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Teaching Portfolio

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TEACHING PHILOSOPHY

As a medieval literary scholar, I have spent much of my career exploring the diverse ways in which audiences engaged with, interpreted, and composed different forms of literature. As a digital humanist, I aim to find new, inclusive modes of disseminating my research to new generations of students who otherwise would not have access to archival and unpublished material. In my work on thirteenth-century hagiographical documents, I found that literature is not only a catalyst for and response to cultural shifts but a space for critical engagement with the world around us. Literature is a lens into the zeitgeist.

Objectives

I believe that curiosity is the catalyst for learning, and as a teacher-scholar, I aim to cultivate curiosity in my students by modelling learning through research. St. Augustine writes that interpretation depends upon two processes: “discovering what we need to learn, and the process of presenting what we have learnt.” As a teacher-scholar, I leverage my research experiences in my pedagogy. My approach to instruction is two-fold: to foster an inquisitive mind by asking challenging questions and to present new knowledge through different mediums in a well-structured manner. Learning should be cultivated through systematic inquiry moving from the concrete to the abstract, from the simple to the complex. In my experience teaching first-year literature and composition courses, this process begins by having students describe their initial observations about a work of literature— what the text looks like and sounds like—before having the students ask questions about their observations—why does the text look like that, why does it sound like that. Through this process, I model the best practices in research and take every opportunity to present students with a wide array of disciplines and areas of research that might pique their interests, fostering a sense of curiosity about the world around them.

Methods

In addition to the vitality of individuality, I believe there is value in community-based experiential learning. Learning is naturally collaborative, and knowledge is built through accretion. I encourage students to share their ideas through peer-to-peer interactions in my classroom through carefully designed exercises that cultivate collaborative learning.

One method I employ in the classroom as a teacher-scholar is the practice of peer review. I believe that literary studies is a dialogic, so I employ the practices of professional literary scholars in my teaching. During the writing process, I divide students into peer-review groups and have them provide detailed, constructive feedback throughout the writing process and present critiques of each other’s work. Students initially resist constructive criticism due to insecurity, but I have found that the quality of the subsequent work after peer review is improved significantly. When I begin this process, I provide students with questions that they can answer about their peers’ work. However, I have found that many go above and beyond and provide incisive commentary. Nevertheless, I moderate this process to ensure that it is inclusive and equitable; as such, I utilize digital platforms to facilitate the process through learning management systems like Blackboard and Canvas. This way, I can ensure that the feedback my students provide to each other is on topic, critical, and ultimately helpful.

I take an interdisciplinary approach to my pedagogy, integrating diverse theoretical fields informed by my research program into my instruction. I am actively involved in the digital humanities community, currently sitting on the International Advisory Committee of TEI by Example (a pedagogical tool for DH instruction). I integrate new research into my instruction by participating in broader learning communities. Likewise, as a mentor to undergraduate and graduate students, I draw on their lived experiences to further develop their engagement with course material. This is evident in my course on Rhetoric and Professional Communication, where I have students present impromptu speeches so that students can openly express themselves and have the opportunity to hear their peers' ideas in a positive and constructive environment. I draw on these speeches in my lesson planning, integrating ideas and concepts from sociology, psychology, mathematics, and the sciences to demonstrate the utility of the skills learned in an English and Communications classroom.

I believe that instructors ought to be adaptable in their approach to instruction. Traditionally, this meant that instructors should not be bound to script, lesson plan, or the syllabus but navigate the course according to the needs of the student. In short, teach the student, not the syllabus. During the Covid-19 pandemic, I adapted my entire syllabus from a face-to-face, synchronous classroom setting to a remote, asynchronous digital setting. Because many of my traditional approaches to instruction focus on conversations and dialogues, I had to re-evaluate how best to facilitate discussions in a digital asynchronous setting. By utilizing digital platforms like discussion boards, I maintain a high level of student participation through consistent encouragement and close monitoring of discussions by participating myself. My decision to rely on discussion boards was based on my student-first approach to learning. I seriously considered the needs of students who were, in times of crisis, not always able to meet through video conferences or did not have the resources to meet face-to-face digitally. My students have expressed to me following the Covid-19 pandemic that they valued the discussion boards as an outlet encouraging active learning.

Evaluations

Evaluations cause anxiety for students, and they can have long-lasting impacts on a student's academic trajectory and mental well-being. While providing consistent and appropriate evaluations to students is essential, I believe it is my responsibility as the instructor to consider a broader portrait of the student's performance. I believe that performance should be rewarded in addition to product, as effort and growth are demonstrable signs of the learning process.

Given that I have high expectations of my students, I also acknowledge that learning is a lifelong journey and does not end after a final exam or submitting a term paper. Therefore, I prioritize my formative feedback. I have found that comments and targeted, actionable feedback prove more effective than a numbered grade on assignments. Because of this, I provide students with substantial written comments on all assignments. This serves two purposes: first, it provides students with rationales for their grades; second, it provides important details for areas of improvement. I have, after student feedback, begun to use carefully designed rubrics for different assignments to alleviate anxieties about the mysteries of grading. Not only have I found rubrics helpful to students, but they have become an essential tool for me to ensure that my grading is fair and consistent.

Throughout lessons, I provide oral feedback on student performance to encourage and challenge ideas presented in class discussions. By integrating feedback into lessons and course design, I provide different outlets for feedback so that each student receives the type of feedback they require in a timely fashion. However, it is not my sole responsibility to dispense feedback. Throughout the semester, I provide students with opportunities to evaluate themselves and myself in different formats. Through the “stop-start-continue” activity periodically assigned throughout the semester, students evaluate my instructional methods to improve the quality and effectiveness of my instructional practices. From my experience, students appreciate the opportunity to voice their needs.

TEACHING RESPONSIBILITIES

Over the past four years, I have taught in various capacities in a variety of different colleges at both the University of Saskatchewan (Department of English, College of Engineering, The Gwenna Moss Centre for Teaching and Learning) and St. Thomas More College (Department of English). Additionally, I have taught English courses through through the Distance Education Unit (DEU) at Cumberland College, a college federated to the University of Saskatchewan. During this time, I have taught introductory literature and composition courses, guest lectured senior level medieval literature courses, taught rhetoric and communication management, and instructed and provided mentorship to graduate and postgraduate sessional instructors. I have designed four first-year literature and composition courses, including: “Reading Culture: Celebrities: Sinners and Saints”; “Reading Culture: Literature in Protest”; “Reading Drama: ‘Tragicomedies’”; and “Reading Narrative: Heroes and Trauma.”

Most students taking these first-year introductory courses are non-English majors from all programs and departments. As a result, my approach to literature and composition includes different disciplinary expectations and aims toward effective communication and critical thinking. In my course on professional communication, I provide a theoretical framework for professional communication using a variety of rhetorical theories and have students strategise and practice theories through carefully designed assignments mimicking professional forms of communications, including job packages, formal reports, memos, and speeches. In my graduate seminar on pedagogy, I model reflective teaching practices through scaffolded assignments where students engage with practical applications of pedagogical theories.

The following table breakdown by course the periods of instruction, the course level, my varying roles as they have evolved, typical enrollments¹, and the formats.²

Terms Taught	Course Title	Course Level	Role	Enrollment	Format
Fall 2022- Winter 2023 Fall 2021- Winter 2022	GPS 982: Mentored Teaching	Graduate	Instructor/ Teaching Assistant	20	Remote, synchronous, Seminar
Winter 2022	GPS 989: Introduction to University Teaching	Graduate	Teaching Assistant	25	Remote, Synchronous, Face-to-face, Seminar
Winter 2023 Fall 2022	RCM 200: Professional Communication Management	Undergraduate	Instructor	25	Face-to-Face, Lecture
Fall 2017- Winter 2018	ENG 110: Literature and Composition	Undergraduate	Teaching Assistant	100	Face-to-face, Lecture, Tutorial

¹ I note here the enrollment cap, rather than actual enrollment as enrollment fluctuates term-by-term.

² Some courses have required a hybrid approach due to circumstances like the COVID-19 pandemic or courses offered through federated colleges in a remote fashion like Cumberland College.

Terms Taught	Course Title	Course Level	Role	Enrollment	Format
Spring 2021	ENG 111: Literature and Composition: Reading Poetry	Undergraduate	Teaching Assistant	50	Remote, asynchronous, Lecture
Winter 2022	ENG 112: Literature and Composition: Reading Drama: "Tragicomedies"	Undergraduate	Instructor	50	Remote, Face-to-face, Lecture
Winter 2020	ENG 113: Literature and Composition: Reading Narrative: Heroes and Trauma	Undergraduate	Instructor	25	Remote, Face-to-Face, Lecture
Spring 2021	ENG 113: Literature and Composition: Reading Narrative	Undergraduate	Teaching Assistant	50	Remote, asynchronous, Lecture
Winter 2023 Spring 2022, Winter 2020, Winter 2021, Fall 2021	ENG 114: Literature and Composition: Reading Culture: Celebrities: Sinners and Saints	Undergraduate	Instructor	50	Face-to-face, remote, asynchronous, Lecture
Winter 2021	ENG 114: Literature and Composition: Reading Culture: Literature in Protest	Undergraduate	Instructor	50	Remote, asynchronous, Lecture

My passion for instruction has emerged from the many opportunities I have had to teach across disciplines, especially as I am able to connect more practical applications of critical thinking to the daily lived experiences of my students through empathic critical thinking and rhetorical strategies. When I design courses, I prioritise course design which will enable my students to communicate in their professional lives while instilling more effectively in them the curiosity that makes life-long learners.

Soon, I plan on developing a course on medieval rhetoric which explore the rhetorical genres of prologues, which connect to my own scholarly interests in how authors communicate with their audiences and make meaning through rhetorical strategies. One specific example of this is in a course I have developed that I can offer at either the undergraduate or graduate level, which examines the relationships between medieval and modern popular culture, mediated through stories about heroes, including saints, the Matter of England and France, and the Marvel Cinematic Universe. I believe this course would be an exciting opportunity to engage students in a discussion about how literature and art, especially when it is considered pop-art, is a reflection of society thus worthy of our interrogation.

My interest in teaching is not always literary focused, as one of my passions is in training students in myriad different methodologies, one of which is digital humanities. One course I would be eager to offer is an introduction to Digital Humanities where students gain hands-on experience in digital methods of visual and textual analysis and could experiment with a variety of digital, textual and visual computational languages like XML and XSLT.

EQUITY, DIVERSITY, & INCLUSIVITY

As a literary scholar, my training in understanding the motivations of characters, the significance of imagery, and the vitality of audiences underpins my empathic worldview. As I pursued the study of English literature and continued to graduate school, this training further developed, and I began to see the virtues of employing empathy as a form of critical thinking. My approach to teaching and research is informed by the inherent relationship between empathy and positionality. I believe our lived experiences inform our worldview, and by acknowledging other lived experiences, we gain insight into the motivations of others and begin to think more critically about the world in which we live.

I grew up in a middle-class, suburban family where a university education was expected. I was raised to believe that education was both a privilege and a necessity for success. Because I had the privilege of a liberal education, I could pursue my interests and passions without concern about financial success. I also realize that this is not the norm, and I am grateful that I have been able to turn my experience learning about my interests into a career. However, the tension between privilege and necessity underscores many of my beliefs about education and the university as an institution. The university has its roots in the relationship between those who have knowledge and those who seek it out. The student-teacher dynamic is foundational, yet not everyone has the privilege of participating in that relationship or even the opportunity to experience the idea of education outside of their need to support themselves financially. In other words, while I have the privilege to believe that the university is a space for learning and experimentation, less privileged individuals see the university as a means to a better life and financial security.

As an instructor in an English department, where most of my students are not English majors, and the College of Engineering, where all of my students are pursuing professional degrees, I am able to provide support for a variety of students who see their English and Communications course as simply a required component of their degree. My classes, then, emerge as a means to their end. As an instructor, I embrace this dynamic and use my expertise in literature and communication to foster in them a more empathic, critical worldview. Effective communication becomes a core skill that we practice to take that skill into their other courses and careers. While my course material is literary and rhetoric, I draw on their lived experiences and other forms of knowledge to teach lessons. My analogies in class can range from the history of mathematics to current political events. My students comment on the diverse ways I engage them to explain the importance of effective communication and say how helpful it is. Yet, these interdisciplinary approaches are informed by their interests.

By including my students' experiences in the course content, I encourage discussions of positionality. My approach to literary and communications instruction centres on the intersection between empathy and positionality. Each student in my class approaches the course material through their own lived experiences, and it is vital to cultivate an inclusive space for each student to express their unique voice. Fostering the diversity of the classroom encourages open-mindedness and the creation of new knowledge based on shared commonalities and exposing our differences. While we may all read the exact text, our interpretations will differ. Acknowledging these differences allows us to dispossess ourselves of our preconceived notions of the outside world and those who live in it. By fostering an empathic environment, I believe we can more critically engage with the world around us. Informed by the diversity of the students in my classroom, I provide learning materials that cater to a wide array of interests from all periods and

genres. I select non-canonical texts, in my English courses, for example, to enable students to experience works of literature they might not have otherwise ever accessed.

In my career, I have sought mentors and supervisors who provided alternative views to my own. Likewise, I seek opportunities to mentor students, especially international and EAL students, who otherwise do not have access to the resources for success in my English dominant university. By opening my office hours, especially for tutoring, spending more time providing targeted feedback on assignments, and advocating on their behalf, I focus energy on ensuring their success both in my classroom and in their academic and professional careers.

My experience as an instructor at the onset of the COVID-19 pandemic clarified the importance of equitable instruction. In one of my classes in 2020, I had students living in Asia, Africa, and locally in Saskatoon. I saw the importance of providing accommodations for my students on a case-by-case basis. Strict guidelines and implied expectations were not only untenable, but they were often exclusionary. The other familial and social roles that were otherwise unacknowledged pre-pandemic became evident as students became primary caregivers, financial supporters, and otherwise preoccupied with other responsibilities. To accommodate for this new reality, I actively encouraged my students to take advantage of institutional support provided by the university and took extra care to alleviate concerns about deadlines. I empathise with students whose first experience of an English university classroom was behind a computer screen. My mentor guided my belief that instructors should teach the student and not the syllabus, and I have taken this as a golden rule in my classroom. To this end, I understand that students may need further guidance and clarification about course requirements, expectations, and extensions on deadlines. I tell my students throughout each term that life always comes before school. I have had students tell me that this is helpful as I have had students experience trauma outside of the classroom.

As a scholar, I have my anxieties about the purpose of what I do. I see my research as only one half of my role as an instructor and educator. I take the concept of teacher-scholar seriously in my research. One of my primary goals is to produce scholarship that informs the classroom and apply what I learn to my research. My interest in textual editing, for example, stems from my desire to provide rare or untaught literary sources to students. My research aims at decolonising the Middle Ages by removing the pre-existing barriers that have systemically kept marginalised communities from critically engaging with material in meaningful ways. As such, my current project “Unediting the *South English Legendaries*” welcomes broad participation across skill level, background, and only relies on participant willingness to engage in novel, digital methods of textual investigation to accomplish something that otherwise no lone scholar could accomplish. In keeping with my ideas of equity, inclusivity, and diversity, I will include all participants as authors on publications in addition to monetary remuneration, when possible, to enable young scholars’ participation. Likewise, I actively develop pedagogical tools like *TEI by Example* by sitting on the international advisory committee. I see my research as a means to an end: to enable young scholars and students to enact change for a better world through more empathic and critical thinking.

Admittedly, my approach to equity, diversity, and inclusivity is constantly in flux. I see myself as a perpetual student and draw on the experience of my peers to inform my approach to more equitable, diverse, and inclusive instruction. Just as I am willing to mentor, I seek out mentors who can provide insight into better pedagogy.

PROFESSIONAL LEARNING AND DEVELOPMENT

TESOL/TESL/TEFOL

In 2010 I obtained my TESOL/TESL/TEFOL certification through Oxford Seminars, where I learned a variety of necessary theoretical and practical skills involved in providing instruction of English as an additional language. Not only has my experience in this course solidified my understanding of the English language from an axiomatic, grammatic, and linguistic perspectives, but it provided me with the skills and resources to support international, non-English speakers who study English literature and composition. Through this certification, I learned how EAL students experience English language instruction, and I have since employed similar tactics in my Literary and Composition courses. I received a certificate upon completion of the course.

Instructional Skills Workshop

The Instructional Skills Workshop (ISW) is an intensive experiential course on the practical aspects of pedagogy, including lesson planning, developing learning objectives, and engaging students through participatory learning practices. In the fall of 2019, as part of my Teacher-Scholar Doctoral Fellowship, I participated in this workshop and developed three mini-lessons, where I learned about the BOPPPS method of lesson planning and received feedback on my presentation skills. Additionally, a core component of the ISW is reflective teaching habits. After each lesson, I received feedback and took that as an opportunity to both reflect on my experience developing and delivering a lesson plan and improve upon new skills. I received a certificate upon completion of the program.

Teaching Preparation Certificate

The Teaching Preparation Certificate (TPC) is a non-credit program that graduate students and postdoctoral fellows may acquire from the University of Saskatchewan through a variety of courses offered at the Gwenna Moss Centre for Teaching and Learning (GMCTL). The TPC demonstrates the completion of 40 learning hours of further pedagogical training in a variety of areas, including “Indigenization, Decolonization, and Reconciliation,” “Reflective Teaching,” and “Introduction to Teaching Online.” To obtain the TPC, I was assessed by an Educational Development Specialist through the GMCTL. I will receive a certificate of completion alongside my doctoral degree upon the completion of my PhD program at the University of Saskatchewan.

AWARDS AND RECOGNITION

University of Saskatchewan Students’ Union (USSU) Teaching Excellence Award

In the Fall of 2021, I was nominated for the USSU Teaching Excellence Award, which “recognizes those who have demonstrated enthusiasm, organization, and fairness in evaluation, providing exceptional commitment and support to their classrooms.” Students assess and nominate instructors on a variety of criteria, three of which are: enthusiasm, organization, and fairness of evaluations.

TEACHING EVALUATIONS

Throughout my teaching career, I seek out opportunities for evaluations to reflect and inform my teaching practices. Yearly, I solicit faculty evaluations; for each course, I solicit student feedback through SLEQ³ surveys, and when students are comfortable, I request written feedback on their experiences in my classroom. The primary objective of requesting feedback is to enhance and develop my pedagogical approaches. I have noted that when I consider the perspectives of those around me, I obtain a more holistic view of my teaching practices. From my faculty, I have learned to develop a predictable routine more carefully for students. In response to this feedback, I began to outline and provide detailed class schedules for my students so that they can anticipate the work in my courses. From my students, through both informal evaluations like “stop, start, continue” in-class exercises and formal administration-run course surveys like SLEQ, I integrate feedback I receive into my next class. One important example of this is in my approach to grading, where I acknowledged students' concerns regarding the clarity of my evaluations. Consequently, I developed a series of rubrics to clarify my expectations. I have also solicited written feedback from students when I have taught them in more than one course to get a detailed evaluation over a more significant period.

In the following section, I provide evaluations from faculty and students, informal and formal, solicited, and unsolicited. This feedback spans the entirety of my teaching career. I have included full teaching evaluations from peers in Appendix C and the full SLEQ evaluations in Appendix D.

³ SLEQ, or the Student Learning Experience Questionnaire, is a survey administered twice per term in each course. The questionnaire asks students to provide formative and summative feedback on their experiences in the course and course delivery through a variety of quantitative and qualitative questions, including questions on organization, assignments, evaluations, and outcomes.

Peer Evaluations



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March 3, 2023

Re: Classroom Teaching Observation for Tristan Taylor

On March 2, 2023 I had the pleasure of performing a teaching evaluation of Tristan Taylor's GPS 982: Mentored Teaching course. GPS 982: Mentored Teaching is a non-credit graduate course for Ph.D. students who have received a Teacher Scholar Doctoral Fellowship. Students in this course are primarily at the very end of their Ph.D program and have varied past teaching experience in their disciplines. Tristan's teaching accountabilities for this course involve helping students design a course in term 1 and effectively teach this course in term 2 while completing a teaching portfolio and philosophy statement.

