples to help us understand the concepts. I wish he came up with examples that were a little different from the ones already in the book.
- The learning of about four, five linguistics branches were spread out more and divided better this quarter than last quarter with Hayes. No semantics, but there is historical linguistics.
- The professor's lectures were always very informational, and I felt that tests and assignments were always completely fair. Never too easy, but never too hard. Nothing was ever a trick question. It was actually making sure we knew how to apply the things we learned without causing unnecessary stress. I felt like I had earned my grades instead of having them handed to me.
- The real strength were the lectures. He presented the material in a clear and enjoyable way. The one weakness was that some of the homework was confusing and incorporated things that we had not discussed yet.
- This class is hard. It should specify somewhere that this is the gateway class to the major and should not be mistaken for ling 1 if you are just looking for a ge

- This professor is really nice and considerate! A lot of quizzes and homework but they all help to keep me on the right track and check my understanding of the material.
- Too much work for a class I was taking as a GE
- Very engaging. Professor Smith's great communication skills along with his sense of humor (e.g., sarcasm) made it easier to stay awake and attentive during the two hour lecture.
- Very good professor.
- he was very thorough in his lectures, and provided necessary material, super helpful! weaknesses N/A
- jokes are pretty weird but entertaining  
class is interesting and everything is pretty straightforward  
sometimes it gets confusing but the lectures are fun





## B.W. SMITH Evaluation of Instruction Program Report

15F: LING 170 LEC 1: INTRO SOCIOLOGICAL

No. of responses = 13

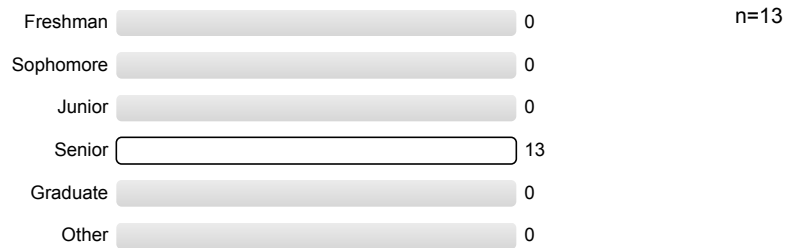
Enrollment = 24

Response Rate = 54.17%

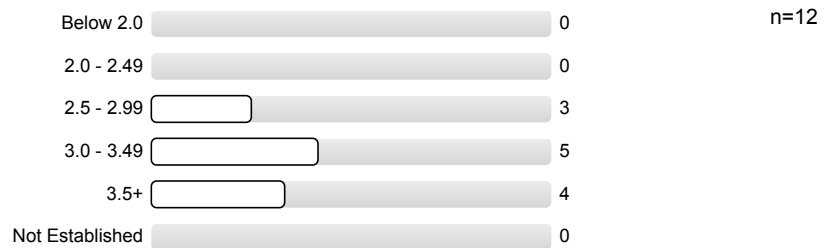
### Survey Results

#### 1. Background Information:

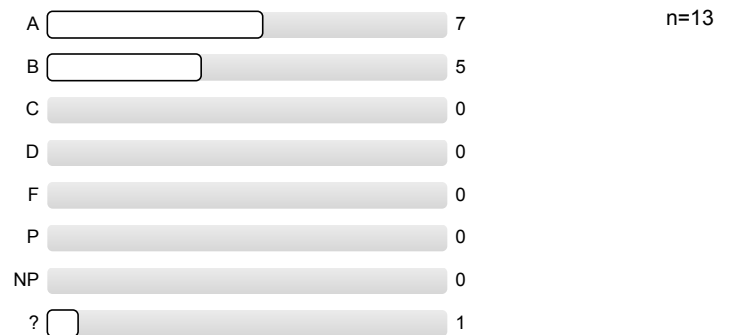
##### <sup>1.1)</sup> Year in School:



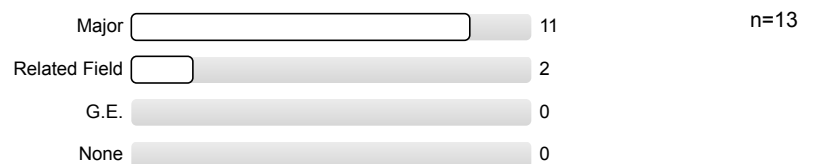
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?



## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=12 av.=8.83 md=9 dev.=0.58
2.2)	Organization – Class presentations were well prepared and organized.		n=13 av.=9 md=9 dev.=0
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=13 av.=9 md=9 dev.=0
2.4)	Communication Skills – The instructor had good communication skills.		n=13 av.=8.77 md=9 dev.=0.6
2.5)	Value – You have learned something you consider valuable.		n=13 av.=8.77 md=9 dev.=0.44
2.6)	Overall – Your overall rating of the instructor.		n=13 av.=9 md=9 dev.=0
2.7)	Overall – Your overall rating of the course.		n=13 av.=9 md=9 dev.=0

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=13 av.=2.38 md=2 dev.=0.65
3.2)	Subject interest after course		n=13 av.=2.85 md=3 dev.=0.38
3.3)	Mastery of course material		n=13 av.=2.69 md=3 dev.=0.48
3.4)	Difficulty (relative to other courses)		n=13 av.=2.08 md=2 dev.=0.28
3.5)	Workload/pace was		n=13 av.=2.08 md=2 dev.=0.28
3.6)	Texts, required readings		n=13 av.=2.62 md=3 dev.=0.51

3.7)	Homework assignments	<div><div>Poor</div><div><div>0</div><div>4</div><div>8</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div><div>n=12</div><div>av.=2.67</div><div>md=3</div><div>dev.=0.49</div></div>
3.8)	Graded materials, examinations	<div><div>Poor</div><div><div>0</div><div>3</div><div>10</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div><div>n=13</div><div>av.=2.77</div><div>md=3</div><div>dev.=0.44</div></div>
3.9)	Lecture presentations	<div><div>Poor</div><div><div>0</div><div>0</div><div>13</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div><div>n=13</div><div>av.=3</div><div>md=3</div><div>dev.=0</div></div>
3.10)	Class discussions	<div><div>Poor</div><div><div>0</div><div>3</div><div>8</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div><div>n=11</div><div>av.=2.73</div><div>md=3</div><div>dev.=0.47</div><div>ab.=2</div></div>

# Profile

Subunit: LING  
 Name of the instructor: B.W. SMITH  
 Name of the course: 15F: LING 170 LEC 1: INTRO SOCIOLOGUIST  
 (Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=12	av.=8.83
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=13	av.=9.00
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=13	av.=9.00
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=13	av.=8.77
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=13	av.=8.77
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=13	av.=9.00
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=13	av.=9.00

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low									High	n=13	av.=2.38
3.2) Subject interest after course	Low									High	n=13	av.=2.85
3.3) Mastery of course material	Low									High	n=13	av.=2.69
3.4) Difficulty (relative to other courses)	Low									High	n=13	av.=2.08
3.5) Workload/pace was	Too Slow									Too Much	n=13	av.=2.08
3.6) Texts, required readings	Poor									Excellent	n=13	av.=2.62
3.7) Homework assignments	Poor									Excellent	n=12	av.=2.67
3.8) Graded materials, examinations	Poor									Excellent	n=13	av.=2.77
3.9) Lecture presentations	Poor									Excellent	n=13	av.=3.00
3.10) Class discussions	Poor									Excellent	n=11	av.=2.73

## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Amazing professor! It was clear that he knew the topics of the course. I learned things I didn't think I would have learned being here at UCLA and he opened my perspective on many things that occurred and are occurring in society. He made the course exciting so exciting that I did not feel forced to go to class because I was that eager to learn. Overall, AMAZING.
  - I found it tedious to have to write summaries of the assigned homework reading, however, I understood that it was your way of keeping us accountable to our responsibilities. In light of this, I think it would be more beneficial if you just included questions about the readings on the quizzes or even better had separate quizzes on the readings. This is because I found it arbitrary to assign a score to a summary when the objective was to do the reading so the summaries can actually hurt students grades more than the quizzes.
  - I found the presentations that the instructor put together were very well made. The course was understandable and interesting. The only thing I would say is that some of the articles were somewhat long, other than that I think that the course was great.
  - I really enjoyed this class and the professor's teaching style. The material was very interesting and I think the professor chose topics that were relevant. I appreciate that at the beginning of many classes there is a short review to ensure that we understand main points.
  - I really like this class. I learned what I expected to learn. Topics were very interesting. Brian is an amazing professor. He has great communication skill that you would never get bored in class. Sometimes he was being too sarcastic, but sometimes he was pretty funny. It would be better if he responds to emails more frequently, and remember students' names better...as it was a small class.... that would definitely make students happier and feel respected.
  - Interesting material, professor is passionate about subject which makes lecture more enjoyable. Presents in a way that makes sense to the students and ensures that we understand the course material in lecture before moving on to another topic. Approachable and friendly, felt welcome to seek help outside of lecture
  - It was hard at first to study for the quiz and complete the reading assignments I the beginning of the quarter, especially when there were multi reading assignments due. Lectures were very well organized and easy to follow.
  - Professor Smith always encourages the students to come to class by requiring to hand in homework in person and with in-class quizzes. The class isn't boring at all and keeps me going into trying to keep up with the class.
  - Really enjoyed the class! Great readings and class lectures
  - The professor seemed really picky and strict in the beginning, but he relaxed a little more after two weeks of class or so. He is extremely organized. As much as I hate to say it, having to write summaries for the required readings helped a LOT. It really added to what we he went through in the lectures. With that being said, he failed to tell us what he was looking for in the summaries, until after the first two weeks when we got back our summaries and he realized we were missing some things he considered crucial. He took part of the class to outline the things we should include in our summaries.
  - This class was very demanding, but I really think it paid off. Without putting in as much work as I did, I don't think I would have been able to master the material as much as I love. Prof. Smith really cares

about his students learning and it shows.