Tristan is able to design a course that is easily accessible and encourages student learning. I had the opportunity to look through Tristan's Canvas online course prior to the teaching evaluation. Tristan has developed learning modules that use a consistent and effective structure to present content and learning activities. His module design makes it easy for students to understand how the course is organized as each face-to-face session is supported with a Canvas module that is linked to a learning outcome, resources, and examples of evidence for a portfolio. Tristan uses the communication tools in Canvas to make his expectations for individual assessments clear and available to students in advance of the face-to-face class.

The class I observed was focused on collecting evidence of good teaching practices for the final teaching portfolio. The first thing I noticed about Tristan's class is that he created an environment that invited conversation and created community. Instead of the traditional forward-facing classroom he had tables pulled together so students could easily engage in discussion. Tristan used effective techniques to relate with his students as soon as they entered the classroom. Tristan is highly dedicated to the creation of a learning context which values and facilitates active, rather than passive, learning. He conscientiously employed a wide range of innovative and effective exercise in his classes to help engage his students and encourage collaborative practices. Tristan encouraged his students to ask questions and encouraged class participation in responding to questions by inviting others to answer. His instructional practices were planned, organized and aligned with the intended learning goal for the class. Tristan consistently related the classroom learning and activities back to the final assessment and described how that final teaching portfolio will be useful in their future of applying for jobs. He made their learning relevant for them.

Evidence of Tristan's commitment to teaching and learning has existed throughout the entire few years I have known him. He has participated in many courses and workshops offered by our teaching & learning centre, he seeks out opportunities to be a TA and instruct courses, and he seeks out opportunities to teach and apply his teaching skills in different contexts and disciplines. Tristan engages in continuous profession growth by regularly reflecting on and adapting his teaching practice. I have seen Tristan practice reflective writing, engage in reflective discussions and seek out intentional feedback and then makes the necessary changes to improve his teaching and student learning. Tristan's ability to adapt to various levels of learners, disciplinary contexts, and modes of learning (synchronous, asynchronous, face-to-face) makes him an excellent teacher. Tristan will make a significant contribution to teaching and learning at any higher education institution as he is a model teacher who makes student learning the highest priority in all aspects of his teaching at the undergraduate and graduate level.

Dr. Sara Dzaman
Curriculum Lead
Gwenna Moss Centre for Teaching & Learning



4 February 2020

On 31 January 2020, I had the pleasure of visiting Tristan Taylor's ENG 114.3: Introduction to Literature and Composition, Reading Culture. Though several students had informed Tristan that they would be unable to attend class, the 17 participants engaged in reading exercises, group brainstorming sessions, and focused textual analysis, all guided by Tristan's thoughtful and very productive lesson plan.

The focus of the class was the genre of the tabloid and the ways in which its form and content are reflected in Robert Louis Stevenson's 1886 novel *Dr. Jekyll and Mr. Hyde*. The class began with students working towards the traits of the tabloid: gossip, current events, celebrity, and scandal. Using this base, Tristan provided students with two handouts: examples of tabloids from 1992 and 1888 respectively. He then engaged the students in two close reading exercises, a solo exercise focused on the contemporary example of the form, and then a paired exercise on the layout, language, and images used in the 19th C. issue of the *Illustrated Police News*. After each, students were asked to share their responses, which were recorded on the chalkboard. It was a lovely example of how to enable focused and informed student participation, and to acknowledge and thereby value student contributions. Tristan then moved with the students' work towards its implications: the emotional effects of tabloid style and images, and the appeal of emotion-based genres. The latter was contextualized through a range of contemporary parallels, including horror films and "True Crime" podcasts, such as *My Favorite Murder*.

The students' work on the tone of the headlines, particularly in the 19th C. tabloid, formed the hinge into Tristan's discussion of the novel. He reviewed with the class the basic plot, and then engaged them in an analysis of the language Stevenson uses, starting with the Table of Contents. As the students noted, the chapter headings echo the form and content of tabloid headlines. That similarity was extended through the next exercise, where Tristan tasked pairs with identifying the descriptive terms used in a section of the novel in which a murder is described. The result was a series of excellent examples of tabloid-like terminology and imagery—the basis for the next class, in which the connection between tabloid and fame or infamy was to be drawn out through the central figure of the novel.

Tristan demonstrated best practices for engaging students in core literary studies methods: close readings, comparative analysis, location of evidence. After the class, he and I discussed the value of outlining the lesson plan at the beginning of class and identifying the main question or issue that would be the larger focus. Signaling transitions between stages of the plan could also aid in student comprehension of the stakes of the materials and activities in question. That said, the design of the exercises, the educator's positive and productive responses to student work, the students' engagement in active learning, and the analytical outcomes mark the truly generative approach that Tristan established. It was a highly impressive demonstration of instructional methods and skills, and I look forward to the next class visit.

Sincerely,

Ann Martin, Associate Professor



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June 7, 2019

To Whom It May Concern:

Re: Tutorial Leader Evaluation for Tristan Taylor

In the winter of 2018-19 Tristan Taylor was one of four graduate student Tutorial Leaders working with me on my English 110 course. Being a Tutorial Leader entailed attending the Monday and Wednesday lectures delivered by me, leading a Tutorial group of twenty-five students that met on Fridays, marking four sets of essays by those students, making himself available to those students for help and advice, and attending weekly group meetings in which the TLs and I would discuss the progress of the course. In all phases of this work Tristan Taylor was diligent, dedicated, and thoroughly professional. It was a real pleasure working with him and I would readily work with him again. From the student evaluations it is clear that his students responded well to his teaching, and I saw marked improvement in the students' understanding of the material and in their writing, thanks to Tristan's teaching.

I give my Tutorial Leaders a fair degree of freedom in planning the program for their Tutorials, provided the program was a helpful supplement to the course content. Tristan embraced this freedom with imagination and verve, creating a thoughtful series of discussion topics, exercises, and occasionally supplemental readings. He showed a keen sense of where learning opportunities lay, and was eager to explore them with his students. As the year progressed I noticed the other TLs were intrigued by what Tristan was doing and often used him as a role model. Tristan was consistently generous with his peers and his openness helped strengthen the sense of teamwork that one wants to see in a course delivered this way. Though he was already a senior PhD student, this was his first teaching experience. Occasionally he was a bit over-ambitious in deploying a graduate student's vocabulary in his dealings with these first-year students, but he had the good sense to be self-critical, and adjusted both his voice and his methods as the year progressed.

In marking essays Tristan was fair-minded and thorough, using a consistent academic standard. He challenged his students to be more careful readers and more conscientious scholars, modelling all of the behaviours he was trying to instill in them. He had a good instinct for the right pose to strike as a teacher, challenging when needed, and supportive when needed. The same pose was evident in the classroom, and his students were appreciate of being treated with respect even as they were being critiqued. It is also noteworthy that Tristan was the first of the TLs to volunteer to lecture to the class as a whole, which he did in the second week of the course. The lecture was well planned and effectively delivered. The students listened carefully and retained most of what he told them, as I noticed his content being cited productively in subsequent student essays.

Doug Thorpe, Course Instructor
Department of English

Student Analytic Surveys

Below are the results of the Student Learning Experience Questionnaires (SLEQ) of the courses for which I was listed as the Instructor of Record and for those that I was listed as a Teaching Assistant, and students were allowed to evaluate my facilitation of the course as a Teaching Assistant. Notably, the different colleges and departments offer students different questions in the surveys as they are employed to better develop the quality of the education offered. For the instructor, they offer a unique snapshot of student reactions to courses offered. I present the following information as it quantitatively speaks to my ability, both my strengths and weaknesses as an instructor. Nevertheless, there are caveats to what the statistics offer us.

1. The information provided is based off willing participation, and as such, the respondents fluctuate. Surveys with less than 10 respondents tend to be less representative than those which have a higher participation rate.
2. Direct comparisons and forecasting based on the results of a survey are impossible, as the questions asked of students are not always aligned from survey to survey.

Nevertheless, the results provide the opportunity for reflection. After each survey for each course, I make use of the results to self-evaluate my experience delivering the course, and the students experience taking the course. I have often found that, while many aspects align, some do not. It is in this different of perspective that I interrogate to improve the quality of my instruction. As can be noted from the statistics, I consistently rate highly among students in areas like encouraging critical thinking, my openness to inclusivity, diversity, and equity, and my organization. Where I often find myself focusing my attention on, then, is in the development of assignments and quality of the evaluations I provide my students so that they understand what they are supposed to accomplish and how they will be graded.

Instructor University of Saskatchewan

RMC 200 Professional Communication Management (Fall 2022) Face-to-face

Number of Respondents	14	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.5/5.0
I found the course intellectually stimulating.		4.2/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.9/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.7/5.0
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.		4.7/5.0
Overall, the quality of my learning experience in this course was		4.5/5.0
As an overall rating, I would say the instructor's performance in this course was:		4.9/5.0
I understand how the content of this course contributes to skillsets relevant to my program.		4.2/5.0

ENG 113 Literature and Composition: Reading Narrative (Fall 2022) Face-to-face

Number of Respondents	5	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.4/5.0
I found the course intellectually stimulating.		4.2/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.6/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.6/5.0
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.		4.6/5.0
Overall, the quality of my learning experience in this course was		4.2/5.0
My previous studies adequately prepared me for this course.		3.4/5.0
I prepared regularly for class, completing any reading or other assignments for each class.		4.8/5.0
In comparison to what I expected coming into the course, my achievement has been:		1.8/3.0
The instructor, Tristan Taylor, encouraged critical thinking.		4.8/5.0
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.		5.0/5.0
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.		4.4/5.0
The organization of the course supported my learning experience.		4.4/5.0
The instructor, Tristan Taylor, explained course material clearly.		4.8/5.0
Feedback on assignments included helpful suggestions for improvement.		4.8/5.0
My grades and how they were determined were clearly communicated.		4.6/5.0

ENG 114 Literature and Composition: Reading Culture (Spring 2022) Face-to-face

Number of Respondents	10	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.5/5.0
I found the course intellectually stimulating.		4.2/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.8/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.2/5.0
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.		4.0/5.0
Overall, the quality of my learning experience in this course was		3.9/5.0
My previous studies adequately prepared me for this course.		3.4/5.0
I prepared regularly for class, completing any reading or other assignments for each class.		4.1/5.0
In comparison to what I expected coming into the course, my achievement has been:		1.8/3.0
The instructor, Tristan Taylor, encouraged critical thinking.		4.4/5.0
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.		4.8/5.0
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.		4.5/5.0
The organization of the course supported my learning experience.		4.2/5.0

Number of Respondents	10	Average for Statement
The instructor, Tristan Taylor, explained course material clearly.		4.6/5.0
Feedback on assignments included helpful suggestions for improvement.		4.4/5.0
My grades and how they were determined were clearly communicated.		4.2/5.0

ENG 112 Literature and Composition: Reading Drama (Winter 2022) Face-to-face

Number of Respondents	20	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.6/5.0
I found the course intellectually stimulating.		4.4/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.7/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.5/5.0
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.		4.8/5.0
Overall, the quality of my learning experience in this course was		4.5/5.0
My previous studies adequately prepared me for this course.		4.0/5.0
I prepared regularly for class, completing any reading or other assignments for each class.		4.1/5.0
In comparison to what I expected coming into the course, my achievement has been:		2.3/3.0
The instructor, Tristan Taylor, encouraged critical thinking.		4.8/5.0
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.		4.8/5.0
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.		4.5/5.0
The organization of the course supported my learning experience.		4.4/5.0
The instructor, Tristan Taylor, explained course material clearly.		4.7/5.0
Feedback on assignments included helpful suggestions for improvement.		4.6/5.0
My grades and how they were determined were clearly communicated.		4.7/5.0

ENG 114 Literature and Composition: Reading Culture (Fall 2021) Face-to-face

Number of Respondents	26	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.7/5.0
I found the course intellectually stimulating.		4.5/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.8/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.3/5.0
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.		4.4/5.0
Overall, the quality of my learning experience in this course was		4.5/5.0
My previous studies adequately prepared me for this course.		3.8/5.0
I prepared regularly for class, completing any reading or other assignments for each class.		3.9/5.0

Number of Respondents	26	Average for Statement
In comparison to what I expected coming into the course, my achievement has been:		2.0/3.0
The instructor, Tristan Taylor, encouraged critical thinking.		4.7/5.0
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.		4.8/5.0
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.		4.6/5.0
The organization of the course supported my learning experience.		4.4/5.0
The instructor, Tristan Taylor, explained course material clearly.		4.7/5.0
Feedback on assignments included helpful suggestions for improvement.		4.4/5.0
My grades and how they were determined were clearly communicated.		4.2/5.0

**ENG 114 Literature and Composition: Reading Culture (Winter 2020) Face-to-face,
remote asynchronous**

Number of Respondents	10	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.5/5.0
I found the course intellectually stimulating.		4.2/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.8/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.2/5.0
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.		4.0/5.0
Overall, the quality of my learning experience in this course was		3.9/5.0
My previous studies adequately prepared me for this course.		3.4/5.0
I prepared regularly for class, completing any reading or other assignments for each class.		4.1/5.0
In comparison to what I expected coming into the course, my achievement has been:		1.8/3.0
The instructor, Tristan Taylor, encouraged critical thinking.		4.4/5.0
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.		4.8/5.0
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.		4.5/5.0
The organization of the course supported my learning experience.		4.2/5.0
The instructor, Tristan Taylor, explained course material clearly.		4.6/5.0
Feedback on assignments included helpful suggestions for improvement.		4.4/5.0
My grades and how they were determined were clearly communicated.		4.2/5.0

St. Thomas More College

**ENG 114 Literature and Composition: Reading Culture (Winter 2021) Remote,
asynchronous**

Number of Respondents	13	Average for Statement
The course provided me with a deeper understanding of the subject matter.		3.9/5.0

Number of Respondents	13	Average for Statement
I found the course intellectually stimulating.		3.7/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		3.7/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		3.8/5.0
Online tools used to support course activities were easy for me to use. These activities would include accessing content, submitting assignments, completing quizzes, accessing results/grades, etc.		4.4/5.0
The organization of online activities in the course was clear and easy to follow.		4.4/5.0
The online environment enriched or strengthened my learning of the course objectives/competencies.		3.1/5.0
The expectations for this online/remote course were made clear		4.0/5.0
The instructor, Tristan Taylor, maintained a regular, engaged presence during online activities throughout the course.		4.5/5.0
The instructor, Tristan Taylor, communicated effectively in all aspects of the course.		4.5/5.0
The instructor selected materials (e.g. assigned readings, handouts, and PowerPoint slides) that are helpful in understanding the content of the course.		4.1/5.0
The instructor, Tristan Taylor, is approachable.		4.2/5.0
My grades and how they were determined were clearly communicated.		3.2/5.0

ENG 114 Literature and Composition: Reading Culture (Winter 2021) Remote, asynchronous

Number of Respondents	7	Average for Statement
The course provided me with a deeper understanding of the subject matter.		4.1/5.0
I found the course intellectually stimulating.		3.9/5.0
The instructor, Tristan Taylor, created an environment that contributed to my learning.		4.1/5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.		4.3/5.0
Online tools used to support course activities were easy for me to use. These activities would include accessing content, submitting assignments, completing quizzes, accessing results/grades, etc.		4.4/5.0
The organization of online activities in the course was clear and easy to follow.		3.7/5.0
The online environment enriched or strengthened my learning of the course objectives/competencies.		3.4/5.0
The expectations for this online/remote course were made clear		4.3/5.0
The instructor, Tristan Taylor, maintained a regular, engaged presence during online activities throughout the course.		4.7/5.0
The instructor, Tristan Taylor, communicated effectively in all aspects of the course.		3.9/5.0
The instructor selected materials (e.g. assigned readings, handouts, and PowerPoint slides) that are helpful in understanding the content of the course.		4.4/5.0
The instructor, Tristan Taylor, is approachable.		4.4/5.0
My grades and how they were determined were clearly communicated.		3.7/5.0

Tutorial Leader

ENG 110 Literature and Composition (2019-2020)

Number of Respondents	13	Average for Statement
The tutorial leader was well prepared for each tutorial.		4.85
The tutorial leader used tutorial time well.		4.62
The tutorial material was relevant to course content.		4.62
The tutorial leader was open to student discussion, questions, and disagreement.		5.00
The tutorial atmosphere was comfortable and supportive for the students.		4.62
The tutorial leader was available to students outside tutorial time.		4.85
The tutorial leader was helpful to students seeking advice.		4.92
The essays were marked thoroughly and appropriately.		4.77
I have learned a great deal from this tutorial.		4.15

Select Student Written Feedback

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

- Professor Taylor was a very engaging and great teacher to have! I really enjoyed his passion for his job and dedication to this class. Although this is the only English class I have to take for my degree, I have been passing his name onto other peers to suggest to take Taylor as a professor.
- I felt very comfortable with his instruction methods. I didn't feel pressured to answer if I didn't know an answer to a question, and he clearly communicated what he was teaching. It was very well planned and executed well.
- Professor Taylor is a great professor. He truly cares about our mental health; he was always considerate. I really appreciate that he gave us a few minutes to have deep breaths

Please comment on those remote teaching strategies that were *particularly supportive* of your learning during the COVID 19 pandemic.

- The strategies present in this course were very organized and simulated what a real class would be like. I really appreciated the amount of effort that was shown through even technology.
- Tristan Taylor was the most proactive about the COVID-19 situation then any of my other professors, he provided clear emails everyday when we had class and I was still able to learn the material.
- His lecture notes were concise and to the point. The transition has proven to increase my reading significantly so having his content concise and to the point was meaningful.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

- Having open class discussions allowed us to give new interpretations and hear what other students thought about the course material. I felt it was very educational.

- The small assignments (discussion posts and reflections) aided in my understanding of the topics themselves and the essays werved to help me develop my voice as a writer and think critically about our texts.
- The material presented engaged me to write more, in such way that when I compare to my old essays, there was a huge improvement on style and creativity. Very inspirational class.

Please comment on the overall quality of your *learning experience* in this course.

- I truly enjoyed this course. I learned many new things. I always looked forward to attending the lectures and participating in discussions. Overall, this course made me think deeply and analyze different literature and enjoy it at the same time. I highly recommend taking this class.
- It was probably the best learning experience I have had in an English class. The enthusiasm that professor Taylor brought to each class made the material that much more enjoyable.
- My learning experience exceeded my expectation and I enjoyed coming to this class when we were allowed to. I felt I learned a lot about university English courses through this course and got a very good beginning English course to start out my first university year.
- I was surprised by the high quality of this course! Very organized and embracing, and the instructor was very knowledgeable and extremely approachable and caring. Overall I had a great experience and highly recommend it.

Solicited Student Feedback

Paris Holt

April 4, 2022

To whom it may concern,

I am writing to attest to my positive experience as a student in Tristan Taylor's English courses at the University of Saskatchewan during the 2021-22 school year.

First-year, post-secondary-level English courses can be extremely intimidating. Fear is instilled by peers about the unengaging topics, harsh professors, and sub-par marks that are said to be anticipated. My experience with first-year English was quite the opposite. Professor Tristan Taylor created an environment that exceeded my expectations of what post-secondary English would be and allowed me to strengthen my literary skills along with my interest.

I was in Professor Taylor's English 114 class at the University of Saskatchewan in the fall of 2021. My experience in this course was so advantageous that I switched my class schedule the following semester so I could join his English 112 class in the winter 2022 term. Both classes were continually engaging, demanding yet rewarding, and provided me ample opportunity to grow as a writer and student. The frequent group discussions during class made for an ideal learning environment through the promotion of mutual respect, openness, and collaboration. He grades fairly and objectively which demonstrates his desire to see his students succeed. His passion for English and teaching is indisputable. These factors, along with his kindness and impartiality, made for an overall fantastic experience in both English 112 and 114. I could not recommend his classes more and I do not doubt that Professor Tristan Taylor will excel in whatever environment he becomes a part of.

APPENDIX A-1 (SAMPLE SYLLABI)**Studies in Medieval Literature: Romance and Hagiography: Heroes****English 3009 Studies in Medieval Literature:****Romance and Hagiography: Heroes****Fall / 2023**

Date and Time TBA

Location TBA

Tristan B. Taylorcontact information: tristan.taylor@usask.ca**Land Acknowledgment****Course Description**

This course examines a wide variety of medieval literature from the British Isles from 500-1500. Students will read, analyze, and develop a critical framework through which to examine medieval literature, including historical, religious, and cultural contextualization. Romance and Hagiography are two closely aligned Middle English genres, and their similarities continue to fascinate scholars. Throughout this course, we will read a variety of Middle English romances and hagiographies, drawing on our understanding of genre, to explore the similarities and, importantly, the differences between these two genres to unveil medieval attitudes towards the hero. Additionally, this course will introduce Digital Humanities methods in Medieval Studies, including the history of humanities computing, textual editing, and the future of digital research methods. Throughout the course, students will be exposed to a variety of current DH medieval research projects that they may explore both the benefits and limitations of digital research methods. Students will gain hands-on experience in DH projects learning the basics of XML, HTML, CSS, and TEI standards. By the end of the course, students will produce a digital humanities research project and a short digital edition of a medieval work of literature.

Delivery Mode

This course will occur face-to-face. Students must have access to a computer.

Learning Outcomes

After successfully completing 3 cu of 200-level English, students will be able to demonstrate they know at a minimum

- how to read and analyze a literary text for its nuances as well as its main and secondary ideas
- how to recognize the method or theoretical orientation of secondary sources relevant to the subject of the course
- how in the discipline of English to research and write a research paper that uses various sources such as books, scholarly websites, and refereed articles.
- how to integrate diverse methodological approaches to literary studies beyond research papers.

Required Texts

- *Le Morte Darthur* ISBN: 9781554811595
- *The South English Legendary* <https://quod.lib.umich.edu/c/cme/AHA2708.0001.001/1:1?rgn=div1;view=fulltext>
- *The Lais of Mary de France* ISBN: 9781554810826
- *King Horn* <https://quod.lib.umich.edu/c/cme/CME00050/1:2?rgn=div1;view=fulltext;q1=King+Horn>
- *Sir Gawain and the Green Knight* ISBN: 9780921149927
- Additional readings will be provided as links and PDFs through Canvas.

Evaluation

- Participation (15%):
 - Read each assigned text by the time we first begin to discuss it in class, and bring copies of the works to class.
 - Self-evaluation (15%). At the end of the term, students will be required to submit a short (250 words) reflection on their experience in the course, including how they believe they contributed in class discussions, asking and answering questions, etc. In addition to the reflection, students must submit a grade they believe they deserve.
- Passage Translation (10%):
 - You will produce a short translation of a Middle English passage in class and then answer a series of reading comprehension questions.
- Critical Review (20%):
 - You will read, summarize, and critique a scholarly article you choose from a selection provided.
 - In your critique, you must identify the scholarly argument, including the necessary context, argumentative trajectory, and implications of the argument. You then must offer your scholarly opinion in the form of a well-argued essay evaluating the (1) significance of the argument, (2) accessibility of the paper (3) and any significant critiques of the argument.
- Term Research Paper/Project (30%):
 - The Research Paper/Project will consist of a proposal and a product.
 - Your proposal will be a short abstract, identifying either (1) the thesis of your essay or (2) the purpose of your digital “edition.” (5%)
 - The term research paper will require you to respond to a prompt provided.
 - The essay should be approximately 10 pages, 12-point Times New Roman, double-spaced, and follow MLA style (See the Department of English *Requirements for Essays*).
 - This paper will ask for a close reading and considered analysis of the course material.
 - You will be responsible for providing at least three secondary sources in your argument.
- Final Exam (25%):
 - This will be a three-hour exam which will consist of one essay question and a variety of long answer, short answer, definition, and identification questions.
 - The final exam is cumulative, meaning that any course material covered in class is eligible to appear.
 - The final exam will be scheduled in the April final exam period. The exam will comply with University of Saskatchewan exam policies.
- Policy on Course Expectations, Late Assignments, and Extensions
 - Students are expected to attend all lectures and class discussions and to complete all written and online assignments and examinations.
 - Written assignments must be submitted as a hardcopy, stapled with your name, at the beginning of class on the day it is due, unless otherwise specified. Assignments that are submitted late *will be penalised 5% per week or part thereof*. Assignments submitted more than 2 weeks past the stated due date or once assignments have been returned to the class, whichever comes first, will receive a grade of zero (but will

still count as completed). Assignments that are not submitted will receive a grade of zero, so hand in every assignment, even when you feel that it is not your best work. Do not let perfect be the enemy of good. If you need to request an extension to any assignment deadline, contact me to discuss your options.

Other Notes / Expectations

- Assignment submission protocols
 - All assignments must be submitted typed, double spaced, 12-point, Times New Roman, and stapled, unless otherwise specified.
- Policy on recording lectures
 - Please discuss with me recording lectures.

Schedule

Key dates for Fall 2022:

Week	Month /date	Readings	Assignments due
1		Introduction <i>Lais of Mary de France</i>	
2		<i>Lais of Mary de France</i> <i>King Horn</i>	
3		<i>King Horn</i>	
4		<i>Sir Gawain and the Green Knight</i> Introduction to Digital Humanities	In-Class Translation
5		<i>Sir Gawain and the Green Knight</i>	
6		<i>Sir Gawain and the Green Knight</i>	
7		<i>South English Legendary</i> TEI and Digital Editions	Critical Review Due
8		<i>South English Legendary</i>	
9		<i>South English Legendary</i>	
10		<i>Le Morte Darthur</i>	Paper/Project Proposal Due
11		<i>Le Morte Darthur</i>	
12		<i>Le Morte Darthur</i>	
13		Flex Week/Reading Week	Final Paper/Project Due Self-Evaluation Due

Academic Integrity and Plagiarism

Honesty and integrity are expected of every student in class participation, assignments, examinations, and all other academic work. All students must perform their own work. Plagiarism is the most common form of academic dishonesty; Plagiarism is the theft of the intellectual creation of another person. You are plagiarising if you present the words or thoughts of someone else as if they were your own. Plagiarism, whether from the web, print sources, or other students is a serious academic offense. You are also plagiarising if you submit without approval of the instructor any work for which credit has previously been obtained or is being sought in another course. It is your responsibility to understand in full what constitutes plagiarism, how to avoid it, and its consequences. Consequences range from 0 on the assignment to expulsion from the university, depending on the nature of the offense. All instances of plagiarism are kept on record by the University; penalties become more severe for subsequent offences.

<https://www.whitman.edu/dean-of-students/student-handbook/student-rights-and-responsibilities/academic-dishonesty-and-plagiarism>

Student Supports⁴

Disability Support Services

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with the Disability Support Services (DSS). Students who suspect they may have disabilities should contact DSS for advice and referrals at any time. Students who are registered with DSS with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add/drop dates. To access DSS programs and supports, students must follow DSS policy and procedures. For more information or advice, visit <https://www.whitman.edu/academics/academic-resource-center/disability-support-services>

Academic Support

The college offers a range of learning supports, see

<https://www.whitman.edu/academics/academic-resource-center>

Health, Wellness and Counselling

The University offers a range of supports for students experience health and wellness issues, see

<https://www.whitman.edu/academics/academic-resource-center/disability-support-services>

<https://www.whitman.edu/counseling-center>

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⁴ Links to be updated yearly.

APPENDIX B (SAMPLE ASSIGNMENT)

[The following assignment is from my Literature and Composition: Reading Drama. This three-part assignment accounts for 30% of the student's overall grade and is completed over three weeks. Each part of the assignment scaffolds, and I provide written feedback for each part.]

Term Paper Assignment Sheet

Due Dates:

Part one: Thesis, Outline, and Works Cited, (5%)

DUE: 9:30 am via Canvas, March 21st.

Part two: Peer Review (5% (participation))

DUE: In-Class, March 28th, Via Canvas, March 30th.

Part three: Completed Term Paper, (20%)

DUE: Beginning of Class, physical copy, April 8th.

Extension Policy

This is a reminder that, to complete the course, you must complete all assignments. Late assignments will be penalized 5% per week or part thereof. Assignments submitted more than two weeks past the stated due date, or once assignments have been returned to the class as a whole, whichever comes first, will receive a grade of zero. Assignments that are not submitted will receive a grade of zero. Except in rare circumstances, extensions will not be granted, only with appropriate medical documentation. Please contact me if you need to request an extension due to illness or a family emergency.

N.B. Part Two of the assignment (Peer Review) is required, and attendance will be taken. Failure to partake in the in-class Peer-review will result in a ZERO for the 5% participation grade associated with the term paper.

Documentation

The essay must be documented in MLA style. See the Department's Pamphlet *Requirements For Essays* for a summary of MLA Style. You can find a link to this document in Course Materials on Blackboard and here:

<http://artsandscience.usask.ca/english/documents/RequirementsForEssays.pdf> Links to an external site.

Plagiarism and Academic Honesty:

Plagiarism is presenting the words or ideas of someone else as if they were your own, or if you submit work of your own that has already previously submitted work for which you have received credit. You can avoid plagiarism by citing (acknowledging) your sources in both in-text citations and on a Works Cited and Consulted page. When quoting other works, be sure to acknowledge that it is a quote by using quotation marks, or when paraphrasing rewrite, the idea in your own words and attribute the idea to the original author. See the *Requirements for Essays* for further information.

Objectives:

The Term Paper is your opportunity to discuss critical ideas present in the course readings. This essay is an argumentative essay, which means that the essay's purpose is to present a well rounded and concise argument, supported by both your close reading of the text. There is no need to include secondary sources. I want your insights into the work, not someone else's. You must still complete a work cited entry and include in-text citations if you quote or cite other sources. You should demonstrate your ability to contribute to our ongoing conversations about tragedy, comedy, and drama as a genre based on your close reading of the material and justify your ideas using textual evidence.

The following are key areas to focus on:

1. Develop a strong thesis. The thesis is a statement that makes a clear argument. It should be a debatable stance. For this essay, your thesis should be a one-sentence answer to one of the prompts below.
2. Have a well-organized argument. Your ideas should build on each other and connect logically, whether through similarities or key differences. Use topic sentences to guide your reader.
3. Your argument should represent your close reading or detailed analysis of the text. It is not necessary to provide plot summary or descriptions of the text. I have already read the primary texts. You do not need to tell me what happens. I am interested in your ideas regarding the text.
4. Work on integrating textual evidence from both the primary and secondary sources into your own prose.
5. Work with the documentation style of MLA. Using MLA properly ensures that you avoid plagiarism accusations. Learn to use it.

Assignment Description

The second essay is a two-part assignment. Please read the following directions carefully and pay close attention to the requirements for each part of the assignment. You will write a 6-page essay (approximately 1500 words) answering ONE of the prompts below for this assignment.

Part one

In part one, you must compose a thesis and an outline of your paper. Your thesis should be a one-sentence answer to **ONE** of the prompts below. Your outline should include **topic sentences** that guide your reader through your argument. Below your topic sentence, include a quotation in support of your thesis. You should use **AT LEAST FOUR** quotations from the text which you will discuss in your essay. There is no need to include an introduction or conclusion for your outline. In addition to submitting the outline, you must also submit a Works Cited list. Submit your thesis and outline to Canvas under "Final Essay Outline" in the assignments section.

Part two

Bring **THREE** physical copies of your outline, stapled, to class on March 28th. You will be assigned to a group to provide peer-review. In class, you will receive an evaluation form that you must complete for **EACH** member of your group. Evaluation forms will be supplied in hard-copy and digitally via Canvas. The Evaluation Form is appended below. You will be responsible for presenting your thesis and outline to your group (10 minutes per person). You will be responsible for responding to any questions your group members ask. We will dedicate 50 minutes of class to complete Part Two of the assignment. After you complete this component, upload your evaluation forms to Canvas under "Peer-review" in the assignments section. If you filled out a physical copy, you would need to scan and upload the document. You will need to upload the Evaluation Forms by 9:30, March 30th. Failure to upload the feedback will result in a 0 for the Peer-review portion of the assignment. I will collect the peer review and return both my feedback and your peers' feedback through Canvas by Midnight, March 30th. Remember, peer review is a collegial activity. Your peers will rely on your feedback. So, it is important to attend the in-class review and submit your feedback in a timely manner.

Part three

Using the feedback from part two, write a 6-page essay answering **ONE** of the prompts below. Take into consideration feedback received from Part 1 and 2. Your essay should conform to the *Requirements for Essays* PDF, linked in the course syllabus. You are required to cite the primary sources you quote and any secondary sources you require. The Works Cited page should be attached on a separate page from the essay. You are to submit your completed essay to me at the beginning of class, April 8th.

Essays should be typed, size 12 Times New Roman, double-spaced, with numbered pages.

Prompts:

1. Despite the tragic plight of the Young Woman, *Machinal* does not conform to traditional tragedies. Is it possible to analyze this play according to Aristotle's definition of tragedy? Justify your answer with specific examples.
2. Sophie Treadwell integrates a series of vignettes throughout the nine episodes of *Machinal*. Episode Five employs vignettes to provide a backdrop upon which the conflicts and tension

experienced by the Young Woman are constructed. Choosing one of these vignettes, explore how the vignette reinforces our understanding of the experiences of the Young Woman.

3. What is the significance of the subtitle “a trivial comedy for serious people”? What does the turn of phrase suggest about how to interpret the play?
4. Much of the humour in *The Importance of Being Earnest* is found in the epigrammatic banter between the different characters. Oscar Wilde lampoons both society and the audience’s expectations through this dialogue. How does Wilde use wordplay to interrogate the values of Victorian society?
5. Throughout this course, we examined tragedies from a variety of periods using both Aristotle’s and Miller’s definitions of tragedy. In an essay, discuss the definition of tragedy and consider the following questions. How has tragedy evolved? Are Miller’s and Aristotle’s definitions incompatible? In this essay, you should discuss at least TWO different plays, one from each of the following lists:
 - a. *Oedipus the King*, *Everyman*, *Hamlet*
 - b. *Machinal*, *The Importance of Being Earnest*, *Schitt’s Creek*

OUTLINE FORMAT

Name

Class

Instructor

Date

Title

Thesis:

Topic Sentence:

Quote:

Topic Sentence:

Quote:

Topic Sentence:

Quote:

Topic Sentence:

Quote:

Works Cited

Peer Evaluation Form

Name:

Peer's Name:

Essay Title:

Grade:

Using the following rubric, assess the peers' thesis statement and outline and complete the following survey:

Area of Focus	A (80-100)	B (70-79)	C (60-69)	D (50-59)	F (0-49)
Thesis	Strikingly original thesis, persuasively written and clearly articulated. Engages with and builds on the prompt.	Original fully developed thesis, persuasively written, and effectively articulated. Engages with the prompt.	Thesis is developed, sufficiently articulated and responds appropriately to the prompt.	Thesis is undeveloped, unclear, or ineffectively articulated. Thesis does not necessarily respond to the prompt.	There is no recognizable thesis, or the thesis does not respond to the prompt.
Topic Sentences	Topic sentences introduce key ideas related to textual evidence and directly connect to the thesis.	Topic sentences generally introduce a single concept but do not always connect to the thesis.	Topic sentences introduce an idea, but are overly broad.	Topic sentences are overly broad or do not connect to the thesis	There are no recognizable topic sentences
Evidence	Textual evidence is effectively and persuasively used in support of the thesis.	Textual evidence is effectively used to support the thesis.	There is sufficient textual evidence to support the thesis.	There is insufficient textual evidence to support the thesis.	The essay lacks textual evidence to support the argument.
Presentation and Documentation	The outline conforms without error to the presentation and documentation standards as outlined in the assignment.	The outline conforms with only minor errors to the presentation and documentation standards as outlined in the assignment.	The outline conforms to the presentation and documentation standards as outlined in the assignment with some inaccuracies but shows evidence of effort.	The outline does not conform to either the presentation or documentation standards as outlined in the assignment or shows a lack of care and attention to requirements.	The presentation and documentation do not conform to the required standards as outlined in the assignment.

1. Provide **ONE** way in which the thesis might be improved.
2. Do the quotations provided obviously connect to the topic sentences? If no, provide a suggestion for improvement.
3. Do you have any other suggestions for this essay?
4. What does this outline do well?

APPENDIX C (PEER TEACHING EVALUATIONS)

UNIVERSITY OF SASKATCHEWAN
Department of English - Form A
REPORT ON CLASSROOM PERFORMANCE

Faculty member under review: Tristan Taylor, sessional lecturer
Classes visited: ENG 114.3 on: (dates) 1 and 3 November 2021
Committee member: Brent Nelson
Serving as: Head/Designate Specialist Rota Candidate's Choice

Signature: 

Complete one report for both classes/sessions visited. Use additional sheets if necessary.

1. Describe the subject, objectives, and methods of the classes visited.

As the first class in a new unit, the first session was lecture-oriented for the first 20 minutes, some of it in a storytelling mode, with effective use of PowerPoint to highlight the main points (slides posted after the fact). The second half was discussion, first of the opening paragraph of the work under consideration, Jacobus de Voragine's "Life of Saint Thomas of Canterbury," followed by group-work (in groups of two) looking at how that paragraph relates to the rest of the short text, and how the text serves to advance the argument implied in that opening paragraph. The second class began with guided class discussion and group discussion of John Leland's *On Famous Men* and ended with a brief introduction, in lecture format, of the main elements and topics to be covered in the next class, *Murder in the Cathedral*. These classes employed a variety of modes and methods.

The first class began with brief (though clear and informative) housekeeping remarks related to assignments, and then the instructor laid out the objectives for the unit, the questions that would be addressed, and the themes and issues that would continue to be visited and developed. In this segment, the instructor made connections back to texts and previous class discussion and looked forward briefly to the next and final works. He then outlined the present class and how it would be structured. The brief but informative lecture established important biographical, historical, and literary context of Thomas Beckett, leading to the central feature, a discussion of Jacobus's text focusing on three questions/topics, which were displayed on a PowerPoint slide. This was well paced, leaving room for students to dig into the text and formulate ideas. The instructor concluded the class by pointing toward to the next class, indicating that they would be taking much the same approach, revisiting the same questions, in application to Leland's text.

Second class began with an effective review of the previous class with a nod to what was coming later in the course. The instructor also outlined what the present class would address: doing

something similar, but with a different text, this one written by John Leland, *On Famous Men*. Again, this class looked at rhetorical techniques and at perspectives, similar (he said) to what they did with the graphic novel on Louis Riel. First tone and mood, beginning with a definition of these elements with examples from previous class. Next, the instructor asked students to interpret the tone and reflect on the language used to describe Becket. Then an exercise of close reading “Of Famous Men,” addressing some questions (again on PowerPoint slide) that situated the passage within the historical context of Henry VIII, addressing audience, rhetorical function and techniques, tone and mood. The final half of the class was a mixture of lecture introducing *Murder in the Cathedral*, the author, the characters, and the chorus. The rest of the class was a discussion on the chorus and its indicators of mood and what they tell us about how we should respond to the story.

2. Assess the instructor’s command of the material.

Very good. Mr. Taylor rarely need to refer to his notes. He was able to recall historical and textual information, as well as other lesson-related content, from memory, with prompts from the PowerPoint slides. He handled his commentary and readings of the text expertly, and the questions and discussions reflected full understanding of the key elements, themes, and issues involved in this material. In the first class, there was one moment of apparent contradiction. With respect to the name “Thomas,” the instructor noted that the word means “twined,” but then indicated that this didn’t really relate to Jacobus’s accounting of Thomas’s name, despite the emphasis on the two-fold nature of his public and private self—unless I misheard or somehow misunderstood what was said.

Again, in the second class, the introduction was handled expertly, hitting on aspects of the text relevant to the themes and issues featured in the design of the course. The discussion of the chorus comprised of the poor women of Canterbury (and the significance of this composition) was informative but didn’t address how this chorus is different than the classical chorus (for example as a speaking rather than singing voice, as a seemingly a single person representing many rather and literal group). But this is merely to point out one omission in a class that was rich in important and relevant content.

3. Was the presentation organized, well-paced, and clear?

These classes were very well structured, clear and well rationalized, and well-paced. Mr. Taylor was relaxed and patient in conducting the sessions, but also covered what he intended to cover.

4. Did the teaching methods serve the instructor’s objectives?

Yes. The lecture portion effectively introduced the two shorter works, leading up to an introduction of the main work on Becket, *Murder in the Cathedral*, establishing important themes and elements related to these biographical representations. The discussion portions urged the students to engage with the texts and to examine them to see how these and other ideas are worked out in these works.