- Very organized professor, great lectures.



## B.W. SMITH Evaluation of Instruction Program Report

15F: LING 120A LEC 1: PHONOLOGY I

No. of responses = 22

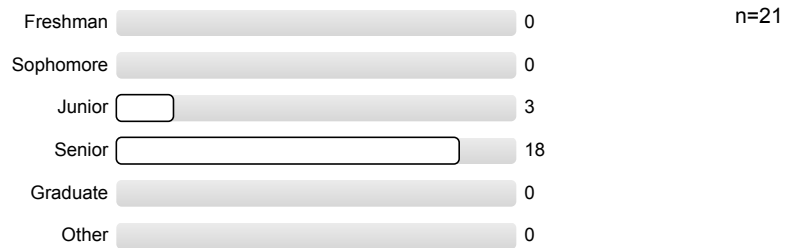
Enrollment = 37

Response Rate = 59.46%

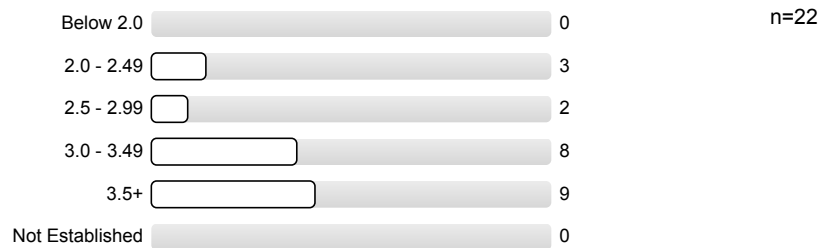
### Survey Results

#### 1. Background Information:

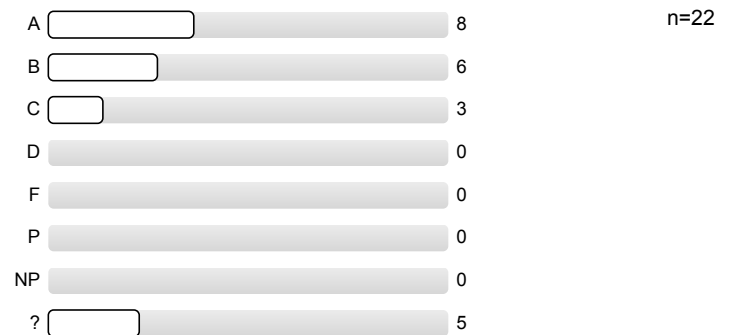
##### <sup>1.1)</sup> Year in School:



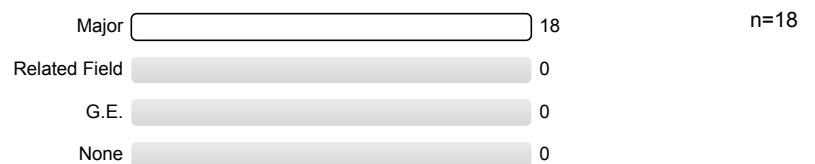
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?



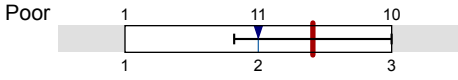
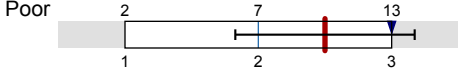

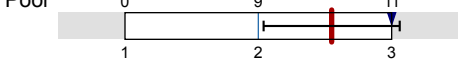
## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=22 av.=8.59 md=9 dev.=0.73
2.2)	Organization – Class presentations were well prepared and organized.		n=22 av.=8.5 md=9 dev.=0.74
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=22 av.=8.41 md=9 dev.=1.33
2.4)	Communication Skills – The instructor had good communication skills.		n=22 av.=8.5 md=9 dev.=0.74
2.5)	Value – You have learned something you consider valuable.		n=22 av.=8.18 md=8 dev.=1.01
2.6)	Overall – Your overall rating of the instructor.		n=22 av.=8.5 md=9 dev.=0.74
2.7)	Overall – Your overall rating of the course.		n=22 av.=8.05 md=8.5 dev.=1.21

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=22 av.=1.82 md=2 dev.=0.8
3.2)	Subject interest after course		n=22 av.=2.55 md=3 dev.=0.6
3.3)	Mastery of course material		n=21 av.=2.43 md=2 dev.=0.6
3.4)	Difficulty (relative to other courses)		n=22 av.=2.64 md=3 dev.=0.49
3.5)	Workload/pace was		n=22 av.=2.45 md=2 dev.=0.51
3.6)	Texts, required readings		n=22 av.=2.41 md=2 dev.=0.5



3.7)	Homework assignments		n=22 av.=2.41 md=2 dev.=0.59
3.8)	Graded materials, examinations		n=22 av.=2.5 md=3 dev.=0.67
3.9)	Lecture presentations		n=22 av.=2.68 md=3 dev.=0.48
3.10)	Class discussions		n=20 av.=2.55 md=3 dev.=0.51 ab.=2

# Profile

Subunit: LING

Name of the instructor: B.W. SMITH

Name of the course: 15F: LING 120A LEC 1: PHONOLOGY I  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never																	Very High or Always	n=22	av.=8.59
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never																	Very High or Always	n=22	av.=8.50
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never																	Very High or Always	n=22	av.=8.41
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never																	Very High or Always	n=22	av.=8.50
2.5) Value – You have learned something you consider valuable.	Very Low or Never																	Very High or Always	n=22	av.=8.18
2.6) Overall – Your overall rating of the instructor.	Very Low or Never																	Very High or Always	n=22	av.=8.50
2.7) Overall – Your overall rating of the course.	Very Low or Never																	Very High or Always	n=22	av.=8.05

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low																	High	n=22	av.=1.82
3.2) Subject interest after course	Low																	High	n=22	av.=2.55
3.3) Mastery of course material	Low																	High	n=21	av.=2.43
3.4) Difficulty (relative to other courses)	Low																	High	n=22	av.=2.64
3.5) Workload/pace was	Too Slow																	Too Much	n=22	av.=2.45
3.6) Texts, required readings	Poor																	Excellent	n=22	av.=2.41
3.7) Homework assignments	Poor																	Excellent	n=22	av.=2.41
3.8) Graded materials, examinations	Poor																	Excellent	n=22	av.=2.50
3.9) Lecture presentations	Poor																	Excellent	n=22	av.=2.68
3.10) Class discussions	Poor																	Excellent	n=20	av.=2.55

## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Amazing instructor! Made a difficult subject very interesting and much more comprehensible. The packets accompanying the lectures were very helpful and well-organized. Instructor was very concerned about students' learning and mastery of the material. Was always easy to reach outside of class and went out of his way to give students extra help when needed. Thank you so much!
  - Brian is a great lecturer. He explains things well and makes it very easy to understand. He takes a lot of time making sure everyone understands and loves answering questions and will always ask the class questions and makes sure everyone is involved.
  - Brian is a wonderful professor. My interest in phonology was relatively low before taking the class but he made me really like it! 8am classes are always rough but for the first time I actually looked forward to them. He was so entertaining and funny, it was a joy being his student. Not to mention, he is very knowledgeable about the subject and clearly loves it. This was probably my hardest class but it was also my favorite. I don't have any complaints about the course and would highly recommend Brian to anyone,
  - Brian is an awesome instructor! I just struggle with phonology in general. He was so flexible with students and that to be deserves recognition, he is super friendly however although he provided a guide for the homework it felt like too much and it was often very very confusing. There was like a week where I was so stressed and alot of assignments were due for his class and then a week where nothing was due because we were somehow ahead..i'm not sure if I'm grateful for that or i wish that weren't the case. I do feel however that his quizzes had no real structure to them, like I never knew to really study because sometimes it would be phonological rules other times "writ this in prose" or "figure out this pattern" and for me that just was so hard because I never knew what to study. However him allowing a one page of notes often times helped me but I WISH he had given some sort of guidance like he did the home works. But again he is a super sweet person and I can tell he wants his students to succeed however for some reason I felt intimidated to speak to him because I didnt want to use wrong linguistic terms or him think I don't know anything because I struggle with phonology so I'd go to Brice.
  - Brian is very knowledgeable and very helpful in and outside of class. Occasionally in lecture we would go off topic and lose focus but most of the time it was relevant iinfo or interesting nonetheless.
  - Brian really wanted to teach and seemed to enjoy teaching. He was able to break down a complicated subject and make it understandable. He was patient and a good teacher.
  - Fantastic class with a really engaging instructor (which is no small feat for an 2hour 8am lecture in Broad). When we did phonology in Ling 20 I had a really hard time understanding and conceptualizing it, but I felt like this class was broken up really well and that I have a very good understanding of the material now. Brian is also clearly very concerned with his students not only doing well but having full command over what we've been taught this quarter, which was very reassuring.
  - He is knowledgeable and helpful. He explains the course content clearly and helps the student reach the required analysis. The only concern is that he only gives subtle hints on how to solve certain problems, so the student could feel lost sometimes. It would be nice if he gave better directions on certain quizzes, helped the student find the right answer for the project. Great professor overall.
  - Instructor was good but the course material was hard.
  - It is pretty rare for me to be able to sit through an 8AM, two-hour lecture, twice every week without dosing off. I have to admit that I did sometimes feel a little tired, but it was definitely not because of his

lectures, but because of the time. I think Professor Smith was very interactive and considerate about the students' learning, and always willing to listen to what we have to say. Some students asked questions that I feel like they could have asked during office hours instead (if the questions wouldn't benefit the whole class), but Professor Smith was pretty nice about trying to answer the questions, and trying to cut them off for later if the questions took too long to answer. Overall, I enjoyed being in his class, and the material was interesting.