5. Describe student interest and participation and the instructor's response to students' questions and comments.

There was good participation in the class discussion and group assignment. There were a handful of willing and ready respondents and the students around me seemed attentive, many busily taking notes. At the same time, in my part of the classroom, it was clear that many students had not done the reading, but this is not uncommon at this time of semester: that said, it was a short reading.

In the groupwork, some students never did form into groups or turn to their neighbour. The instructor could be a bit more hands on in encouraging students to engage as directed. A good tactic is to say at the outset that you will be calling upon groups to report back and contribute their observations to the corporate discussion.

It was helpful having the questions posted on the PowerPoint slides, but the instructors oral directions and formulation of questions didn't always correspond clearly and directly with the slide.

6. Other comments?

The instructor did an admirable job of situating the current content with points discussed previously and what was yet to come.

UNIVERSITY OF SASKATCHEWAN
Department of English - Form B
REPORT ON TEACHING MATERIALS

Faculty member under review: Tristan Taylor, sessional lecturer
Classes visited: ENG 114.3 on: (dates) 1 and 3 November 2021
Committee member: Brent Nelson
Serving as: Head/Designate Specialist Rota Candidate's Choice

Signature: 

Materials prepared for each course under consideration should be evaluated using a separate form. Answers may be as brief as "Yes" or "No," but a negative answer would normally be explained. Use an additional sheet if necessary.

Part I. Course Organization and Content

1. Do the teaching materials give the student adequate information about the course as required by the Regulations of Council? (See <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>.)

The syllabus is clear and thorough. The Course Description effectively frames the course both in relation to its intellectual content but also in terms of relevance to the students' experience and intellectual development. The objectives and course content are aligned with departmental guidelines. The readings are few but substantial. There is good generic diversity, and the readings meet departmental requirements. Expectations are clear and thoroughly articulated and reasonable.

The assignments, as laid out in the syllabus, are well constructed, using a scaffolding approach for each essay. The second essay incorporates minimal use of secondary literature, in line with departmental standards. The final exam, as represented in the syllabus, is again very much in line with departmental practice, with a mixture of question types over a three-hour timeframe.

A combination of participation requirement, response papers, and quizzes ensure regular student engagement in course material and classroom activity, amounting to 30% of the grade. The syllabus points to but does not provide elaboration of the basis of the participation grade. The explanation of the other two elements give the reader a good indication of what was expected.

2. Does the course follow the description in the University Calendar and the Department regulations?

Yes. See further above under point 1.

3. Is the organization of the course clear and helpful?

Yes. There is both a chronological and a generic rationale in the ordering of course material.

4. Are readings appropriate for the level of the course?

Yes. There are some appropriately challenging readings, both in terms of linguistic and cultural remoteness to the students' experience, but also some familiar modes, as in the graphic novel. I will be interested to discuss the choice of *Harry Potter and the Prisoner of Azkaban*, as a work of juvenile fiction in a course of this nature.

Part II. Essays and Examinations

1. Are term assignments clear and appropriate?

For the whole body of assignments, my only indication is the course syllabus, which provides an appropriate level of explanation. And they seem entirely appropriate. The one assignment I saw in detail--the final, research essay--is very clear and well structured. This one is structured in three parts, including a preliminary submission of thesis, outline and works cited; a peer reevaluation segment based on this first part; and then a final submission of the complete essay. The peer evaluation component introduces the concept and practice of editing. The document outlining the assignment is thorough, including objectives, a statement on plagiarism, extension policy, and explicit and detailed directions regarding the assignment itself. My one suggestion about the objectives is that the suggestion that "should demonstrate your ability to contribute original ideas" might be expecting too much from students at this level and might add stress for those students who are already unsure about their ability to form their own thoughts about works of literature. I note also that the page and word limit in the full documentation of the assignment does not align with what is stated in the syllabus.

2. Are examination questions clear and appropriate?

I did not have access to graded final exams.

3. Are assignments marked thoroughly and fairly, for both content and composition?

The sample essays (from the second assignment) fall within the expected grade range, although perhaps not quite taking full advantage of the entire range available: the best essay could have been graded a little bit higher, and the worst a little bit lower. The grading made good use of a clear one-page rubric to indicate student performance in a range of categories, with associated qualitative indicators. Light marking of the text of the essays and brief general comments were also provided. These could perhaps have been a bit more fully engaged. For example, students who did not score well in "Composition" would benefit from seeing some marked instances of common grammatical errors. Similarly, students who see indications that quotations need to be "integrated" would benefit from a bit of closing commentary about how to better connect and integrate secondary sources.

4. In commenting on their work, does the instructor treat students with respect?

Yes.

Part III. OTHER COMMENTS (optional)

This appears to be a very well-designed course and bears all the marks of a very conscientious and thoughtful instructor.

PEER EVALUATION OF TEACHING (STM)

DEPARTMENT OF: ENGLISH

DATE: May 11, 2021

INSTRUCTOR BEING EVALUATED: TRISTAN TAYLOR

COURSE BEING EVALUATED:

ENG 114.3 (Reading Culture) (WINTER TERM 2021):

N.B. This course was delivered remotely during the COVID-19 pandemic

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### 1.0 EVALUATION OF TEACHING MATERIALS

- 1.1 Teaching materials include the course outline, essay assignments, hand-outs, and any other material provided for the students by the instructor. List materials considered.

Materials provided include:

- access to the course portal on Canvas (the Learning Management System), which includes most course materials
- copies of graded essays

- 1.2 Does the course, as described, match the description of the course in the University Calendar?

The course description for ENG 114.3 (Reading Culture) is deliberately broad with the objective of inviting the instructor to define the field of study in more specific terms. Tristan Taylor has defined his course to address the "culture of celebrity."

As a recommendation: Clearer definitions of celebrity would be beneficial. A clearer alignment between the course description's account of "celebrity" and the Introductory Module's account of "celebrity" is needed. In the current format, each of these sections introduces the notion using different concepts and terms, which has the potential to be confusing. While recognizing that the course seeks to generate a capacious understanding of "celebrity," I think it would be important to distinguish between the conventional understanding/definitions of celebrity and the conceptual/figurative/literary applications of the idea, and to use the terms with consistency so as to provide a clear conceptual framework for students.

- 1.3 Based on the course outline, is the organization and structure of the course clear and sufficiently detailed for an average student?

Dr. Taylor's syllabus offers a day-by-day breakdown of required readings. The syllabus also presents a list of assignments with the due dates clearly marked beside each assignment.

A helpful feature within the modules is the "To Do" page, which introduces the sub-sections of the modules and identifies tasks to be completed within each sub-section. I appreciate too that lectures are often accompanied by written summaries, which reinforce key themes and ideas introduced in the video.

As a recommendation: To help students pace themselves over the course of the term, it would be advisable to co-ordinate the timelines found in the syllabus with the modules in Canvas. The modules have no dates clearly associated with them, so it is difficult to know which modules correspond to which week in the term. If the modules were more clearly aligned with weeks or dates, then it would provide students with additional support to help them plan and manage their time effectively.

1.4 Does the workload, i.e., assigned readings and assignments, seem reasonable for the level of the course?

This is definitely a course that students will find to be content-rich and challenging. I wonder if it may be somewhat overwhelming to some.

1.5 Do the teaching materials give the student clear and explicit instructions about term assignments and tests, the grading system and their weights in the final grade?

Yes, very much so. Dr. Taylor has provided several "low-stakes" assignments: short quizzes, short discussion questions, etc. What is especially useful is that he articulates the purpose of the exercise and provides an illustrating example for students to follow. The amount of time that it takes to formulate such frameworks and examples is significant and testifies to Taylor's dedication as an instructor.

1.6 Other comments on teaching material:

At the midpoint of the term, Dr. Taylor provides a student survey titled "Stop, Start, Continue" in which he asks for student feedback on the course. This survey suggests that he is willing to adjust the course to accommodate students' learning styles.

## 2.0 COURSEWORK

2.1 Are the essay assignments clear? Will students understand the objective of the assignments and know how to approach them?

Yes. Dr. Taylor provides detailed instructions about each of the two essays assigned for the course. Especially commendable, he asks for an outline and thesis statement to be provided 2 weeks before the essay is due; he thereby provides students with an early opportunity for formative feedback, so that they can improve their essays.

In the weekly "Announcements" section of Canvas, Taylor includes a video in which he explains the requirements and expectations for the first essay assignment.

2.2 Do the assignments seem to be of an appropriate level of difficulty; neither too difficult, nor too easy?

Essay assignments are appropriate for a first-year class.

Dr. Taylor has provided me with three graded essays (with grades of 80, 64, and 58) to review. He clearly devotes a great deal of time to marking. Each essay includes editorial notations about style and grammar—this kind of detailed feedback on writing quality is labour-intensive, but vital for first-year students. Taylor then provides a final summative

page, which identifies strengths and weaknesses regarding the thesis, argument, use of evidence, etc.

A recommendation: It might be beneficial to consider adjusting the grading scheme slightly upward, so as to reflect what can reasonably be expected at the first-year level. The papers given an 80 and 64 seemed to be perhaps a bit more meritorious than their grades would otherwise suggest. This was particularly so for the paper given an 80, in which the writing style was error-free and the instructor feedback did not identify any way that the essay could be improved upon.

2.3 Are exam/test questions clear? Will students understand the questions and know what is expected?

In anticipation of the final exam, Dr. Taylor has created a video that reviews 1) the major works and 2) major themes of the course. He thereby helps to orient the students in their preparation for the final exam. I'm sure the students appreciated this helpful guidance.

The final exam includes four parts, which are to be completed in a three-hour timeframe. The exam questions are clearly worded and the break-down of marks is also clear, so that students have guidance about how to "budget" their time. The exam includes 2 essay questions, which is perhaps less common at the first-year level. Given the range of questions that students are asked to complete, I would characterize this exam as being rather demanding for a first-year course, though it is not unreasonably so.

2.4 Other comments on essays and written work and exams:

### 3.0 CLASSROOM PERFORMANCE

3.1 What were the specific objectives of the classes visited?

Dr. Taylor invited me to review part of the Module teaching T.S. Eliot's play, *Murder in the Cathedral*, which dramatizes the murder of the twelfth-century saint, Thomas Becket.

The instruction addressed the following elements: the sermon at the center of the play, the play's representation of time, the rhetoric used by the knights at the play's conclusion to justify their violence.

3.2 What were the teaching methods employed by the instructor during the classes you visited?

Dr. Taylor presented historical context, introduced rhetorical terms for analyzing the knights' address, and undertook a close reading of key passages of the play. He gestured to ethical questions raised by the final scene about the use of violence to advance social objectives.

3.3 Was the presentation well-organized, properly paced, clear and communicated effectively?

Yes. I think the pacing and delivery were effective.



3.4 What response did the instructor elicit from the students? Were they attentive, interested? Did they ask questions, offer comments, etc?

Not applicable in an online setting

3.5 Any other comments on the class visited?

As a recommendation: Perhaps more thought might be given to finding terms and expressions that would be clear to first-year students. Most first-year students will not be familiar with the terms hagiography, lexicography, tautology, inculcation, culpability. There is a need to adjust the vocabulary so that it can speak to and connect with the target audience.

Final Comments

The recommendations made within this evaluation are done so with a view to the instructor's professional formation at this early stage of his career. They should in no way detract from the fact that Dr. Taylor has put enormous amounts of time and energy into the construction of this course; these efforts testify to his dedication to learning and his desire to provide students with a rich appreciation of literary history. Dr. Taylor is an instructor with a robust commitment to the art of pedagogy and I have confidence that his aptitudes will continue to strengthen with further opportunities to teach, with feedback from evaluations, and with his own reflective assessment of his teaching practices.

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Signature: Sarah Powrie

Date: May 11, 2021.

Name of Evaluator: Sarah Powrie

Date of class visitation: May 11, 2021.

APPENDIX D (QUALITATIVE STUDENT EVALUATIONS)



USask Individual Mid-course SLEQ Report - 202209 (Fall) GPS 982 01 Mentored Teaching Tristan Taylor

Project Title: University of Saskatchewan Mid-course SLEQ – 202209 (Fall)

Course Audience: 15
Responses Received: 10
Response Ratio: 66.67%

Report Comments

This report is the full summary of student feedback gathered by the online mid-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experiences of teaching and learning in the course thus far.

The intent of gathering feedback from students in the middle of the course is to inform your plans for the second half of the course in light of student experiences thus far. Contents include comments, graphs, tables and other statistical information to help you consider enhancements you might like to make.

This individual report is received by the instructor(s) of the course for enhancement purposes (i.e. assist you in identifying strengths and/or areas you might like to change within the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions and any questions you added are received only by you.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

It is good practice to take a few minutes during your next class to discuss the feedback with your students. Furthermore, engaging students in this type of discussion has shown to be beneficial in improving response rates and increasing the quality of constructive feedback in the end-of-course SLEQ. Below are three suggestions, adapted from www.bu.edu/ctl/teaching-resources/start-stop-continue, on what you might like to share:

- 1. Conflicting messages.** Students may believe that everyone in the class thinks the same way about the way a class is going; however, feedback may show that students have different views on their experiences. For example, some students may want you to slow down, others to speed up. Pointing these differences out will help students understand the needs of others in the class, as well as the instructor's need to support the learning of all students.
- 2. Things you are willing to do or change.** Some feedback from students may include points you can act on for the duration of the course. For example, students may request that you provide additional practice on particular learning outcomes.
- 3. Things you are not willing to do or change and why.** Some feedback from students may include points you cannot or are not willing to accommodate. For example, students may ask you to provide a structured approach to analyzing a case, but you may prefer that they deal with the uncertainty because it helps them to learn to formulate solutions to complex problems rather than following a "recipe,"... Explaining why you have chosen a particular approach helps students to better understand that approach—and perhaps to appreciate it more.

If you are interested in discussing your results or changes you might wish to make in your course, please visit teaching.usask.ca to find resources and people you can connect with for support. If you have questions about your report, about the Student Learning Experience Questionnaire (SLEQ) process, or about the questions included (or not included) in your report, please visit <https://teaching.usask.ca/articles/sleq.php> or contact sleq_help@usask.ca.

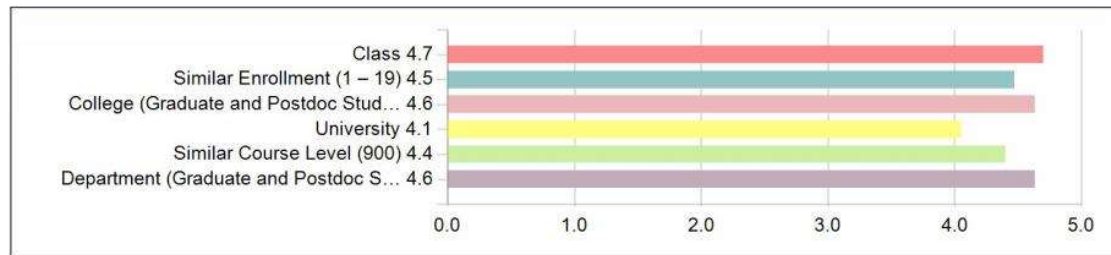
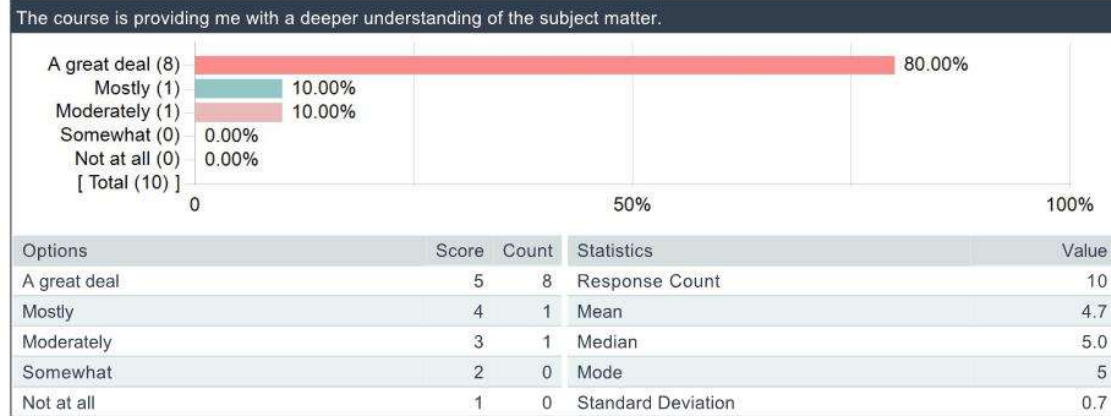
All the best,
The SLEQ team

Creation Date: Friday, January 6, 2023

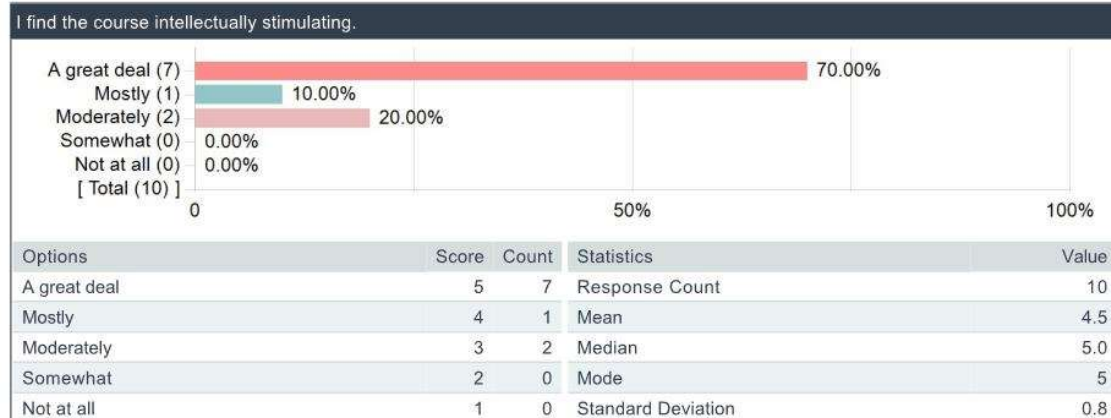
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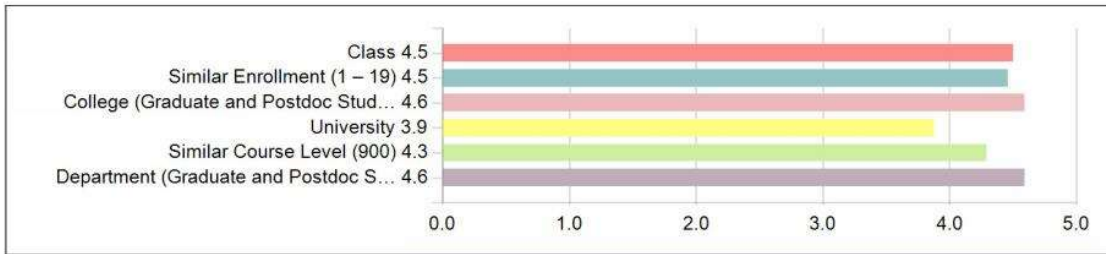
U of S Core Questions

The course is providing me with a deeper understanding of the subject matter.

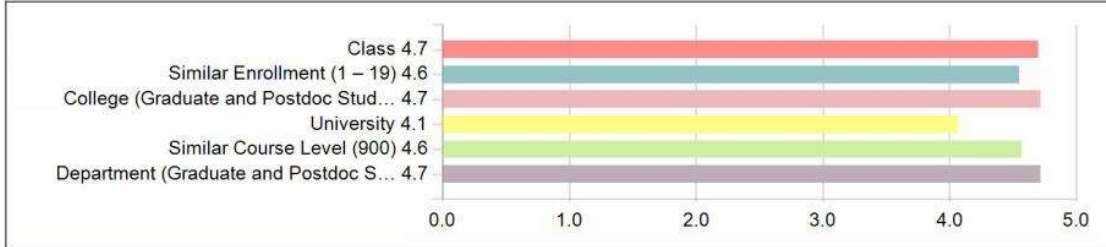
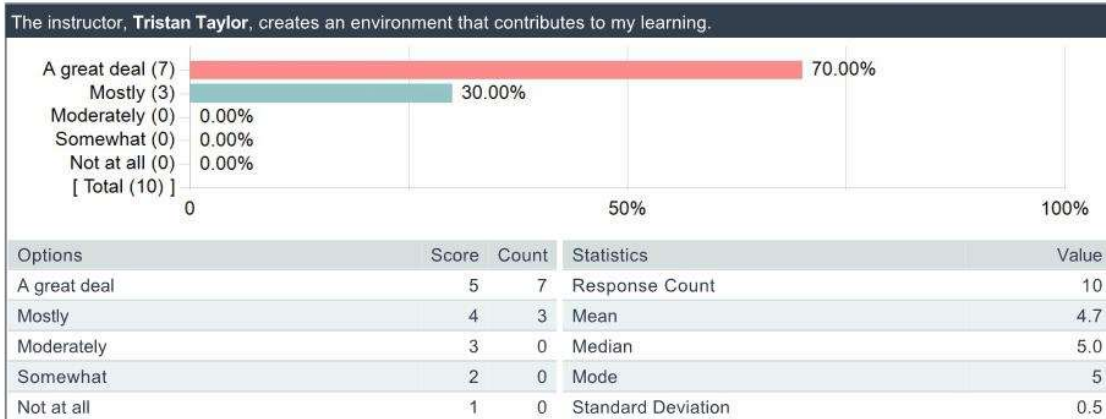


I find the course intellectually stimulating.





The instructor, Tristan Taylor, creates an environment that contributes to my learning.



Open-Ended Feedback

Note: This section includes instructor personalized questions (if submitted) and U of S core questions.

U of S Core Open-Ended Questions

Please comment on the overall quality of the instruction provided by Tristan Taylor in this course so far.

Comments
Tristan is a great instructor. I don't have quite as much to say about an instructor as I normally would only because he only recently became the instructor for this course when the original instructor left for a different job. Tristan has managed the transition very smoothly. I also appreciate having a professor who is also a grad student for this course because he has had experiences similar to ours while also having experience teaching other classes and taking this one himself.
Tristan did a great job on taking over Ryan's instruction at the end of the term. I enjoyed his classes, he provides examples and activities that promote group discussion. I look forward to his classes next term.
Tristan took over the course closer to the end of the term but made a fairly seamless transition. Has been helpful having someone who has taken the course and applied the concepts instructing it.
He is very attentive to detail, covers a wide range of subjects with authority, and provides learners with a series of real-life examples that facilitate understanding.
Even though Tristen has not been with this class for long, he has been exceptional since he took over from Rayan with his mode of instruction and course delivery.
So far I have found Tristan to be a good instructor. I have appreciated his seemingly gentle approach while still encouraging students to try new things and step outside their comfort zone.
Tristan shows great professionalism, so that I could felt secure of asking questions and trustworthy answers.
Tristan does a really nice job of teaching the content, providing examples, and connecting the course content to real-world/practical applications/relevance. Although Tristan hasn't been teaching the course for the entire semester, I feel like he is an excellent addition to the teaching team.
Tristan was a perfect instructor. He did a great job. He was a great subtitue for Ryan. Both Tristan and Ryan were perfect and I learned alot from them.

Please comment on the overall quality of your learning experience in this course so far.

Comments
The class overall provided a very constructive environment with lessons that helped and are helping me improve my teaching skills. I really appreciated the access to the instructors and the structure of this course. The assignments feel very intentional.
When i started the course, i wasn't too sure what to expect and was a bit lost in terms of how I want to be as an instructor. After finishing the first half of the course, i feel more prepared, as we were provided with tools and resources that better prepared us for teaching next term. Thanks Ryan, Rosa and Tristan!
I think this course might benefit from having more time to discuss our particular classes with each other and workshop particular aspects. The Teaching Skills Short Course was useful in this way. I've learned a lot through this course but would have liked more time to apply it and get feedback from both instructors and peers. I think a lot of the material that was covered could be done asynchronously, and class time could be mostly reserved for discussion/workshop activities.
It could also be helpful to hear from more instructors who teach in different disciplines about how they apply the concepts covered, as well as how they might apply in different class sizes.
The course is extremely interesting and relevant. I can say that I learned practical lessons that I will take with me in my life and made me a better educator.
Being part of this class, I have learned more about teaching. There are a lot of things I never knew or paid critical attention to but this course has pushed me to approach them differently.
I think the quality of the course has been good in terms of what the learning objectives are. However, I feel like we could have learned things throughout the first half of the course that would have contributed to our confidence with starting teaching in January. I don't feel we have received a lot of instruction on how to effectively use Canvas, how to scale class participation activities to larger class sizes, or how to design/give effective lectures (I understand that this is not necessarily the most effect means of teaching, but it is primarily how I will be teaching this semester).
I have given form to the previous knowledge I have, feeling more prepared to engage into teaching with a more open and smart perspective. Thank you!
I appreciate this course providing us opportunities to build course content, a teaching portfolio, and practical skills that will help set us up for success next term. It is really nice to be able to chat with the other students to discuss strategies and experiences and in general build confidence to teach next year.



USask Instructor Individual End-of-course SLEQ Report –
202209 (Fall)
RCM 200 03 Effective Prof Communic (CRN:88968)
Tristan Taylor
Role: Lecture (UofScore) Choice

Project Title: University of Saskatchewan End-of-course SLEQ – 202209 (Fall)

Course Audience: 19
Responses Received: 14
Response Ratio: 73.7%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Beginning Spring 2021, the interpolated median is included as a statistic in this report. Compared to the median (the middle point in a sorted list of data), the interpolated median is calculated using the number of responses above, equal to, and below the median value. This statistic is less impacted by outliers (a data point that differs significantly from others) than the mean and better represents the distribution of the data than the median. For more information about this statistic, please email sleq_help@usask.ca.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

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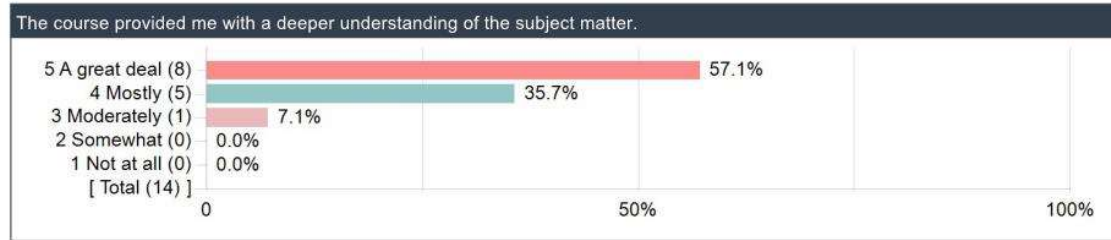
All the best,
The SLEQ Team

Creation Date: **Wednesday, January 18, 2023**

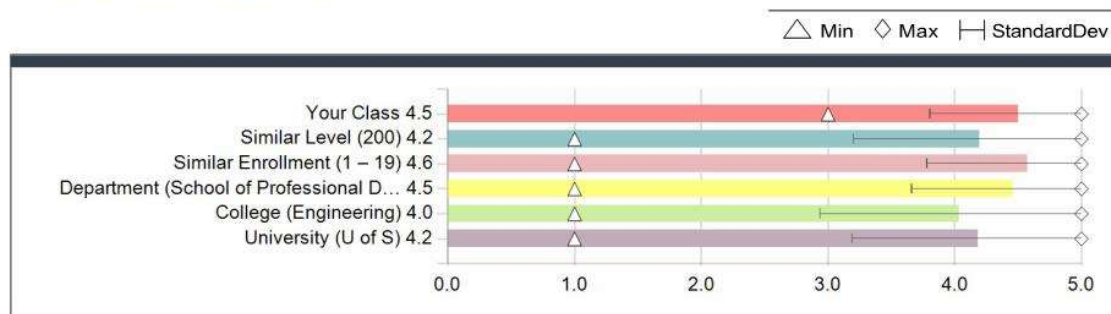
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



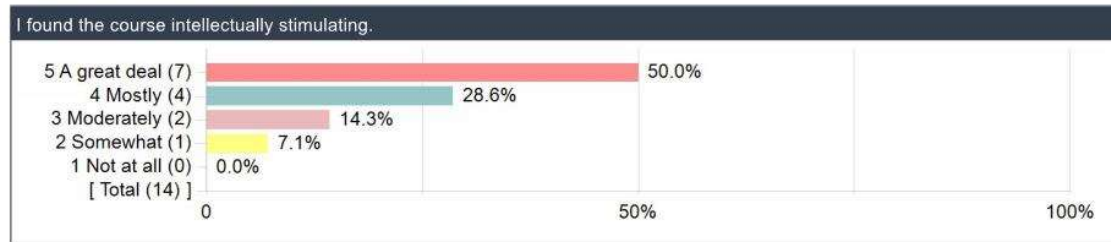
Comparators for the term 202209*



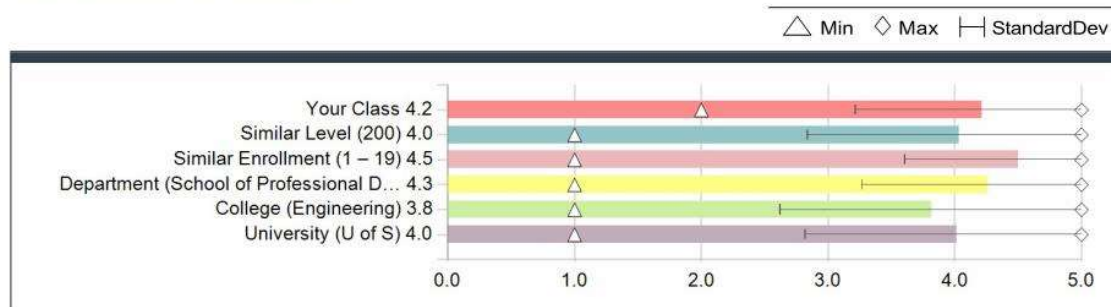
*The comparative data shared here and in subsequent questions includes response data only from the current term (202209) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class			Similar Level (200)			Similar Enrollment (1 - 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The course provided me with a deeper understanding of the subject matter.	14	4.5	4.6	4130	4.2	4.5	1641	4.6	4.8	133	4.5	4.6

I found the course intellectually stimulating.

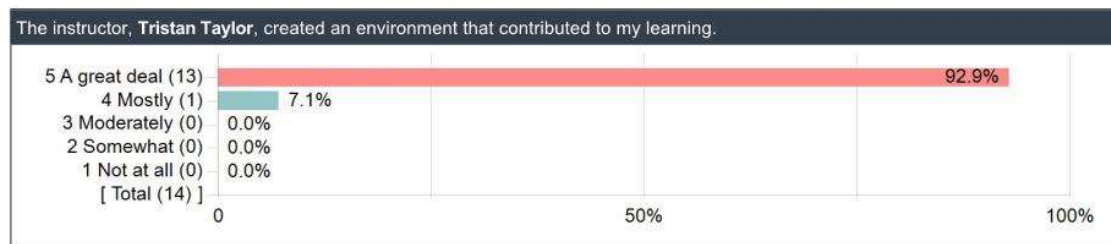


Comparators for the term 202209

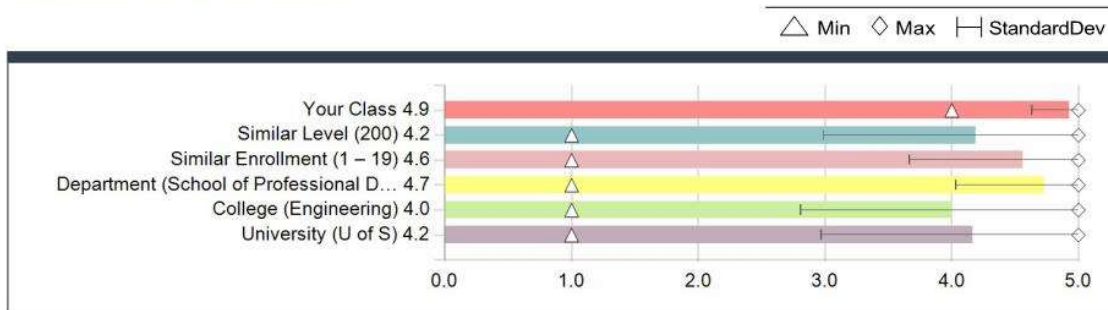


Question	Your Class			Similar Level (200)			Similar Enrollment (1 - 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I found the course intellectually stimulating.	14	4.2	4.5	4130	4.0	4.4	1641	4.5	4.8	133	4.3	4.6

The instructor, Tristan Taylor, created an environment that contributed to my learning.

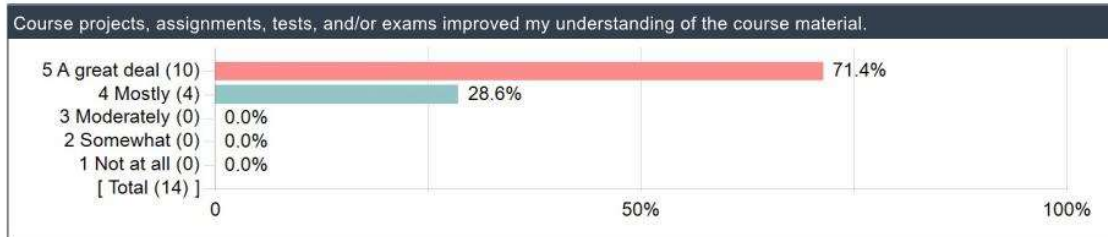


Comparators for the term 202209

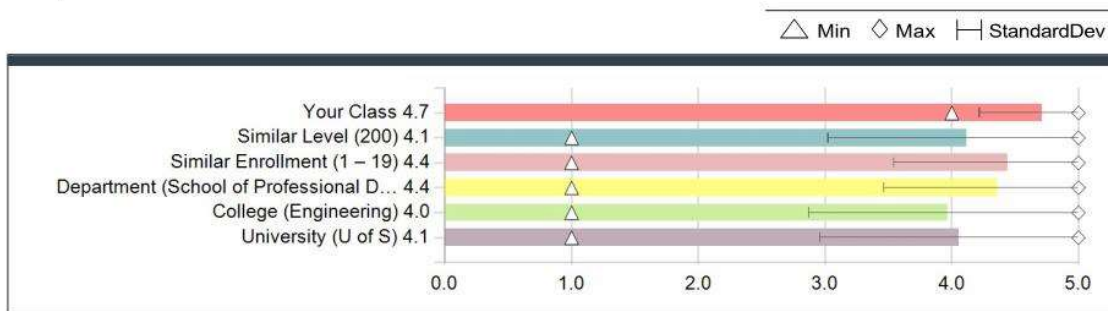


Question	Your Class			Similar Level (200)			Similar Enrollment (1 – 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor , created an environment that contributed to my learning.	14	4.9	5.0	4534	4.2	4.6	1789	4.6	4.8	133	4.7	4.9

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



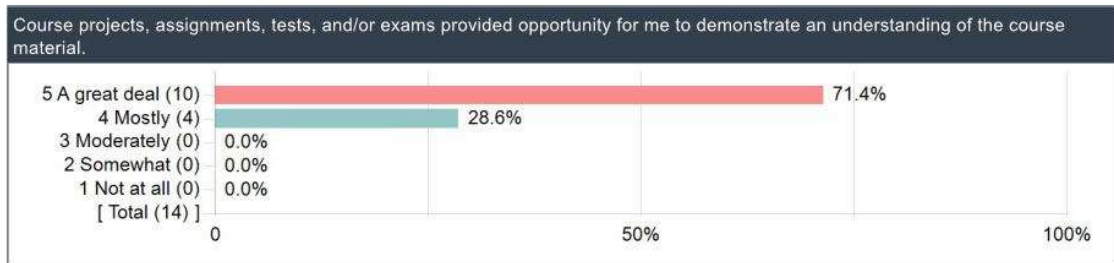
Comparators for the term 202209



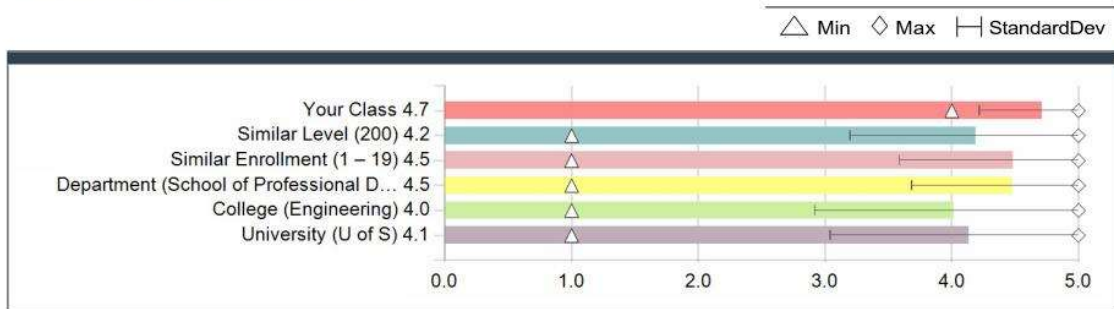
Individual End-of-course SLEQ Report for RCM 200 03 Effective Prof Communic - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (200)			Similar Enrollment (1 – 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	14	4.7	4.8	4041	4.1	4.4	1572	4.4	4.7	133	4.4	4.6

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Comparators for the term 202209



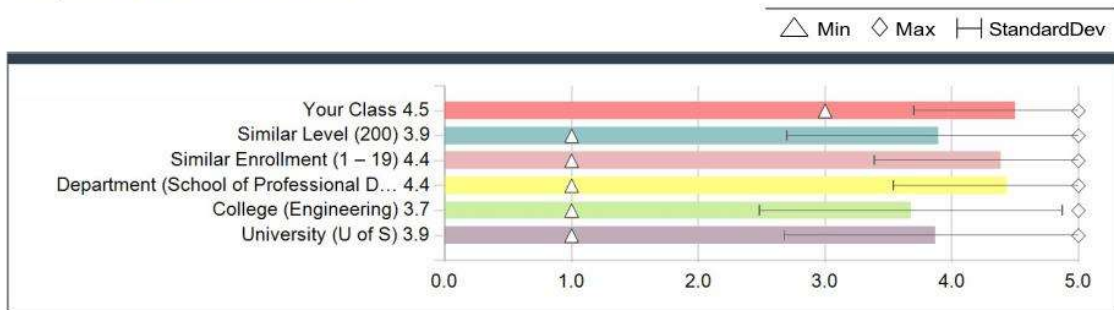
Individual End-of-course SLEQ Report for RCM 200 03 Effective Prof Communic - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (200)			Similar Enrollment (1 – 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	14	4.7	4.8	4041	4.2	4.5	1572	4.5	4.7	133	4.5	4.7

Overall, the quality of my learning experience in this course was:



Comparators for the term 202209



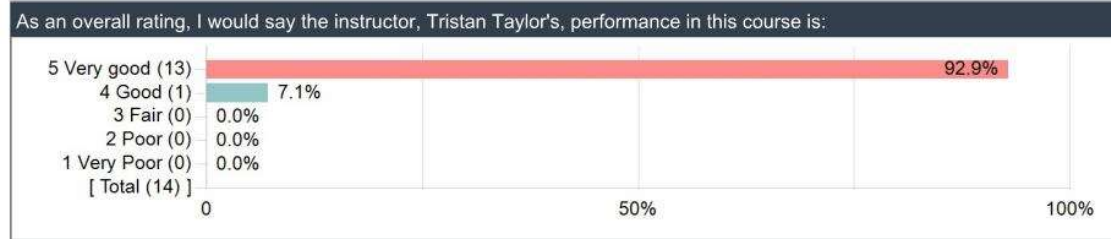
Individual End-of-course SLEQ Report for RCM 200 03 Effective Prof Communic - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (200)			Similar Enrollment (1 – 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Overall, the quality of my learning experience in this course was:	14	4.5	4.7	4130	3.9	4.2	1641	4.4	4.7	133	4.4	4.7