- Phonetics/Phonology has never been a topic I have had an easy time with. Fortunately, this is my second time having Brian Smith as a professor for such a topic. Brian really makes the class able to do. The only weakness I can point out in this class is the amount of work assigned. Some of the weekly problem sets require a lot of further critical thinking outside of what we learned in that week's lecture(s). Unfortunately, I still tend to struggle a lot with the types of questions on the homeworks that when I get my homework results back, it goes to show how difficult but preparing the class tries to be for the final. I did struggle with this class a whole lot. Brian made it easier for us with adding extensions and extra office hours to help students out with a lot of unanswered questions. I am thankful for that. I can't say I'm coming out of the quarter still very interested in phonology, but I am glad to be done with it on a hopefully strong-to-decent note.
- The instructor is great at presenting the material in an effective way. He makes sure the students are clear about detail before moving on, which is widely considerate. His way of lecturing is pretty engaging and encourages students to pay attention. The performance by students could potentially be better if the days for the homeworks and quizzes are switched, especially if the class is scheduled in the early morning.
- The workload was intense, but the professor was interesting and made me interested in the topic. I had an amazing time although the class was one of the most difficult I have ever taken.
- This class was quite difficult but I really enjoyed it, some of the homework was very challenging but I think it really paid off. The class handouts were very helpful
- This is my second time having Professor Smith, and hopefully it won't be my last. Starting off with his lectures, he is very well organized. The lectures have a very clear progression, and at no time was anyone wondering "how is this related to anything?" The professor, unlike many I have had before, had no problem answering any questions we had for him. He would always explain why the method of solving the question was wrong, then explain how to fix the problem. He is very helpful, willing to even meet on weekends outside of class in order to provide tips and guidance for homework and projects. Professor Smith is very approachable and understanding. He was able to make the material fun and interesting, and this is definitely one of my favorite classes.
- This is the third class that I've taken with Brian here at UCLA and it is not a coincidence. I've always found Brian to be an engaging and entertaining lecturer who can masterfully present the material in a way that is clear and understandable. He is committed to ensuring that all students have access to the class material in every lecture and he is flexible in scheduling class assignments and exams, taking student concerns and workload into consideration. I would recommend anyone to take a class by Brian Smith.
- strengths-tough hw assignments made me better at phonology  
weaknesses-lecture material did not match the difficulty of hw material. we should be practicing stuff that's just as hard as the exams and hw in class. lecture often did not engage students. if we practiced phonology problems more interactively we would get it faster



## B.W. SMITH Evaluation of Instruction Program Report

15S: LING 120A LEC 1: PHONOLOGY I

No. of responses = 20

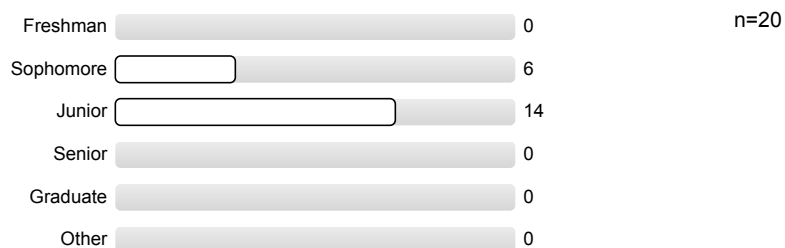
Enrollment = 36

Response Rate = 55.56%

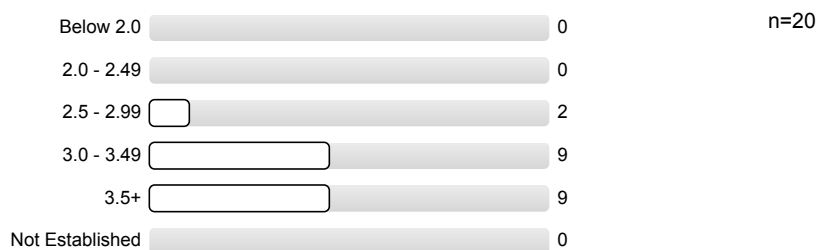
### Survey Results

#### 1. Background Information:

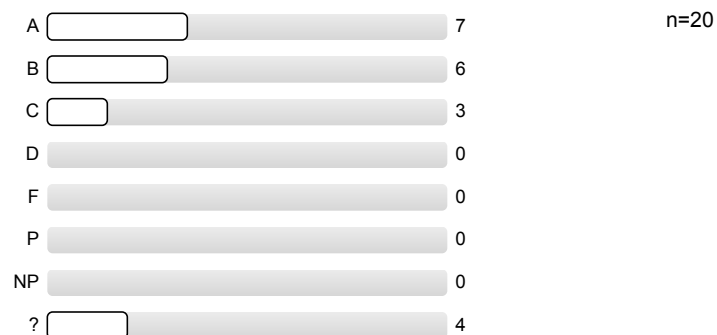
##### <sup>1.1)</sup> Year in School:



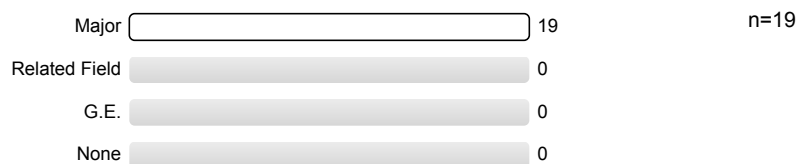
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?

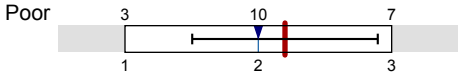
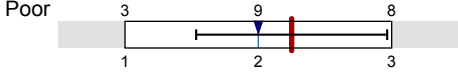
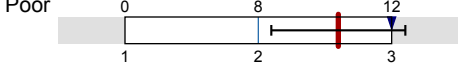



## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=20 av.=8.7 md=9 dev.=0.66
2.2)	Organization – Class presentations were well prepared and organized.		n=20 av.=8.3 md=9 dev.=0.98
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=20 av.=8.7 md=9 dev.=0.57
2.4)	Communication Skills – The instructor had good communication skills.		n=20 av.=8.45 md=9 dev.=1.15
2.5)	Value – You have learned something you consider valuable.		n=20 av.=8.05 md=9 dev.=1.28
2.6)	Overall – Your overall rating of the instructor.		n=20 av.=8.55 md=9 dev.=0.83
2.7)	Overall – Your overall rating of the course.		n=20 av.=8.15 md=9 dev.=1.42

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=20 av.=2.15 md=2 dev.=0.67
3.2)	Subject interest after course		n=20 av.=2.35 md=2 dev.=0.67
3.3)	Mastery of course material		n=20 av.=2.35 md=2 dev.=0.59
3.4)	Difficulty (relative to other courses)		n=20 av.=2.5 md=2.5 dev.=0.51
3.5)	Workload/pace was		n=20 av.=2.25 md=2 dev.=0.44
3.6)	Texts, required readings		n=20 av.=2.45 md=2 dev.=0.51

3.7)	Homework assignments		n=20 av.=2.2 md=2 dev.=0.7
3.8)	Graded materials, examinations		n=20 av.=2.25 md=2 dev.=0.72
3.9)	Lecture presentations		n=20 av.=2.6 md=3 dev.=0.5
3.10)	Class discussions		n=20 av.=2.5 md=3 dev.=0.76

# Profile

Subunit: LING

Name of the instructor: B.W. SMITH

Name of the course: 15S: LING 120A LEC 1: PHONOLOGY I  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=20	av.=8.70
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=20	av.=8.30
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=20	av.=8.70
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=20	av.=8.45
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=20	av.=8.05
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=20	av.=8.55
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=20	av.=8.15

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low								High	n=20	av.=2.15
3.2) Subject interest after course	Low								High	n=20	av.=2.35
3.3) Mastery of course material	Low								High	n=20	av.=2.35
3.4) Difficulty (relative to other courses)	Low								High	n=20	av.=2.50
3.5) Workload/pace was	Too Slow								Too Much	n=20	av.=2.25
3.6) Texts, required readings	Poor								Excellent	n=20	av.=2.45
3.7) Homework assignments	Poor								Excellent	n=20	av.=2.20
3.8) Graded materials, examinations	Poor								Excellent	n=20	av.=2.25
3.9) Lecture presentations	Poor								Excellent	n=20	av.=2.60
3.10) Class discussions	Poor								Excellent	n=20	av.=2.50



## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brian has been an awesome professor, he is patient with his students, very understanding of their situations, and always willing to go above and beyond to help us within the class in any way he can.
  - Brian has clear communication skills and gives us handouts every week that have a good balance of lecture and practice. I appreciate that he always includes problems and questions for students to grapple with-- this student engagement is very helpful as we apply what we learn. I appreciate that Brian makes himself readily available to students and is always open to questions. He is particularly gifted in way he interacts with students as he is patient with questions and quick to encourage, even when students do not give the correct answer. I also appreciate that he refrains from calling on the same people continually, but seeks to give every one a chance. It would have helped if he had remembered names and called on people.  
One way Brian could improve would be to be more organized, and to include more student engagement. It would have helped if he had called students up to the board rather than asking students to dictate rules to him (this is more of a note on efficiency). There were also some days that were almost wholly lecturing; these are the days that I remember the least amount of material. Again, it would help to include more student engagement. Regarding organization, there were several times when there would be typos or unclear instructions on quizzes, homework, and tests that would confuse students and set them back several minutes/hours/days. It would help if Brian would catch these beforehand, to allow for smooth, unhampered student learning.
  - Brian is a very engaging professor. He always encourages us to ask questions and answer them by making jokes, which I thought was helpful to decrease awkwardness. He's also very personable and makes himself available during his many office hours for questions. In addition, I feel like my questions are always fully answered as he spends more than 10 minutes per student addressing their concerns and comments. Though he may not be the fastest person to get back to your e-mails, he makes sure to create many opportunities to meet with him. Though he does take a while when grading. However, he is very nice about extending deadlines if it will help us understand the homework better or if he knows we will need more time for an assignment. I would recommend this course to anyone who is interested in Linguistics or just want to have a good professor in general.
  - Brian was extremely likable and his interest in the subject made lecture exciting and fun to attend. He makes you feel comfortable seeking outside help for class as well; after consistently getting poor grades on homeworks and quizzes and fearing that I would fail the course, he helped me brainstorm for my paper and made me feel confident in my abilities again. I was terrified that I would have to retake the course and possibly another quarter of college when I can not afford it, but after talking with Brian he helped make me feel hopeful about the subject again.
  - Bryan was an excellent instructor. Not only is he funny but he makes everything very easy to understand and it's a pleasure to be in his class.
  - Great course, really felt I learned something this quarter! My only small critique would be that he's a little slow on the emails, but certainly not from lack of caring! Professor Smith was very helpful and generous with his time, going over his scheduled office hours to offer guidance on the term project and thorough explanations of course concepts. Thanks Professor Smith!
  - He was is a great introduction to Phonology. Im always going to hear his cute little voice in my head when making rules and scanning data. He engaged the class very well and was pleasant. Well done Smith.
  - I absolutely loved this class. I thought all of the topics were addressed in a way that made them clear

and easy enough to understand. I cannot address any real weaknesses because I did not really see any. Overall, one of the best classes I've taken at UCLA.

- I just want to begin by saying that the homework assignments in this class was very, very difficult. Although I always performed so poorly on the homework assignments, I do so much better on the quizzes and tests. I think that homework solutions should be given out so that students can really assess what they're doing wrong. Furthermore, I'm so wary of this final paper, since I have no prior experience in writing linguistics papers. That being said, Professor Smith was certainly the best linguistics professor I've had thus far (unfortunately, it had to be phonology). Although I don't particularly enjoy phonology (I like boring syntax, sorry), Professor Smith was certainly an effective educator. He gives such quality lectures that, honestly, should be podcasted. I also really, really (REALLY, REALLY) appreciate his lecture handouts. They are always so helpful and organized. Though, I do wish they were slightly more detailed. Although I know I won't be taking another class with Professor Smith (since he focuses on phonology), I am fully confident in my belief that future students will definitely receive a quality education from him. It's rather ironic that phonology is my least favorite class this quarter, but Professor Smith was definitely my favorite professor. Thank Professor Smith for making this class so enjoyable, even though, I don't particularly like phonology.
- I was amazed at how organized the classes were! Brian had a handout for each class, detailing not only all the material in the lecture, but the important things we should be working on each week. There were lots of examples to work through as well, which helped a lot in learning the material. Not only this, but he was also friendly and approachable, and very attentive to how we were doing in the class. I struggled some in the class, but it was not because of the teaching.
- Professor Smith makes great handouts - they are extremely helpful for learning as well as reviewing. The quizzes he holds weekly also help in that they keep students on top of the coursework. His exams were very true to the material we learned and were very comprehensive, spanning all of the material we need to know. He is always available in office hours and out of office hours as well. He even had office hours on a holiday prior to an upcoming test to help us out even more. Great professor.
- The instructor does great with covering the material. He is well organized and encourages students to participate. I like the fact that he is approachable considering the material is difficult to grasp at times. One thing I would have liked is that he would post the answers to the material we couldn't cover in class so that way when I'd go back to study and work on the problems I would know if I were doing it right.
- The professor was very good at being open for us to come for help which is something I really appreciate. It's apparent how much he cares about us learning. He always came to class in a good mood, even after little sleep the previous day. There was only one glitch where he didn't print out enough of the quiz, but aside from that he was always prepared with a handout for the day that we would go over. I appreciate how understanding he is and he was really good at explaining subject material.



## B.W. SMITH Evaluation of Instruction Program Report

15S: LING 103 LEC 1: INTRO-GEN PHONETICS

No. of responses = 13

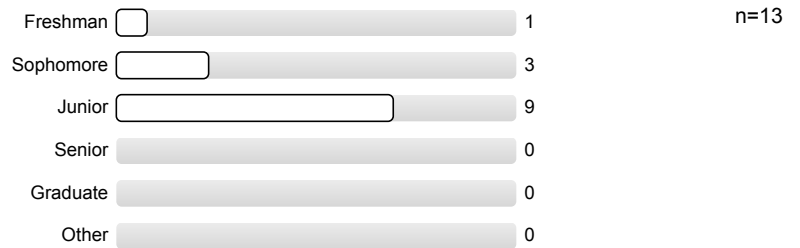
Enrollment = 36

Response Rate = 36.11%

### Survey Results

#### 1. Background Information:

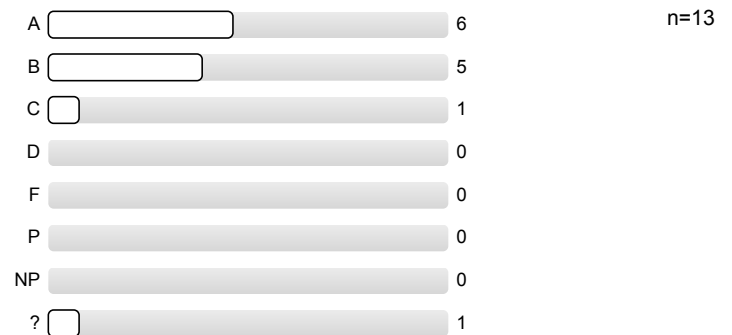
##### <sup>1.1)</sup> Year in School:



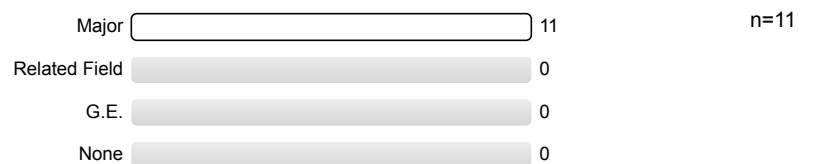
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?

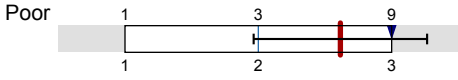
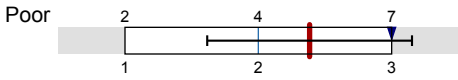
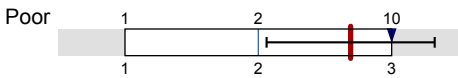



## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=13 av.=8.31 md=9 dev.=0.85
2.2)	Organization – Class presentations were well prepared and organized.		n=13 av.=7.92 md=9 dev.=2.18
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=13 av.=8.38 md=9 dev.=1.26
2.4)	Communication Skills – The instructor had good communication skills.		n=13 av.=8.23 md=9 dev.=1.96
2.5)	Value – You have learned something you consider valuable.		n=13 av.=8.31 md=9 dev.=1.49
2.6)	Overall – Your overall rating of the instructor.		n=13 av.=8.23 md=9 dev.=1.17
2.7)	Overall – Your overall rating of the course.		n=13 av.=7.92 md=9 dev.=1.93

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=13 av.=2.15 md=2 dev.=0.9
3.2)	Subject interest after course		n=13 av.=2.77 md=3 dev.=0.44
3.3)	Mastery of course material		n=13 av.=2.31 md=2 dev.=0.48
3.4)	Difficulty (relative to other courses)		n=13 av.=2.23 md=2 dev.=0.6
3.5)	Workload/pace was		n=13 av.=2.15 md=2 dev.=0.38
3.6)	Texts, required readings		n=13 av.=2.31 md=2 dev.=0.63

3.7)	Homework assignments		n=13 av.=2.62 md=3 dev.=0.65
3.8)	Graded materials, examinations		n=13 av.=2.38 md=3 dev.=0.77
3.9)	Lecture presentations		n=13 av.=2.69 md=3 dev.=0.63
3.10)	Class discussions		n=13 av.=2.46 md=3 dev.=0.66

# Profile

Subunit: LING  
 Name of the instructor: B.W. SMITH  
 Name of the course: 15S: LING 103 LEC 1: INTRO-GEN PHONETICS  
 (Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=13	av.=8.31
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=13	av.=7.92
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=13	av.=8.38
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=13	av.=8.23
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=13	av.=8.31
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=13	av.=8.23
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=13	av.=7.92