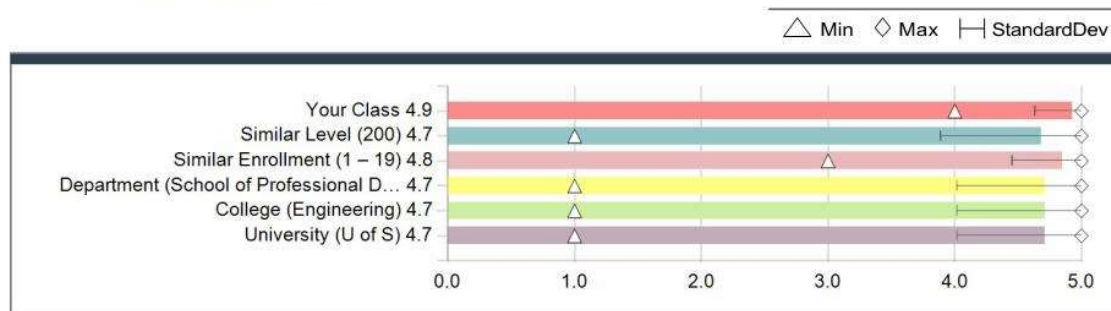
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Department Questions (School of Professional Dev)

As an overall rating, I would say the instructor, Tristan Taylor's, performance in this course is:

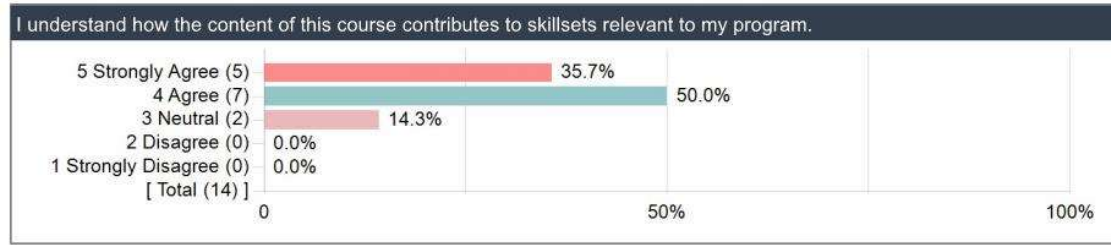


Comparators for the term 202209

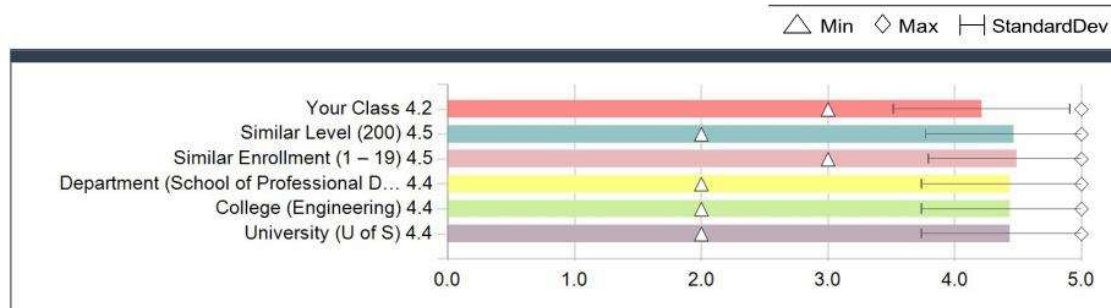


Question	Your Class			Similar Level (200)			Similar Enrollment (1 - 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
As an overall rating, I would say the instructor, Tristan Taylor's, performance in this course is:	14	4.9	5.0	92	4.7	4.9	53	4.8	4.9	133	4.7	4.9

I understand how the content of this course contributes to skillsets relevant to my program.



Comparators for the term 202209



Question	Your Class			Similar Level (200)			Similar Enrollment (1 - 19)			Department (School of Professional Dev)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I understand how the content of this course contributes to skillsets relevant to my program.	14	4.2	4.2	92	4.5	4.6	53	4.5	4.7	133	4.4	4.6

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
Overall great job! It is extremely helpful and engaging when when the prof.engages the class room by personalizing all of the examples to fit the class demographic. Although he was not an expert on lots of the examples he would use words that would relate to the class and bring the ideas down to earth so that we can relate them to our individual degrees.
Overall Tristan Taylor was a good prof. He provided a friendly environment that contributed to my learning. Although public speaking is hard and scary for some, Tristan made it more enjoyable.
Professor Taylor was very well organized and delivered the material in a fashion that was very easy to understand and reproduce in our assignments. He made the class engaging and fun. I am encouraged to begin in my upcoming CPC classes because of professors Taylor's teaching here in RCM200.
The instruction was great. He really engaged with the class and answered questions in a way that really made it easy to understand. The way classes were taught was really nice too because they focused a lot more on the application of the material than the theory, which I thought was way more useful for a class like this. He was also very receptive to student needs such as altering deadlines.
He is a very engaging instructor that made the material easy to relate to and understand. He is probably one of the best instructors I've had for this reason. If he chose one thing to improve on, I wouldn't mind more feedback on where to improve in my assignments.
He was always easy to approach if I had a question and gave an aura that he knew his field (I would say 50% of why he looked so wise came from his beard).
I really enjoyed his presence as an instructor and would hope that all future or current ones strive to be like him.
Forgiving with the due dates so thank you for that :)
He was an excellent professor. It is clear that he cares about his students.
Excellent teacher, does not just read off the slides and spew information like a robot. He actually teaches the course.
I thoroughly enjoyed this class! I felt that RCM 200 was relevant to my area of studies and it has improved my communication skills a substantial amount. I would also like to point out that Tristan made the class environment very welcoming and he made it easy for students to ask questions and approach him for help, if needed.
I found that Tristan had great enthusiasm teaching this course even when the class wasn't engaging with his jokes and comments I still appreciated them which I found made him more approachable in the class and made me want to stay involved with the material we were learning and he showed a great deal of understanding the topic when questions were asked
Tristan is a great teacher and I would recommend him to anyone who is taking this class in the future. He is always so friendly and was always willing to help us with any questions we had about any assignments. I hope he continues to teach this class as he did a great job in my opinion.
Explains and makes everything clear and easy to understand, he made a very boring dull topic seem relatively interesting.
Tristan is such a great teacher, he knows what he is talking about and overall just a friendly person. He marks very fairly! I have recommended Tristan Taylor's class to everyone that has to take RCM 200.
Overall it was a very engaging class. I enjoyed the structure of the lecture sessions with the built-in discussion with classmates, it helped to deepen my understanding of the topics. The format of the assignments were very easy to follow and understand which led to a greater development of skills while completing them.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
Learning rhetoric and understanding how to professionally present myself has boosted my confidence in being able to communicate with my profs and get my point across with out sounding misplaced and confused.
I believe all assignments helped me develop and demonstrate all skills in this course. The one assignment I did not enjoy was the speech strategy. I found the layout to be confusing and found it better to use my own layout when making a speech. I also found that Tristan marked quite hard on the speeches. Although the average was a 77% I believe it could have been higher considering most people struggle to public speak.
I also found that considering that the formal reports and speech were a big chunk of the course, that should be the final instead of having an actual final exam.
I feel professor Taylor took an interest in each assignment done by each student and gave specific and personal feedback leading to developing very strong subject skills.
The speech at the end of the course gave me a really good opportunity to develop my public speaking skills and practice how to effectively communicate with an audience vocally. The formal report also was useful because it was the first major opportunity I've had to craft a full formal document with all the necessary front matter as well as the actual material.
This course was very good at providing opportunities to improve basic communication skills. I found that the assignments given were a good opportunity to demonstrate those teachings. There could have been a smaller assignment on editing/proofreading included.
The most valuable thing for me was now being able to write an effective resume.
I thought the assignments were a great way to demonstrate my understanding of the course material. The formal report took a lot of work to complete, but it was very rewarding. It taught me about all about SIDCRA, proofreading, editing, research strategies, and referencing. I also thought that the speeches were a great addition to the course.
Would like more opportunities to practice the public speaking. One practice at the very beginning of the semester does not prepare you for the final speech.
Some opportunities that allowed me to develop some subject specific skills were the job application package as well as the speeches and formal report.
the interviews were a great exercise that was used in the course that we could use to demonstrate what we have been learning I did notice in-class exercises that were in the syllabus we didn't do so it makes me wonder what those would have done for the class for implementing them into our daily lives
The report and speech are both extremely important pieces in this class as they effectively combine all of the previously developed skills into these assignments and add on what you need to grow in professional communication. Without them the class wouldn't bring the same developmental benefits.

Please comment on the overall quality of your *learning experience* in this course.

Comments
The profesionalisme of the classroom but still with the personalized examples was a great way to keep everyone involved.
overall I feel like my learning experience in this course was good however it did not reflect in my assignments. I thought I understood what was going on in this course however my assignments were marked in a way that it seemed like i had a poor understanding. I believe that my assignments were marked more so on grammar rather than theory. I do understand that this is a communications class and grammar is important but it is also a content heavy class where I feel like if you are able to demonstrate theory, then you should not be taking marks off for a missing comma, or sentence fragment.
I believe this course is very important and it cover very relevant material. My learning experience was excellent in the class due to professor Taylors delivery of the material and making the subject matter relevant.
My learning experience was great, mostly due to the instructor. The assignments do what they're supposed to, but the way in which this course was taught was what made the material easier to understand and therefore apply. I enjoyed this course when I didn't expect to due to the instruction
I will admit that the readings became a little much at the end so I didn't complete them but the in class learning was stimulating and interesting.
Personally, I had left the formal report til the end so take that into note. I would say to give more check-up assignments on how it is going for feedback, like if an assignment was just about the report's summary and it came earlier in the course.
Other than that I had no problems with the outline.
My learning experience was great. The small class size allowed the professor to engage with the class on a more personal level. I feel as if my learning was enhanced because of this.
Excellent was a great class environment.
My overall thoughts on the quality of the learning experience in this course is 11/10. This has been arguably my favourite course in university thus far, which is odd considering my introverted tendencies. I feel I am better equipped to partake in more professional settings in terms of more effectively communicating with others. Likewise, I highly doubt that USASK could have picked a better instructor for this course, as I would gladly take another class with Mr. Taylor.
learning was made better by Tristans tones and remarks even though the topics were boring even though I know it can be significant I just don't find this stuff interesting but Tristan made me more involved than I thought I would be
The speeches where were I developed the majority of my understanding of the course topics, before creating my speech I was feeling slightly lost with the content but with building the persuasive speech and being able to listen and enjoy my peers speeches it had tied up all of the relevant information. My one suggestion would be to transfer some of the weight of the final to the final report and associated speech, for the time commitment put into them they felt slightly undervalued to me.



USask Instructor Individual End-of-course SLEQ Report –
202209 (Fall)
ENG 113 Reading Narrative (C11, C12, C13)
(CRN:84539;84540;84541)
Tristan Taylor
Role: Lecture (UofS Core)

Project Title: University of Saskatchewan End-of-course SLEQ – 202209 (Fall)

Course Audience: 8
Responses Received: 5
Response Ratio: 62.5%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

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Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

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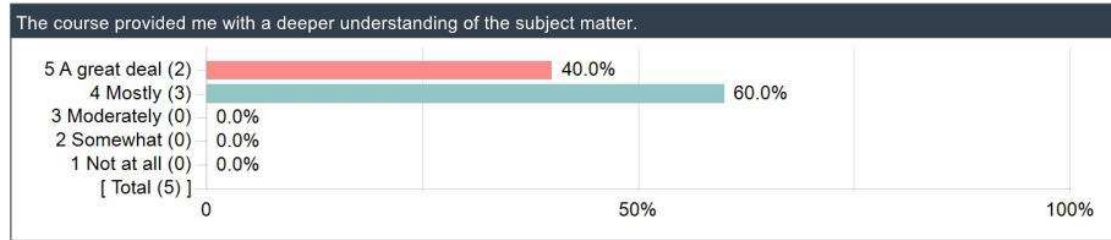
All the best,
The SLEQ Team

Creation Date: **Wednesday, January 18, 2023**

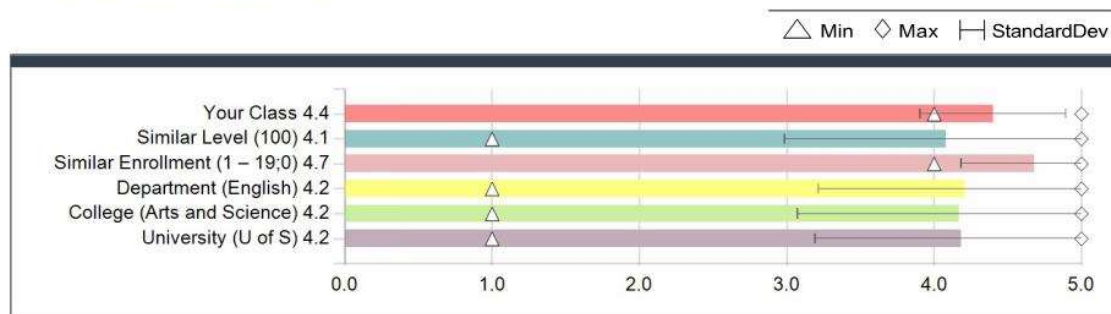
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



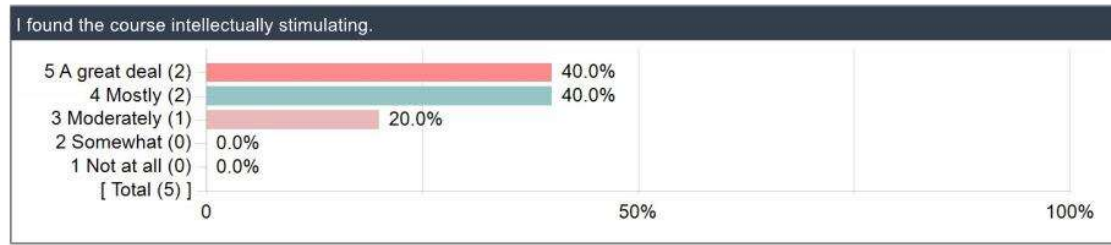
Comparators for the term 202209*



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Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The course provided me with a deeper understanding of the subject matter.	5	4.4	4.3	5845	4.1	4.4	22	4.7	4.8	950	4.2	4.5

I found the course intellectually stimulating.

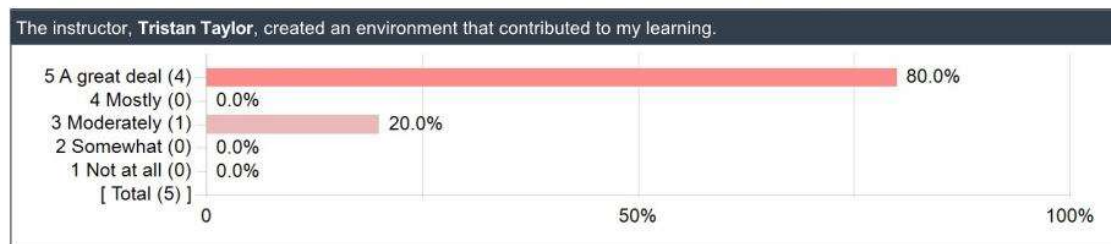


Comparators for the term 202209

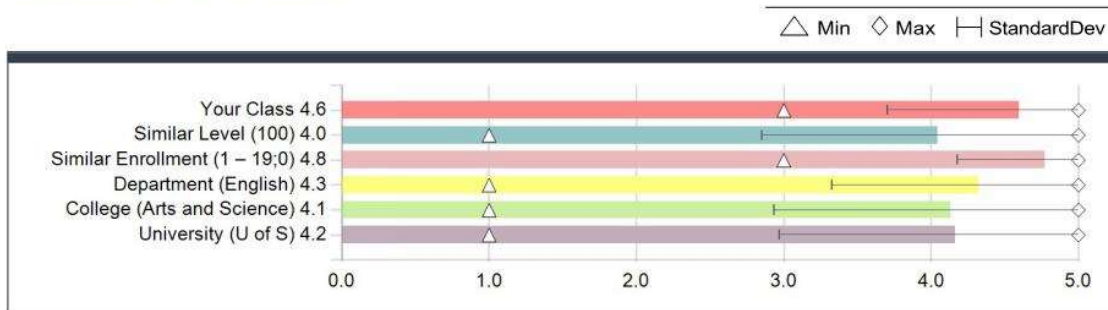


Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I found the course intellectually stimulating.	5	4.2	4.3	5845	3.9	4.2	22	4.4	4.7	950	4.0	4.3

The instructor, Tristan Taylor, created an environment that contributed to my learning.

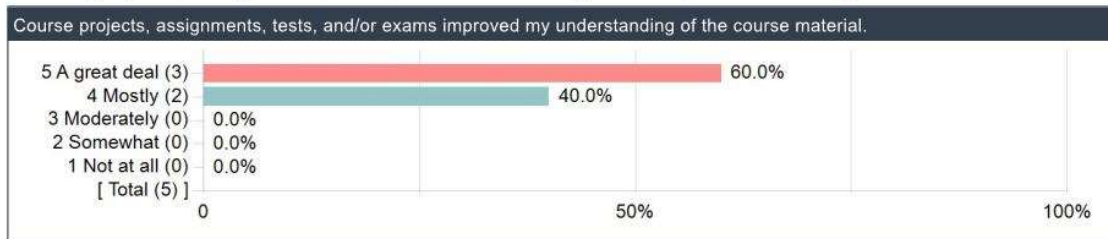


Comparators for the term 202209

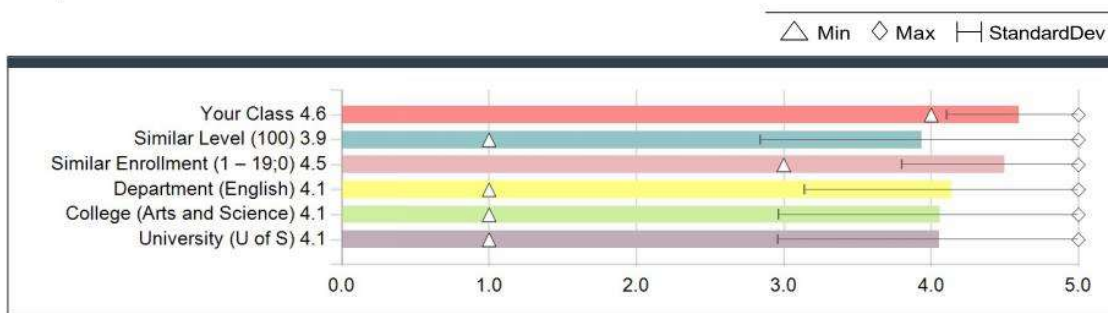


Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor , created an environment that contributed to my learning.	5	4.6	4.9	7034	4.0	4.5	22	4.8	4.9	950	4.3	4.7

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Comparators for the term 202209



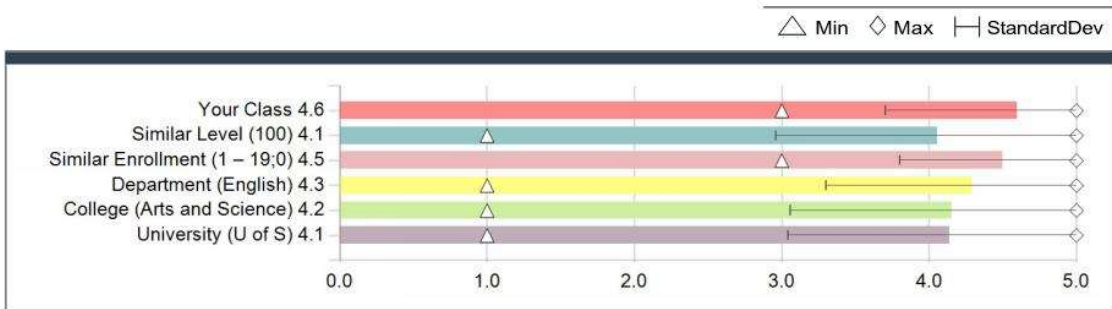
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	5	4.6	4.7	5845	3.9	4.2	22	4.5	4.7	950	4.1	4.4

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.



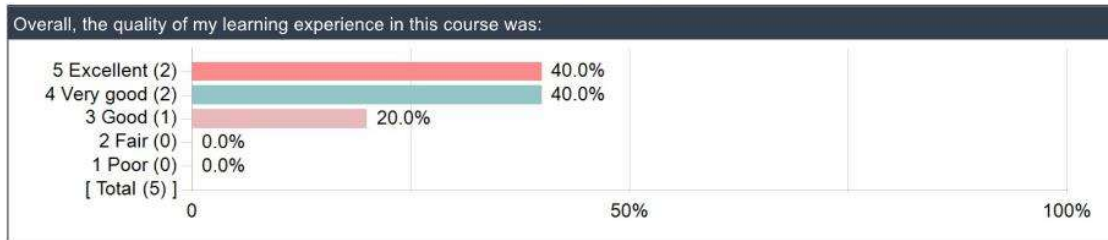
Comparators for the term 202209



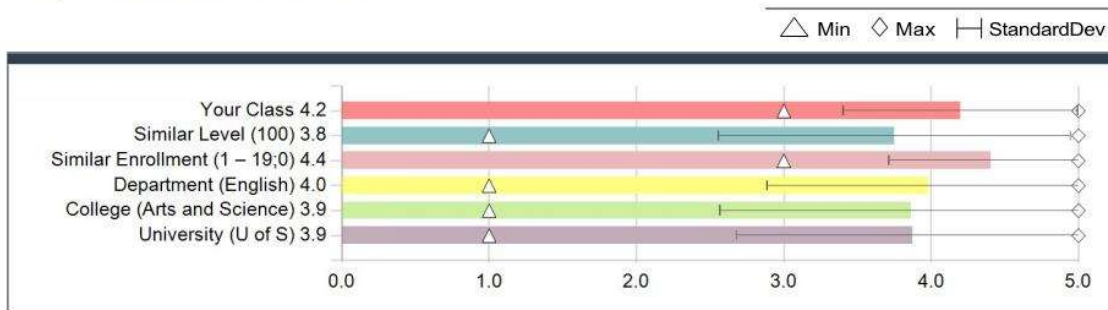
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	5	4.6	4.9	5845	4.1	4.3	22	4.5	4.7	950	4.3	4.6

Overall, the quality of my learning experience in this course was:



Comparators for the term 202209



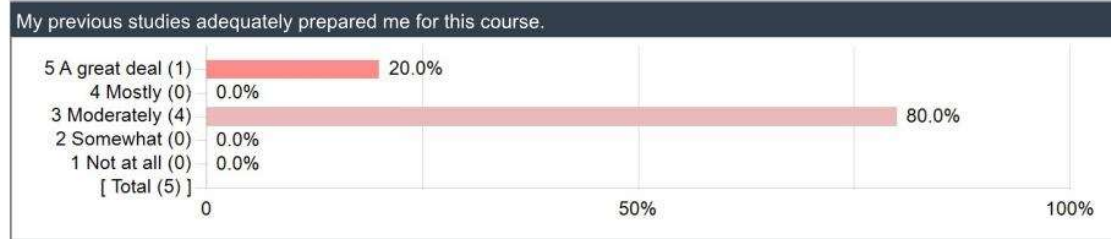
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19:0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Overall, the quality of my learning experience in this course was:	5	4.2	4.3	5845	3.8	4.0	22	4.4	4.5	950	4.0	4.3

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Department Questions (English)

My previous studies adequately prepared me for this course.

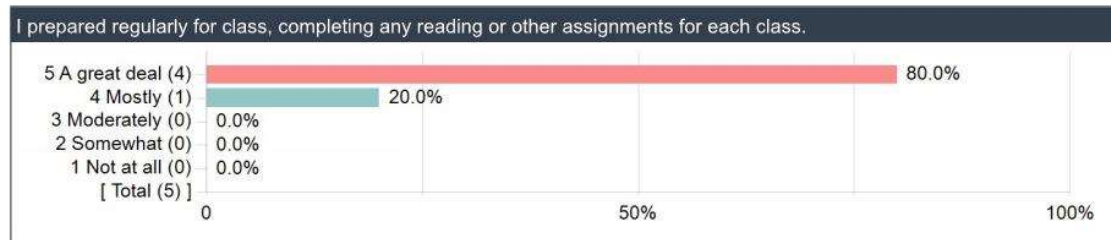


Comparators for the term 202209

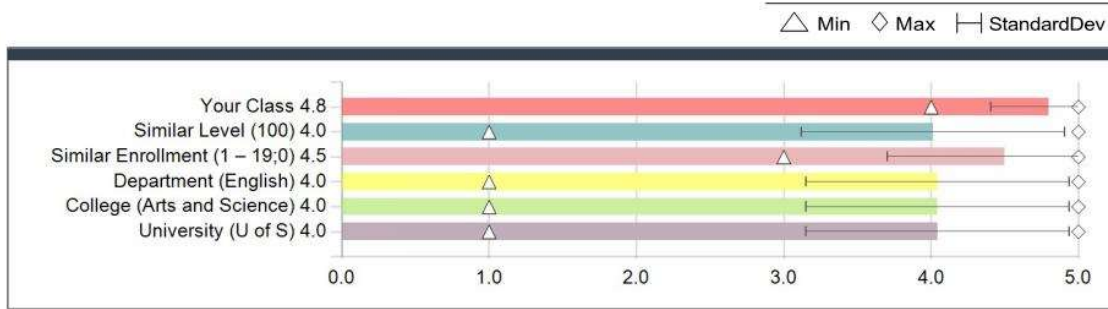


Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My previous studies adequately prepared me for this course.	5	3.4	3.1	507	3.5	3.6	6	3.2	3.0	651	3.6	3.7

I prepared regularly for class, completing any reading or other assignments for each class.



Comparators for the term 202209

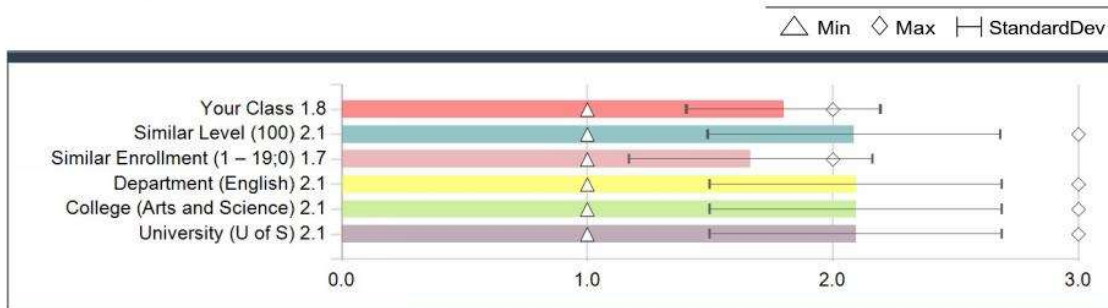


Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I prepared regularly for class, completing any reading or other assignments for each class.	5	4.8	4.9	507	4.0	4.1	6	4.5	4.8	651	4.0	4.1

In comparison to what I expected coming into the course, my achievement has been:



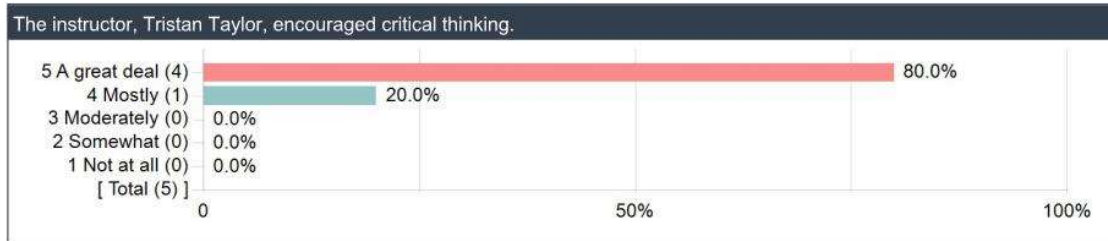
Comparators for the term 202209



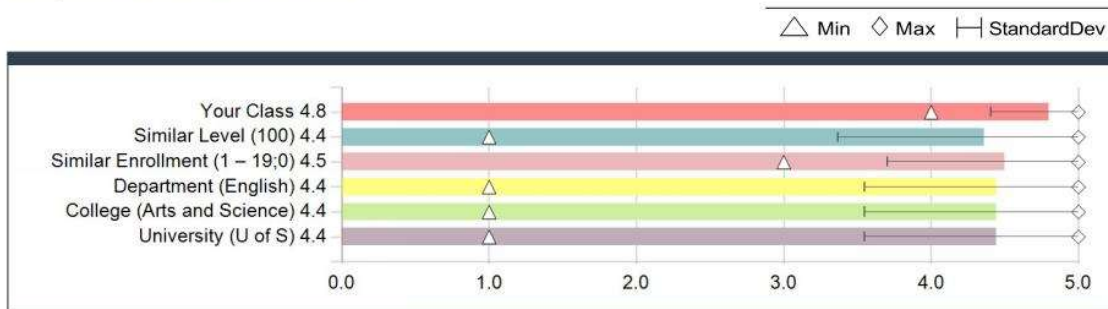
Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
In comparison to what I expected coming into the course, my achievement has been:	5	1.8	1.9	507	2.1	2.1	6	1.7	1.8	651	2.1	2.1

Department Course Level Questions (English)

The instructor, Tristan Taylor, encouraged critical thinking.



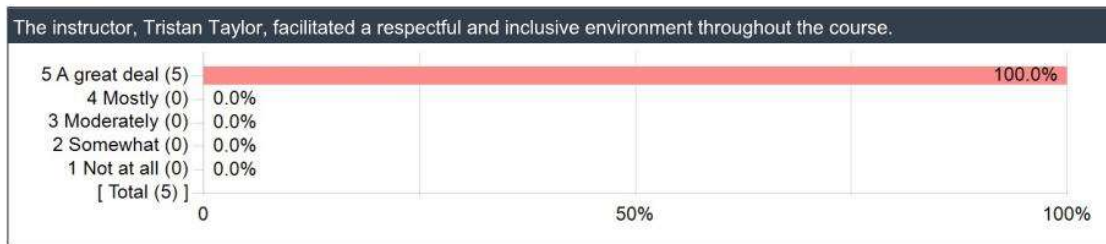
Comparators for the term 202209



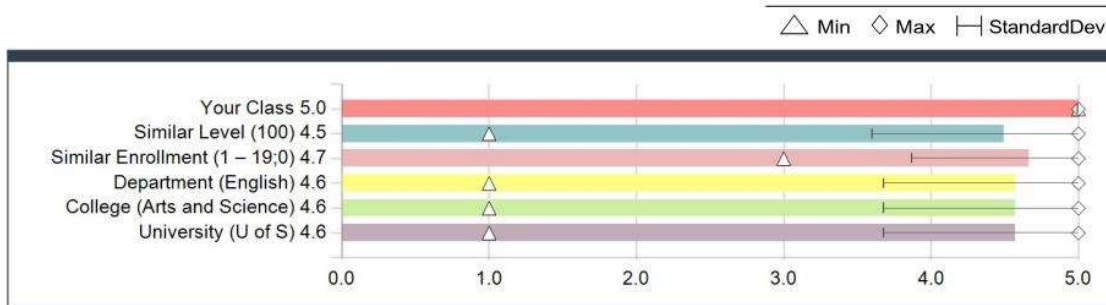
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, encouraged critical thinking.	5	4.8	4.9	507	4.4	4.7	6	4.5	4.8	651	4.4	4.7

The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.



Comparators for the term 202209



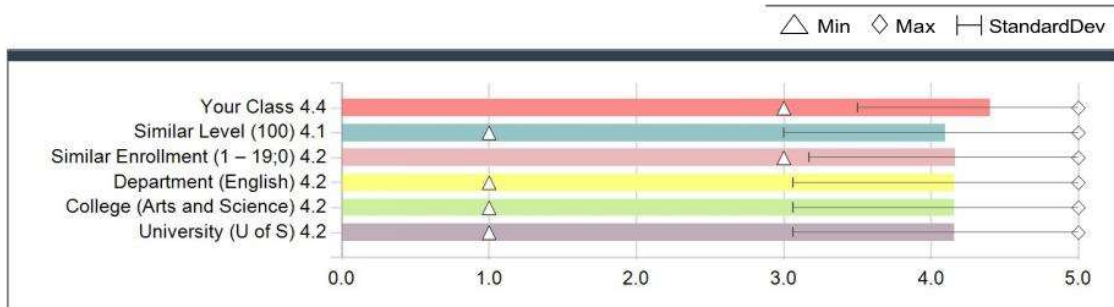
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.	5	5.0	5.0	507	4.5	4.8	6	4.7	4.9	651	4.6	4.8

The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.



Comparators for the term 202209



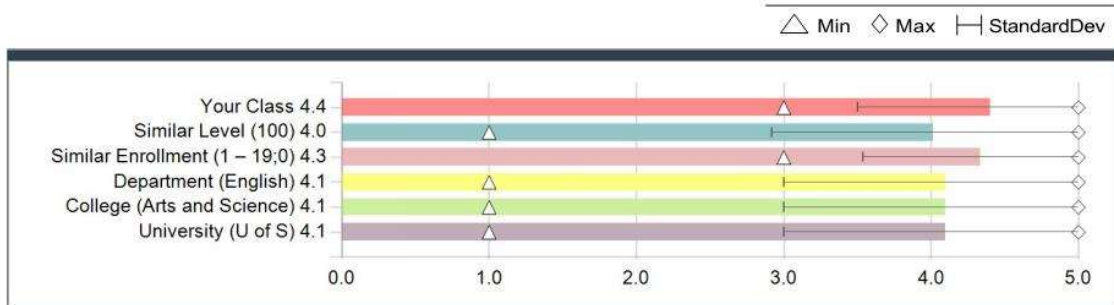
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.	5	4.4	4.7	507	4.1	4.4	6	4.2	4.5	651	4.2	4.5

The organization of the course supported my learning experience.



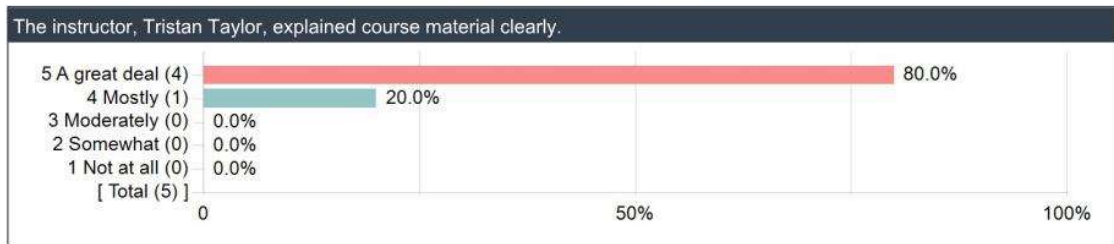
Comparators for the term 202209



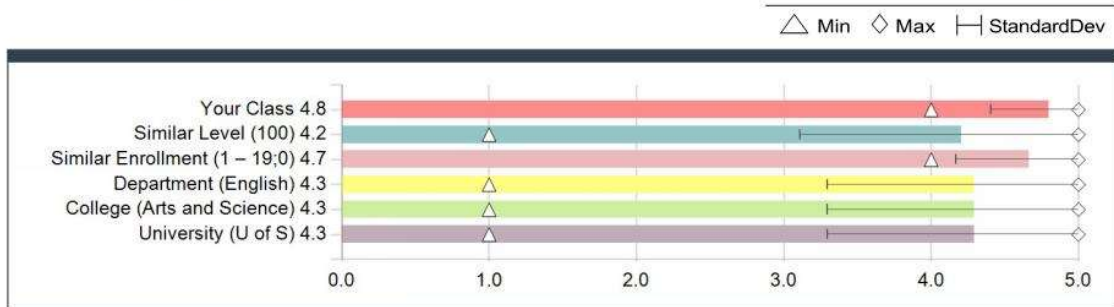
Individual End-of-course SLEQ Report for ENG 113 Reading Narrative (C11, C12, C13) - Tristan Taylor - 202209 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The organization of the course supported my learning experience.	5	4.4	4.7	507	4.0	4.3	6	4.3	4.5	651	4.1	4.4

The instructor, Tristan Taylor, explained course material clearly.



Comparators for the term 202209

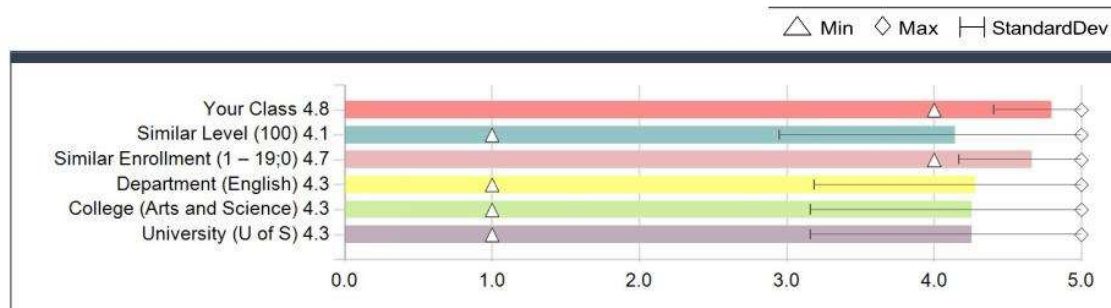


Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, explained course material clearly.	5	4.8	4.9	507	4.2	4.6	6	4.7	4.8	636	4.3	4.6

Feedback on assignments included helpful suggestions for improvement.

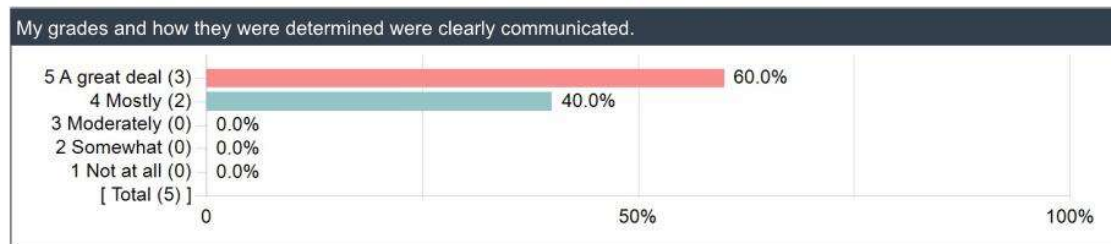


Comparators for the term 202209

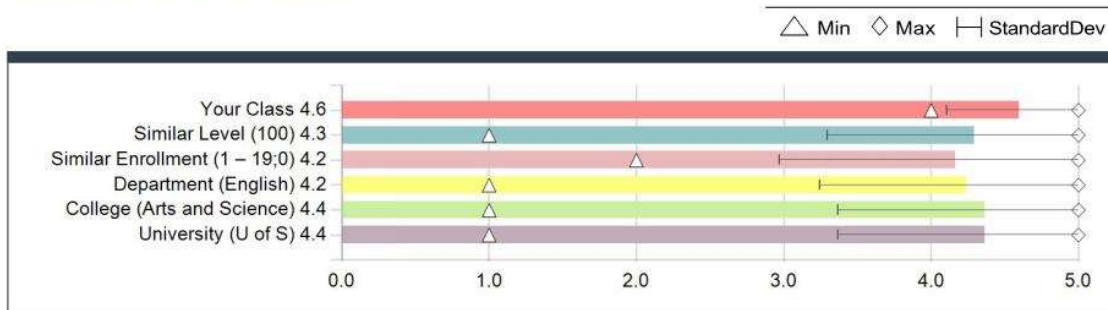


Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Feedback on assignments included helpful suggestions for improvement.	5	4.8	4.9	797	4.1	4.6	6	4.7	4.8	651	4.3	4.7

My grades and how they were determined were clearly communicated.



Comparators for the term 202209



Question	Your Class			Similar Level (100)			Similar Enrollment (1 – 19;0)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My grades and how they were determined were clearly communicated.	5	4.6	4.7	797	4.3	4.6	6	4.2	4.5	651	4.2	4.6

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
The instructions provided during this class were great, and the quality of this class greatly helped me improve my English skills
Instructions were very clear and in the off chance that they weren't, he would explain it again in a more detailed manner.
The instruction quality was really good. I felt like topics were well explained and we also got lots of time to analyze things ourself.
Tristan is very passionate about what he teaches which fosters a very fun environment to learn in. He explains things very clearly and I know what is expected of me in his class which I very much enjoy.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
I had plenty of opportunities to develop and demonstrate my writing skills. We did plenty of preparation and there was a lot of help to make my writing the best it could be

Please comment on the overall quality of your *learning experience* in this course.