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low								High	n=13	av.=2.15
3.2) Subject interest after course	Low								High	n=13	av.=2.77
3.3) Mastery of course material	Low								High	n=13	av.=2.31
3.4) Difficulty (relative to other courses)	Low								High	n=13	av.=2.23
3.5) Workload/pace was	Too Slow								Too Much	n=13	av.=2.15
3.6) Texts, required readings	Poor								Excellent	n=13	av.=2.31
3.7) Homework assignments	Poor								Excellent	n=13	av.=2.62
3.8) Graded materials, examinations	Poor								Excellent	n=13	av.=2.38
3.9) Lecture presentations	Poor								Excellent	n=13	av.=2.69
3.10) Class discussions	Poor								Excellent	n=13	av.=2.46

## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brian was a very enthusiastic and concerned professor. He would always make sure the class understood the material and encouraged questions to be asked. He also held plenty of office hours and extra help on course material throughout the quarter.
  - I very much enjoyed the class. It was always engaging and never felt like the two hours of lecture that it was. I wish the term paper was more fleshed out and explained throughout the course of the class, however, as I was always confused. I also didn't notice certain requirements were necessary for the paper until much later, which added to some stress. Other than that, it was a fantastic class.
  - Loved the class.
  - Pretty good lectures, don't know that I'd change anything
  - The instructor is very knowledgeable about the material. He is approachable, friendly and outgoing.
  - There was little correlation between information presented to the class in lecture and information we were expected to know for quizzes/homeworks.
- The Professor was very nice.
- This lecturer knows the material very well and is able to teach it proficiently. He is highly interested in the subject and it made me very interested in it.
  - there were times where the course moved too quickly and it was difficult to keep up. that being said, the professor would often go out of his way to address and questions or comments we had. the class was fun and engaging, and i learned a lot throughout the course. i've already recommended this class with this professor to other friends who are in linguistics.
  - very lenient and caring for students to learn and giving extra quizzes/office hours for students



## B.W. SMITH Evaluation of Instruction Program Report

15W: LING 20 LEC 3: INTRO LING ANALYSIS

No. of responses = 9

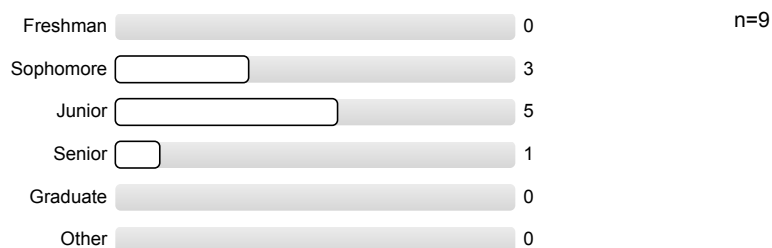
Enrollment = 28

Response Rate = 32.14%

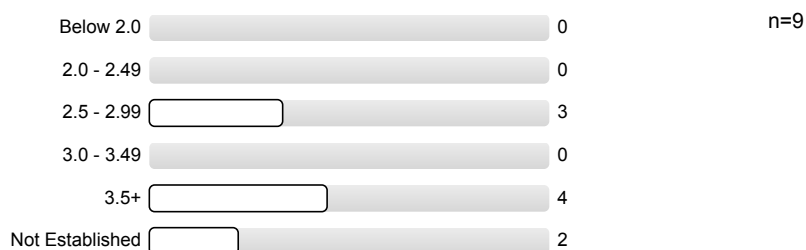
### Survey Results

#### 1. Background Information:

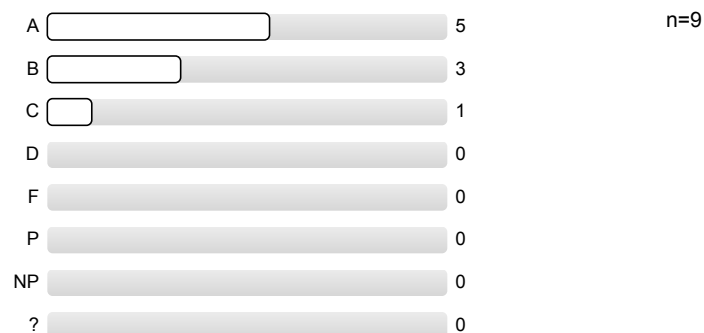
##### <sup>1.1)</sup> Year in School:



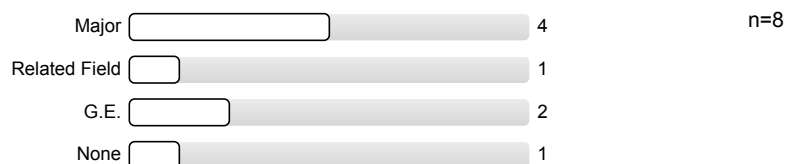
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?





## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=9 av.=8.78 md=9 dev.=0.44
2.2)	Organization – Class presentations were well prepared and organized.		n=9 av.=8.56 md=9 dev.=0.73
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=9 av.=8.78 md=9 dev.=0.44
2.4)	Communication Skills – The instructor had good communication skills.		n=9 av.=8.78 md=9 dev.=0.44
2.5)	Value – You have learned something you consider valuable.		n=9 av.=8.89 md=9 dev.=0.33
2.6)	Overall – Your overall rating of the instructor.		n=9 av.=8.67 md=9 dev.=0.5
2.7)	Overall – Your overall rating of the course.		n=9 av.=8.67 md=9 dev.=0.5

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=9 av.=2.33 md=3 dev.=0.87
3.2)	Subject interest after course		n=9 av.=3 md=3 dev.=0
3.3)	Mastery of course material		n=9 av.=3 md=3 dev.=0
3.4)	Difficulty (relative to other courses)		n=9 av.=2.22 md=2 dev.=0.67
3.5)	Workload/pace was		n=9 av.=2.11 md=2 dev.=0.33
3.6)	Texts, required readings		n=9 av.=2.89 md=3 dev.=0.33

3.7)	Homework assignments	<div><div>Poor</div><div><div>0</div><div>3</div><div>6</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div>n=9</div> <div>av.=2.67</div> <div>md=3</div> <div>dev.=0.5</div>
3.8)	Graded materials, examinations	<div><div>Poor</div><div><div>0</div><div>1</div><div>7</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div>n=8</div> <div>av.=2.88</div> <div>md=3</div> <div>dev.=0.35</div> <div>ab.=1</div>
3.9)	Lecture presentations	<div><div>Poor</div><div><div>0</div><div>1</div><div>7</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div>n=8</div> <div>av.=2.88</div> <div>md=3</div> <div>dev.=0.35</div> <div>ab.=1</div>
3.10)	Class discussions	<div><div>Poor</div><div><div>0</div><div>1</div><div>7</div></div><div><div>1</div><div>2</div><div>3</div></div><div><div>Excellent</div></div></div>	<div>n=8</div> <div>av.=2.88</div> <div>md=3</div> <div>dev.=0.35</div> <div>ab.=1</div>

# Profile

Subunit: LING

Name of the instructor: B.W. SMITH

Name of the course: 15W: LING 20 LEC 3: INTRO LING ANALYSIS  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=9	av.=8.78
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=9	av.=8.56
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=9	av.=8.78
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=9	av.=8.78
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=9	av.=8.89
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=9	av.=8.67
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=9	av.=8.67

## 3. Your View of Course Characteristics:

3.1) Subject interest before course	Low								High	n=9	av.=2.33
3.2) Subject interest after course	Low								High	n=9	av.=3.00
3.3) Mastery of course material	Low								High	n=9	av.=3.00
3.4) Difficulty (relative to other courses)	Low								High	n=9	av.=2.22
3.5) Workload/pace was	Too Slow								Too Much	n=9	av.=2.11
3.6) Texts, required readings	Poor								Excellent	n=9	av.=2.89
3.7) Homework assignments	Poor								Excellent	n=9	av.=2.67
3.8) Graded materials, examinations	Poor								Excellent	n=8	av.=2.88
3.9) Lecture presentations	Poor								Excellent	n=8	av.=2.88
3.10) Class discussions	Poor								Excellent	n=8	av.=2.88

## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brain makes his students feel very comfortable. He is really quick to communicate and accommodate students' needs. For example, he made more office hours as the course got harder. He also made sure to be very open to questions and never made any one feel intimidated. He did well to foster group work. He was really quick to respond to emails and he made sure to notify the class of any concerns very promptly.
  - Brian explained difficult concepts very well and willingly answered questions during class. I did not have very high expectations for the course but I can honestly say that I was wrong. My interest in Linguistics has grown after taking the course and it's all thanks to Brian!
  - Brian is an enthusiastic and adept teacher and linguist. Going into the class I had no prior experience or exposure to linguistic though I was interested in the subject since my favorite classes in my education career have been foreign language classes. It would be fair to say that Brian, to some extent, influenced my decision to change my major to Linguistics because of the attitude he brought to class and the reverence he held for the course material. Brian was very helpful in explaining the material and clarifying any questions we had in class. I'm excited that I get to take another one of his classes next quarter.
  - Brian is an excellent Professor! His lectures were always well prepared and he presented the content of the course in a very enthusiastic and comprehensible manner. This guy knows his linguistics! Linguistics, he can teach. This linguistics class taught me the structure behind why that sentence is grammatical and that is pretty cool. Brian is an extremely knowledgeable guy who seemed happy to share his knowledge with his students in the classroom and outside the classroom. His office hours were always very helpful and he was very responsive to emails. He always made sure to inform the class about any changes on the homework or readings.
  - Professor Brian Smith has been one of the most influential factors for my decision to pursue a major in linguistics. Despite almost two hours in class I never felt the urge to fall asleep because he kept the class engaged and interesting. I strongly hope to have the chance to enroll in another course taught by this instructor in the remainder of my undergrad career.
  - The instructor's grade breakdown makes attendance mandatory for a good grade, which is a shame because I feel like I mastered the subject, despite not being able to attend consistently. Brian is extremely intelligent, caring, clear, and entertaining. His organization and consistency made the course material easy to grasp. My only regret is that I couldn't earn the A I felt that I deserved because of outside work and travel demands that interfered with my attendance.



## B.W. SMITH Evaluation of Instruction Program Report

15W: LING 20 LEC 2: INTRO LING ANALYSIS

No. of responses = 16

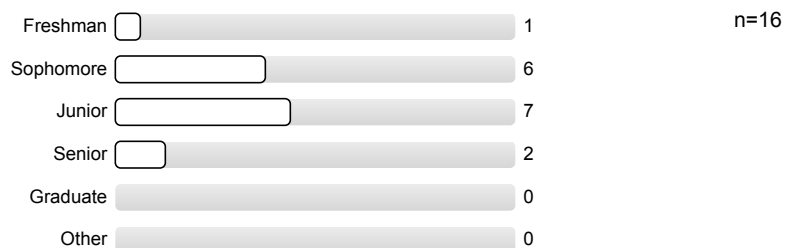
Enrollment = 26

Response Rate = 61.54%

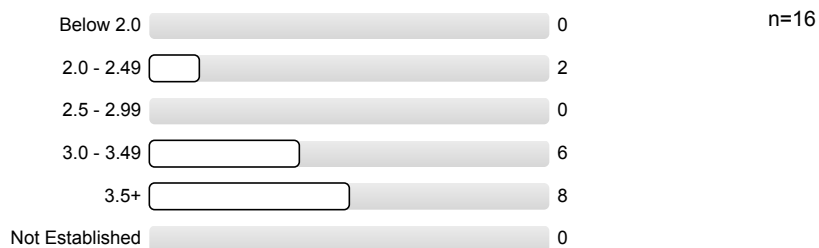
### Survey Results

#### 1. Background Information:

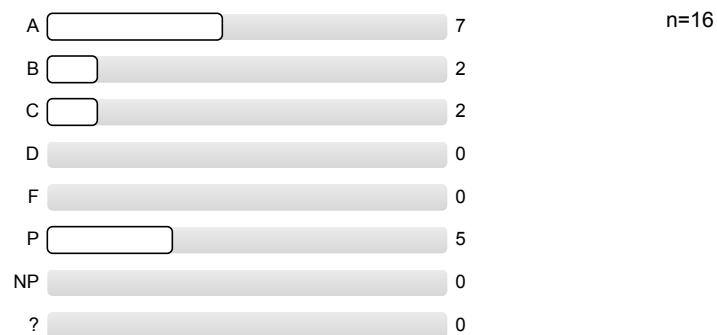
##### <sup>1.1)</sup> Year in School:



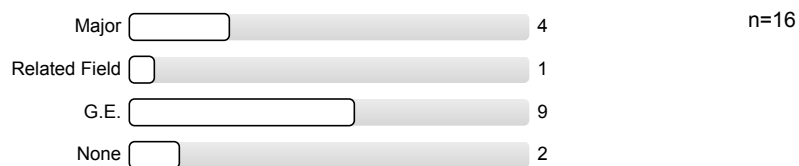
##### <sup>1.2)</sup> UCLA GPA:



##### <sup>1.3)</sup> Expected Grade:



##### <sup>1.4)</sup> What requirements does this course fulfill?



## 2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=16 av.=8 md=9 dev.=1.59
2.2)	Organization – Class presentations were well prepared and organized.		n=16 av.=7.75 md=8 dev.=1.53
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=16 av.=8 md=9 dev.=1.86
2.4)	Communication Skills – The instructor had good communication skills.		n=16 av.=7.88 md=8.5 dev.=1.59
2.5)	Value – You have learned something you consider valuable.		n=16 av.=7.38 md=9 dev.=2.36
2.6)	Overall – Your overall rating of the instructor.		n=16 av.=8 md=9 dev.=1.46
2.7)	Overall – Your overall rating of the course.		n=16 av.=7.81 md=8 dev.=1.33

## 3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=16 av.=1.81 md=2 dev.=0.83
3.2)	Subject interest after course		n=16 av.=2.38 md=3 dev.=0.81
3.3)	Mastery of course material		n=16 av.=2.31 md=2 dev.=0.7
3.4)	Difficulty (relative to other courses)		n=16 av.=2.38 md=2 dev.=0.5
3.5)	Workload/pace was		n=16 av.=2.31 md=2 dev.=0.48
3.6)	Texts, required readings		n=16 av.=2.13 md=2 dev.=0.34

3.7)	Homework assignments	<div><div>Poor</div><div><div><div>2</div><div>10</div><div>4</div></div><div><div>1</div><div>2</div><div>3</div></div></div><div><div>Excellent</div></div></div>	<div><div>n=16</div><div>av.=2.13</div><div>md=2</div><div>dev.=0.62</div></div>
3.8)	Graded materials, examinations	<div><div>Poor</div><div><div><div>3</div><div>6</div><div>7</div></div><div><div>1</div><div>2</div><div>3</div></div></div><div><div>Excellent</div></div></div>	<div><div>n=16</div><div>av.=2.25</div><div>md=2</div><div>dev.=0.77</div></div>
3.9)	Lecture presentations	<div><div>Poor</div><div><div><div>0</div><div>7</div><div>9</div></div><div><div>1</div><div>2</div><div>3</div></div></div><div><div>Excellent</div></div></div>	<div><div>n=16</div><div>av.=2.56</div><div>md=3</div><div>dev.=0.51</div></div>
3.10)	Class discussions	<div><div>Poor</div><div><div><div>0</div><div>7</div><div>6</div></div><div><div>1</div><div>2</div><div>3</div></div></div><div><div>Excellent</div></div></div>	<div><div>n=13</div><div>av.=2.46</div><div>md=2</div><div>dev.=0.52</div><div>ab.=3</div></div>

# Profile

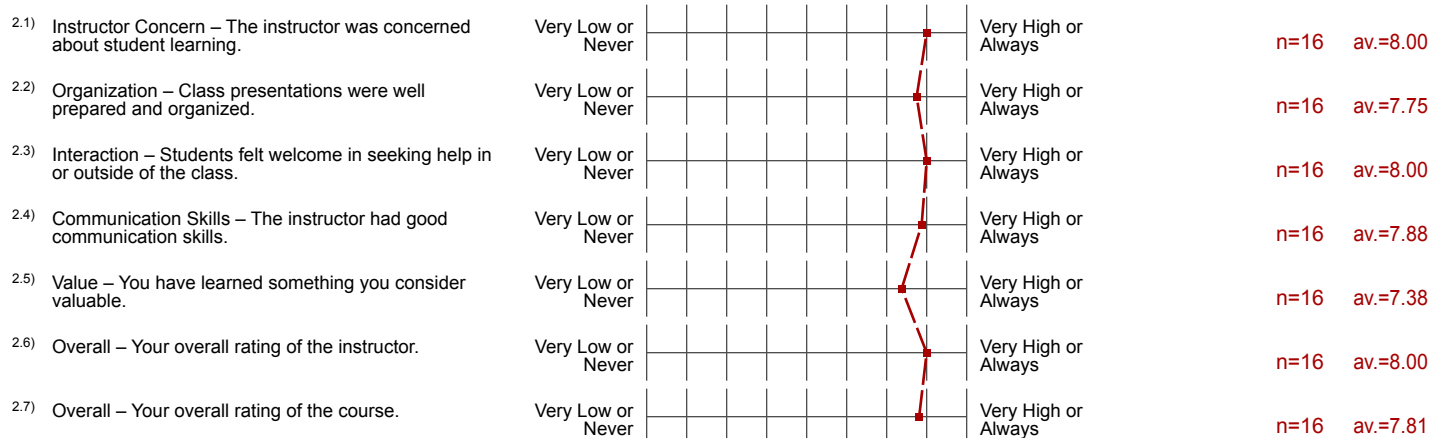
Subunit: LING

Name of the instructor: B.W. SMITH

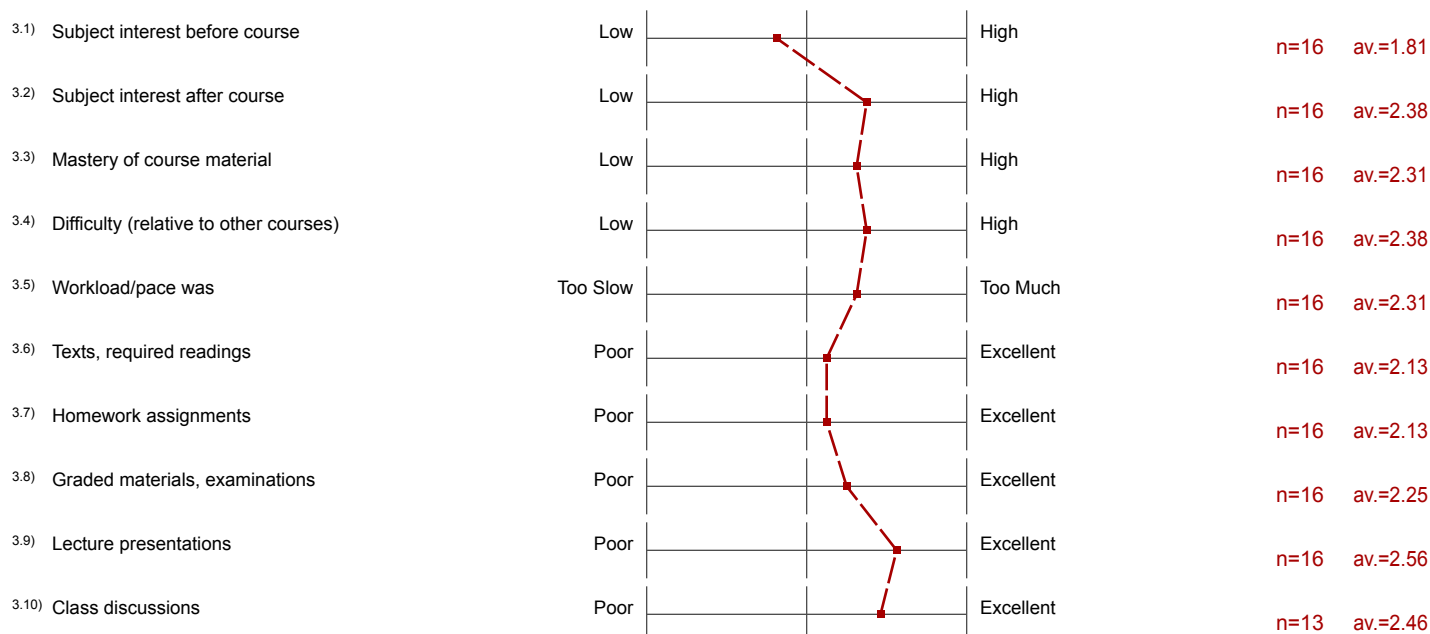
Name of the course: 15W: LING 20 LEC 2: INTRO LING ANALYSIS  
(Name of the survey)

Values used in the profile line: Mean

## 2. To What Extent Do You Feel That:



## 3. Your View of Course Characteristics:





## Comments Report

## 4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Brian you're the real homie thanks for a dope class man.
  - He is pretty fair on the homework and exams. He is also helpful when I am stuck on solving problems.
  - I feel that this class covered a lot of material and a fast but reasonable pace. I do wish that we could have gone over more examples to ensure mastery over the concepts. I like that the professor had many office hours and was approachable and more than happy to help
  - Loved this course! Helped me understand better ways to teach my ESL students, plus Professor Smith is an excellent professor
  - Professor Brian is very kind and fair towards his students. Linguistics is not an easy or familiar subject, but he helps students understand the material. Maybe next time he can include more group activity within the course, but other than that his lectures were thorough and clear. I hope he continues to teach more courses!
  - The instructor is one of the best I have had so far at UCLA. He is very knowledgeable in his field and he explains the course material so easily. He always had time even outside of class to help students. I honestly cannot think of any weaknesses. In my opinion his teaching skills are already incredibly effective.
  - The professor is knowledgeable, kind, and eager to make sure students learn the material well. However, the course materials (e.g. homework assignments and midterm) have a lot of typos that hinder student learning because many students spend so much time trying to understand where they went wrong before realizing that it's not that they don't understand the material, it's that the typos confused them. Sometimes these typos can really affect the outcome of an answer or even hinder a student from completing an assignment. This also has the potential to make grading a little unfair, but the professor has done a great job of remedying those instances for the class as a whole. Overall, the professor is great and values student input, but I think he could work on making sure his assignments (especially homework and exams) don't have mistakes/typos that way students have the opportunity to perform at their best. Also, I would encourage him to always completely teach concepts himself before assigning homework and quizzes based strictly on the reading because that also can affect how students perform. He teaches a lot better than the textbook explains things at times, so being quizzed based off a mere reading or having students turn in homework assignments before completely teaching a concept can really throw students off. Overall, he is a good professor, and it is clear that he cares about the students.
  - The professor is very passionate and knowledgeable about linguistics. He clearly is an expert in his field. One of his weaknesses is the way he assigns homework. On several occasions I had completed the homework, only to receive an email that the homework has been revised. Which meant I had to completely re do the assignment. This has happened at least 3-4 times and it is very frustrating to try and be proactive to get the work done early and then have to spend equally as much time redoing the work. I think that for a GE this course is too much work. The grading scheme of the department discriminates against those who haven't taken a linguistic course yet.

OID/Evaluation of Instruction Program  
CLASS SUMMARY FOR INTR-STUDY-LANGUAGE

2014 FALL  
Form A

Instructor: SMITH, B.W. ID: 004550965  
Department: LING  
Course: INTR-STUDY-LANGUAGE 1 ID: 253002231  
Type: LEC 003  
Enrollment: 34

Processed: 17 forms... 50.0% response rate  
02-13-2015 06:03:15

1. Year in School	2. UCLA GPA	3. Expected Grade	4. Requirement Fulfilled
# valid responses: 16	# valid responses: 17	# valid responses: 17	# valid responses: 14
Freshman: 6.25 %	Below 2.0: 0.00 %	A: 47.06 %	Major: 7.14 %
Sophomore: 56.25 %	2.0 - 2.49: 5.88 %	B: 17.65 %	Related Field: 0.00 %
Junior: 12.50 %	2.5 - 2.99: 23.53 %	C: 11.76 %	G.E.: 92.86 %
Senior: 25.00 %	3.0 - 3.49: 29.41 %	D: 0.00 %	None: 0.00 %
Graduate: 0.00 %	3.5 +: 23.53 %	F: 0.00 %	
Other: 0.00 %	Not Established 17.65 %	P: 11.76 %	
		NP: 0.00 %	
		?: 11.76 %	

Questions	Not	Low	Medium							High		No	Rsp	Mean	Mdn	Std Dev
	Appl	1	2	3	4	5	6	7	8	9	Rsp					
5. The instructor was concerned about student learning.	0	0	0	0	0	0	0	4	3	10	0	17	8.35	9.00	0.9	
6. Class presentations were well prepared and organized.	0	0	0	0	0	0	1	2	6	8	0	17	8.24	8.00	0.9	
7. Students felt welcome in seeking help.	0	0	0	0	0	0	0	2	3	12	0	17	8.59	9.00	0.7	
8. The instructor had good communication skills	0	0	0	0	0	0	1	1	6	9	0	17	8.35	9.00	0.9	
9. You have learned something you consider valuable.	0	0	0	0	1	1	0	3	7	5	0	17	7.71	8.00	1.4	
10. Your overall rating of the instructor.	0	0	0	0	0	0	0	1	8	8	0	17	8.41	8.00	0.6	
11. Your overall rating of the course.	0	0	0	0	0	0	0	3	9	5	0	17	8.12	8.00	0.7	
12. Nonstandard Question.	0	0	0	0	0	0	0	0	0	1	16	1	9.00	9.00	0.0	
13. Nonstandard Question.	0	0	0	0	0	0	0	0	1	0	16	1	8.00	8.00	0.0	
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	1	16	1	9.00	9.00	0.0	
15. Nonstandard Question.	0	0	0	0	0	0	0	0	1	0	16	1	8.00	8.00	0.0	

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
16. Subject Interest before Course	1	12	4	0	0	17
17. Subject Interest after Course	0	2	10	5	0	17
18. Mastery of Course Material	0	0	13	4	0	17
19. Difficulty (Relative to Other Courses)	0	3	12	2	0	17
20. Workload/Pace Was	0	0	17	0	0	17
21. Texts, Required Readings	1	1	11	4	0	17
22. Homework Assignments	0	1	10	6	0	17
23. Graded Materials, Examinations	0	1	10	6	0	17
24. Lecture Presentations	0	0	6	11	0	17
25. Class Discussions	0	0	7	10	0	17

OID/Evaluation of Instruction Program  
CLASS SUMMARY FOR INTR-STUDY-LANGUAGE

2014 FALL  
Form A

Instructor: SMITH, B.W. ID: 004550965  
Department: LING  
Course: INTR-STUDY-LANGUAGE 1 ID: 253002230  
Type: LEC 002  
Enrollment: 34

Processed: 16 forms... 47.1% response rate  
02-13-2015 06:03:09

1. Year in School		2. UCLA GPA		3. Expected Grade		4. Requirement Fulfilled	
# valid responses: 15		# valid responses: 15		# valid responses: 15		# valid responses: 15	
Freshman:	6.67 %	Below 2.0:	0.00 %	A:	80.00 %	Major:	0.00 %
Sophomore:	33.33 %	2.0 - 2.49:	6.67 %	B:	6.67 %	Related Field:	0.00 %
Junior:	33.33 %	2.5 - 2.99:	13.33 %	C:	0.00 %	G.E.:	100.00 %
Senior:	20.00 %	3.0 - 3.49:	40.00 %	D:	0.00 %	None:	0.00 %
Graduate:	0.00 %	3.5 +:	33.33 %	F:	0.00 %		
Other:	6.67 %	Not Established	6.67 %	P:	6.67 %		
				NP:	0.00 %		
				?:	6.67 %		

Questions	Not			Low			Medium				High		No	Rsp	Mean	Mdn	Std Dev
	Appl	1	2	3	4	5	6	7	8	9	Rsp						
5. The instructor was concerned about student learning.	0	0	0	0	0	1	0	1	3	11	0	16	8.44	9.00	1.1		
6. Class presentations were well prepared and organized.	0	0	0	0	0	0	1	1	6	8	0	16	8.31	8.50	0.9		
7. Students felt welcome in seeking help.	0	0	0	0	0	0	1	2	4	8	1	15	8.27	9.00	1.0		
8. The instructor had good communication skills	0	0	0	0	0	0	2	2	4	8	0	16	8.13	8.50	1.1		
9. You have learned something you consider valuable.	0	0	0	1	0	1	5	0	5	4	0	16	7.13	8.00	1.7		
10. Your overall rating of the instructor.	0	0	0	0	0	0	2	1	3	10	0	16	8.31	9.00	1.1		
11. Your overall rating of the course.	0	0	0	0	0	1	2	1	5	6	1	15	7.87	8.00	1.3		
12. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0		
13. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0		
14. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0		
15. Nonstandard Question.	0	0	0	0	0	0	0	0	0	0	16	0	0.00	0.00	0.0		

Course Characteristics	Not Appl	Low	Medium	High	#No Resp	#Val Resp
16. Subject Interest before Course	0	9	7	0	0	16
17. Subject Interest after Course	0	2	8	6	0	16
18. Mastery of Course Material	0	0	9	7	0	16
19. Difficulty (Relative to Other Courses)	0	6	10	0	0	16
20. Workload/Pace Was	0	0	16	0	0	16
21. Texts, Required Readings	1	2	13	0	0	16
22. Homework Assignments	0	0	10	6	0	16
23. Graded Materials, Examinations	0	1	6	9	0	16
24. Lecture Presentations	0	0	5	10	1	15
25. Class Discussions	3	0	5	8	0	16

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Item Frequencies**

Semester: FALL 2010 Instructor: SMITH, BRIAN  
Course: LINGUIST 201 Section #:B Class #: 73875  
Forms returned: 16  
Total enrollment: 30  
Response rate: 53%

Item #	SRTI Item	5	4	3	2	1	OMIT	N
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	14	2	0	0	0	0	16
		88%	13%	0%	0%	0%		
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	12	3	1	0	0	0	16
		75%	19%	6%	0%	0%		
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	14	1	1	0	0	0	16
		88%	6%	6%	0%	0%		
4	The instructor used class time well. (5=Almost always, 1=Almost never)	14	2	0	0	0	0	16
		88%	13%	0%	0%	0%		
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	12	3	1	0	0	0	16
		75%	19%	6%	0%	0%		
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	15	1	0	0	0	0	16
		94%	6%	0%	0%	0%		
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	9	6	1	0	0	0	16
		56%	38%	6%	0%	0%		
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	15	1	0	0	0	0	16
		94%	6%	0%	0%	0%		
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	8	6	2	0	0	0	16
		50%	38%	13%	0%	0%		
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4	7	4	0	0	1	15
		27%	47%	27%	0%	0%		
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	12	4	0	0	0	0	16
		75%	25%	0%	0%	0%		
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4	9	3	0	0	0	16
		25%	56%	19%	0%	0%		

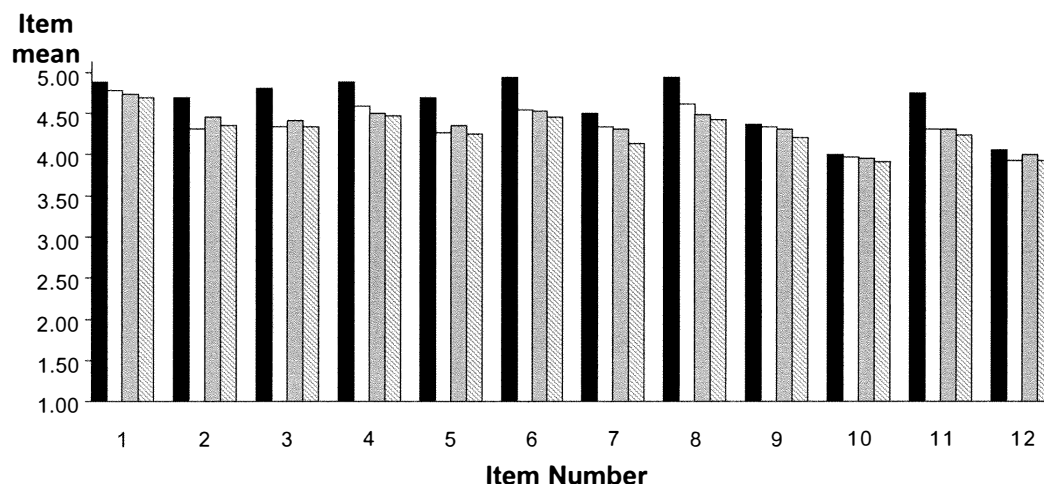
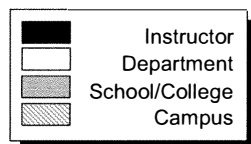
This course is a	Student class level	Expected grade
Major requirement	31% Freshmen	13% A
Gen. Ed. requirement	56% Sophomore	63% A-
Other requirement	0% Junior	13% B+
Elective	6% Senior	6% B
Missing	6% Graduate	0% B-
	Other	0% C+
	Missing	6% C
		C-
		D+
		D
		F
		Other
		Missing

**University of Massachusetts Amherst Student Response to Instruction (SRTI)  
Individual Section Report: Mean Comparisons (Within Class Size)**

Semester: FALL 2010 Instructor: SMITH, BRIAN  
Course: LINGUIST 201 Section #: B Class #: 73875  
Forms returned: 16  
Total enrollment: 30  
Response rate: 53%

**\*\*COMPARISON GROUP:  
Undergraduate sections with 25 to 59 enrolled**

		Instructor		Dept: LINGUIST # Sections: 32 Resp. rate: 67%		College: HFA # Sections: 546 Resp. rate: 77%		Campus # Sections: 2,853 Resp. rate: 74%	
Item #	SRTI Item	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
1	The instructor was well prepared for class. (5=Almost always, 1=Almost never)	4.9	0.34	4.8	0.26	4.7	0.26	4.7	0.31
2	The instructor explained course material clearly. (5=Almost always, 1=Almost never)	4.7	0.60	4.3	0.42	4.5	0.40	4.4	0.50
3	The instructor cleared up points of confusion. (5=Almost always, 1=Almost never)	4.8	0.54	4.3	0.42	4.4	0.40	4.3	0.49
4	The instructor used class time well. (5=Almost always, 1=Almost never)	4.9	0.34	4.6	0.32	4.5	0.37	4.5	0.40
5	The instructor inspired interest in the subject matter. (5=Almost always, 1=Almost never)	4.7	0.60	4.3	0.50	4.4	0.43	4.3	0.52
6	The instructor showed an interest in helping students learn. (5=Almost always, 1=Almost never)	4.9	0.25	4.6	0.33	4.5	0.36	4.5	0.44
7	I received useful feedback on my performance. (5=Almost always, 1=Almost never)	4.5	0.63	4.3	0.42	4.3	0.45	4.1	0.54
8	The methods of evaluating my work were fair. (5=Almost always, 1=Almost never)	4.9	0.25	4.6	0.32	4.5	0.37	4.4	0.41
9	The instructor stimulated student participation. (5=Almost always, 1=Almost never)	4.4	0.72	4.3	0.39	4.3	0.54	4.2	0.57
10	Overall, how much do you feel you learned in this course? (5=Much more than most, 1=Much less than most)	4.0	0.76	4.0	0.44	4.0	0.47	3.9	0.51
11	Overall rating of this instructor's teaching. (5=Almost always effective, 1=Almost never effective)	4.8	0.45	4.3	0.43	4.3	0.45	4.2	0.52
12	Overall rating of this course. (5=One of the best, 1=One of the worst)	4.1	0.68	3.9	0.49	4.0	0.51	3.9	0.56



**\*\*Reported only for 10 or more sections. Comparison group means are calculated using combined data for academic years 2007-09. Undergraduate sections are used as the comparison group for 500-level courses. Dept = all courses from the same department; College = courses from all other departments in the school/college; Campus = all UMass courses.**

For more information on comparison groups visit [www.umass.edu/oapa/srti](http://www.umass.edu/oapa/srti). Office of Academic Planning and Assessment, 01/20/2011

**What do you like most about this course and/or the instructor's teaching of it?**

"Phonetics was fun, so was pragmatics", "I really enjoyed this class I thought the instructor explained things very well and made the class interesting.", "Very interesting and he clearly enjoys the subject which makes the class more enjoyable. Inspired me to take linguistics as a minor.", "He was very enthusiastic about the course. Cleared up confusion, incorporated fun activities to better understand the material.", "The teacher was very intelligent and was able to answer all questions, he was very funny but informative, kept the class engaged and interested, and I learned a lot.", "Everything: the subject matter was interesting and it was taught well.", "Although I found the course work difficult, Prof Smith really helped make the class interesting by adding humor into the class. He was also very good about helping me with answer questions I really enjoyed.", "I enjoyed the course material and I liked the enthusiasm the instructor showed", "The instructor kept class interesting by entertaining us with linguistic humor. He was available for extra help whenever students needed it and made a personal effort to connect with students."

**What about this course and/or the instructor's teaching of it needs change or improvement?**

"He blew through slides before I could ever copy them and I write really fast", "Nothing.", "I would not change anything", "Sometimes he tends to ramble on about stories or things not pertaining to class, but they are usually humorous and do not interrupt learning."

**What suggestions can you offer that would have made this course a better learning experience for you?**

"Just to slow down on the slide, that's all!", "Everything was really good."

**Any additional comments?**

"Great Teacher", "Best instructor I ever had.", "having him as a teacher.", "Great class, Learned a lot about a subject I really had no idea about. Good experience."