Comments
My learning experience was great throughout this course and I enjoyed the class
I wish this course tried to connect the topics to a more modern relevance. There were lots of discussions on how important certain pieces of literature were but not a whole lot of explanation as to why they were important.



USask Instructor Individual End-of-course SLEQ Report –
202205/07 (Spring/Summer)
ENG 114 03 Reading Culture (CRN:41894)
Tristan Taylor
Role: Lecture (UofS Core)

Project Title: University of Saskatchewan End-of-course SLEQ – 202205/07 (Spring/Summer)

Course Audience: 28
Responses Received: 19
Response Ratio: 67.9%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Beginning Spring 2021, the interpolated median is included as a statistic in this report. Compared to the median (the middle point in a sorted list of data), the interpolated median is calculated using the number of responses above, equal to, and below the median value. This statistic is less impacted by outliers (a data point that differs significantly from others) than the mean and better represents the distribution of the data than the median. For more information about this statistic, please email sleq_help@usask.ca.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

Information related to SLEQ can be found at teaching.usask.ca/articles. Further resources related to enhancing teaching and learning in your courses can be found at teaching.usask.ca.

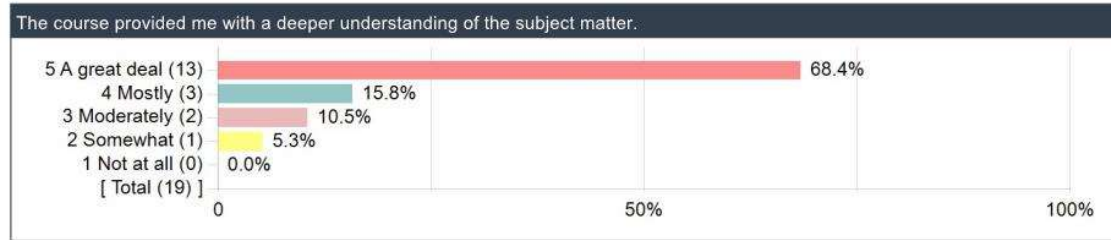
All the best,
The SLEQ Team

Creation Date: Thursday, September 15, 2022

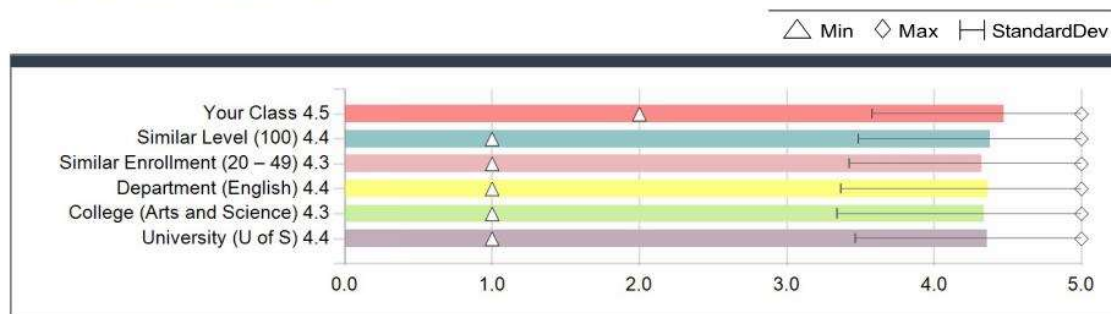
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



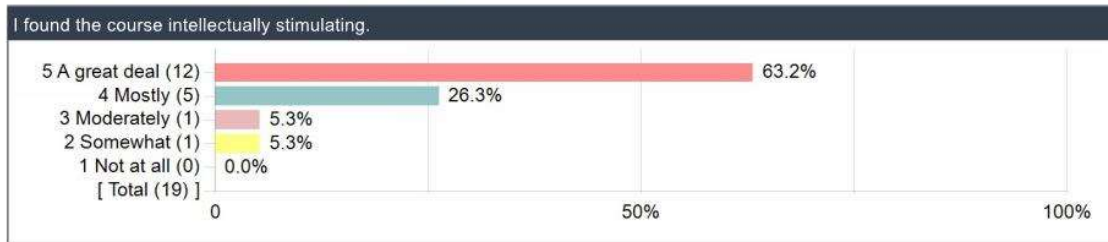
Comparators for the term 202205*



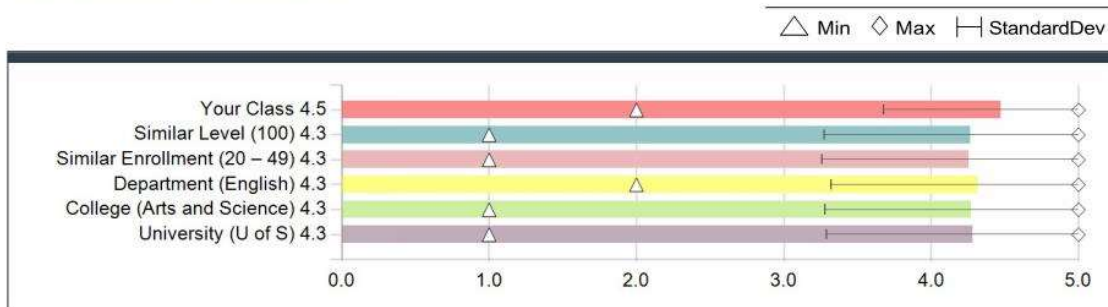
*The comparative data shared here and in subsequent questions includes response data only from the current term (202205) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class			Similar Level (100)			Similar Enrollment (20 - 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The course provided me with a deeper understanding of the subject matter.	19	4.5	4.8	475	4.4	4.7	1367	4.3	4.6	66	4.4	4.7

I found the course intellectually stimulating.

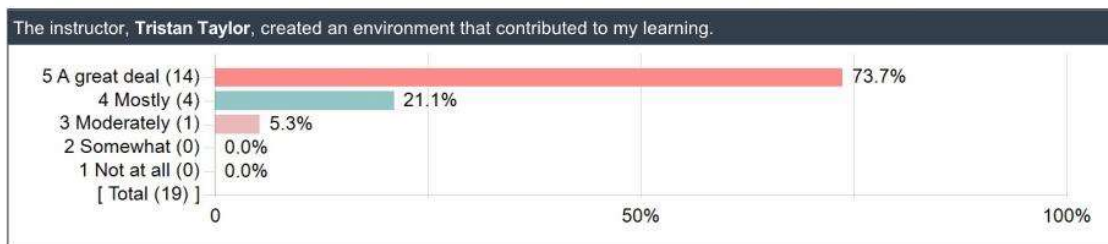


Comparators for the term 202205

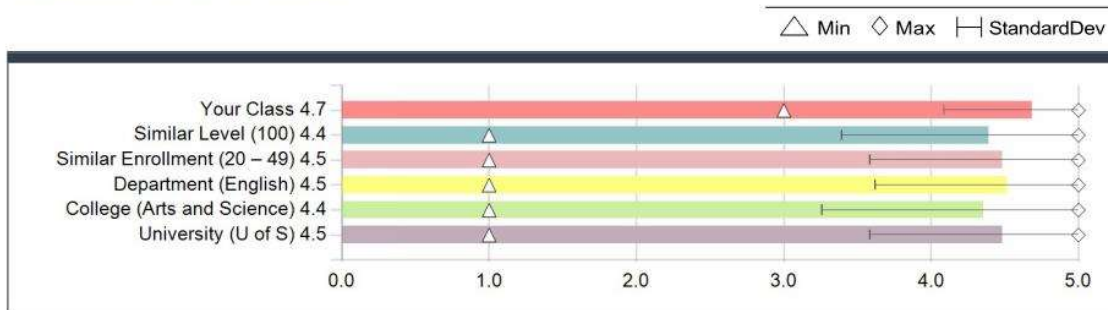


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I found the course intellectually stimulating.	19	4.5	4.7	475	4.3	4.6	1367	4.3	4.5	66	4.3	4.6

The instructor, Tristan Taylor, created an environment that contributed to my learning.



Comparators for the term 202205



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor , created an environment that contributed to my learning.	19	4.7	4.8	486	4.4	4.7	1430	4.5	4.8	66	4.5	4.8

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



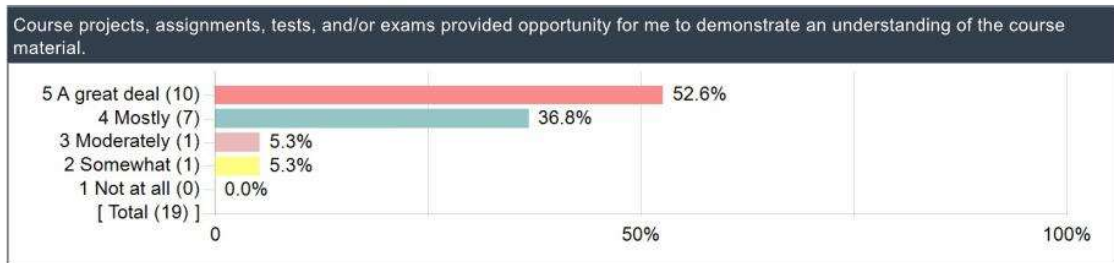
Comparators for the term 202205



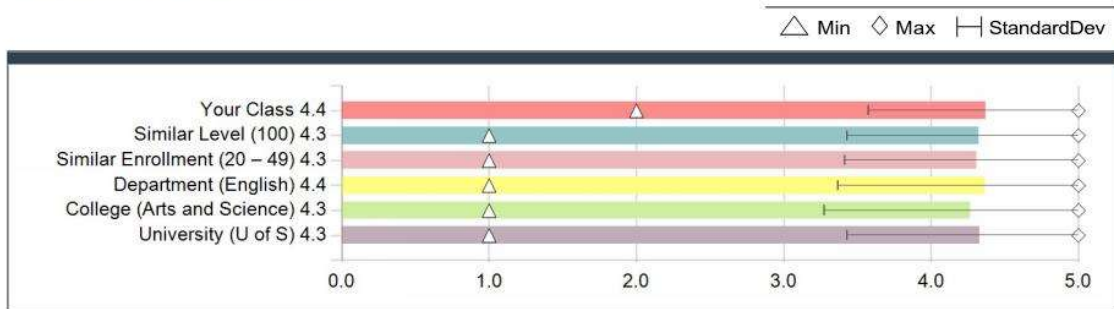
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	19	4.1	4.2	475	4.3	4.5	1367	4.2	4.5	66	4.2	4.6

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Comparators for the term 202205



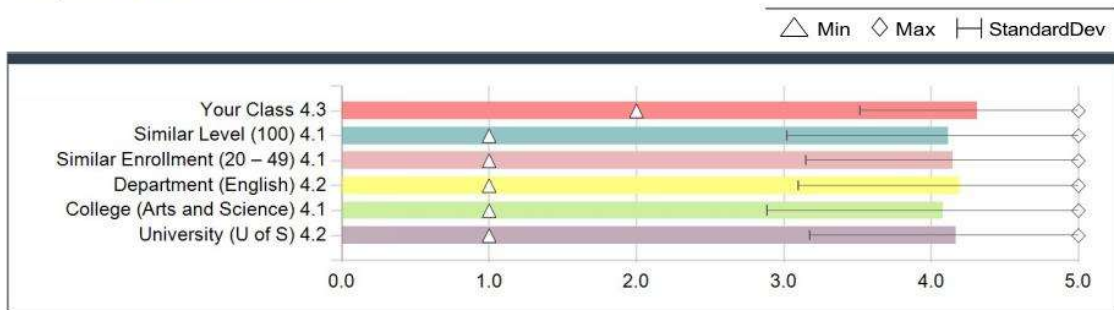
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	19	4.4	4.6	475	4.3	4.6	1367	4.3	4.6	66	4.4	4.7

Overall, the quality of my learning experience in this course was:



Comparators for the term 202205



Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Overall, the quality of my learning experience in this course was:	19	4.3	4.4	475	4.1	4.4	1367	4.1	4.4	66	4.2	4.5

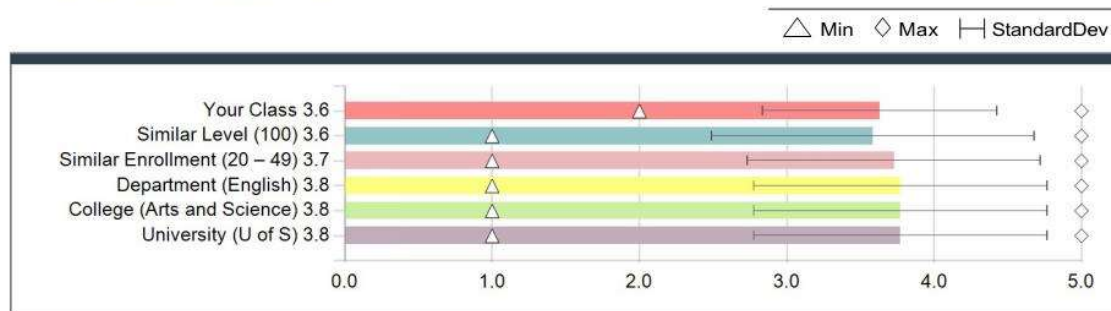
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Department Questions (English)

My previous studies adequately prepared me for this course.

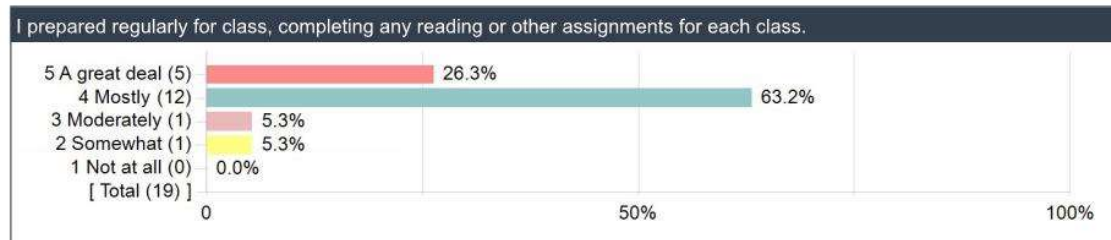


Comparators for the term 202205

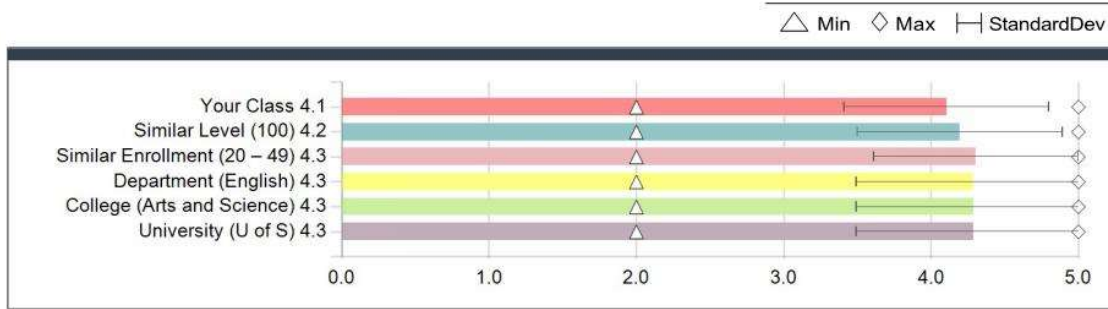


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My previous studies adequately prepared me for this course.	19	3.6	3.8	46	3.6	3.8	59	3.7	3.9	66	3.8	3.9

I prepared regularly for class, completing any reading or other assignments for each class.



Comparators for the term 202205



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I prepared regularly for class, completing any reading or other assignments for each class.	19	4.1	4.1	46	4.2	4.2	59	4.3	4.3	66	4.3	4.4

In comparison to what I expected coming into the course, my achievement has been:



Comparators for the term 202205



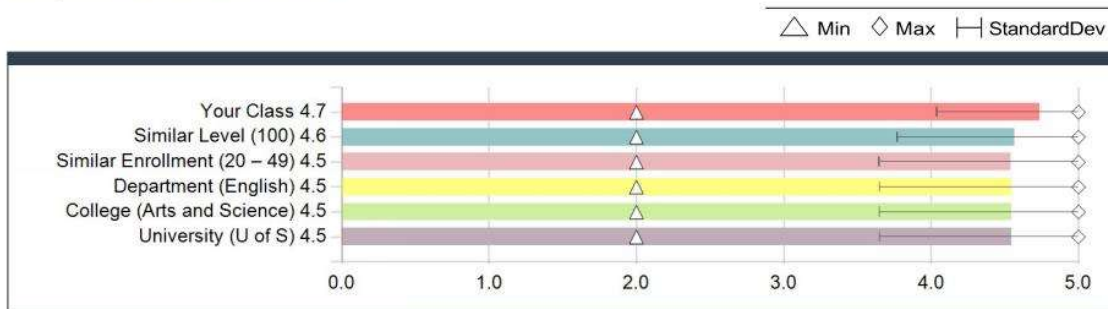
Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
In comparison to what I expected coming into the course, my achievement has been:	19	2.2	2.2	46	2.1	2.1	59	2.2	2.2	66	2.2	2.2

Department Course Level Questions (English)

The instructor, Tristan Taylor, encouraged critical thinking.



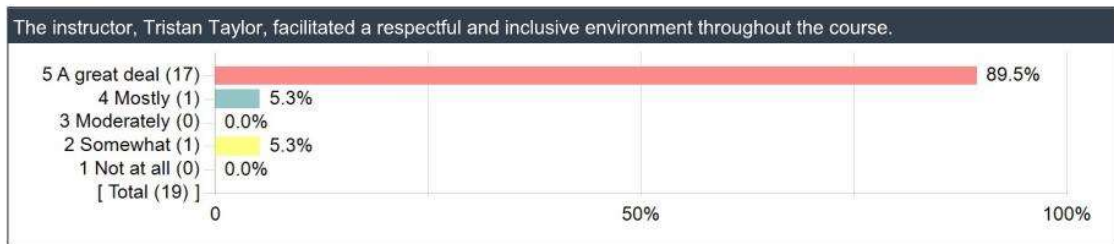
Comparators for the term 202205



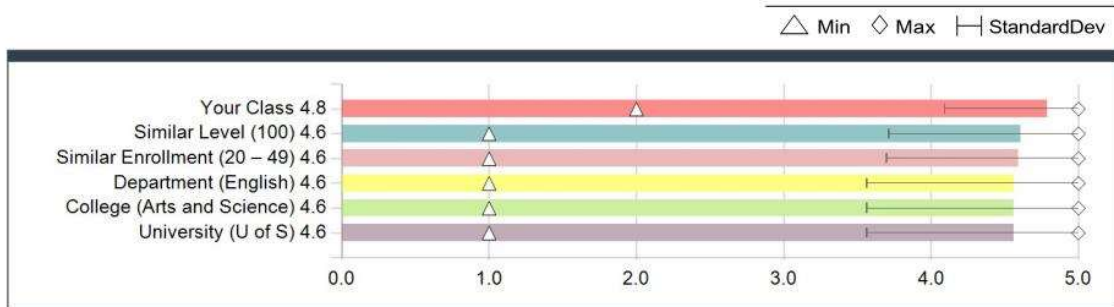
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, encouraged critical thinking.	19	4.7	4.9	46	4.6	4.8	59	4.5	4.8	66	4.5	4.8

The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.



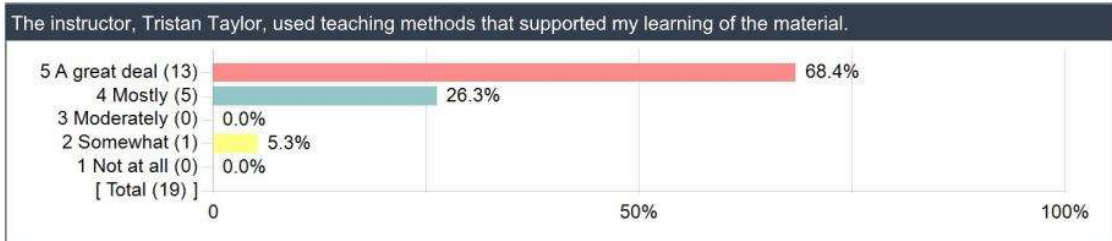
Comparators for the term 202205



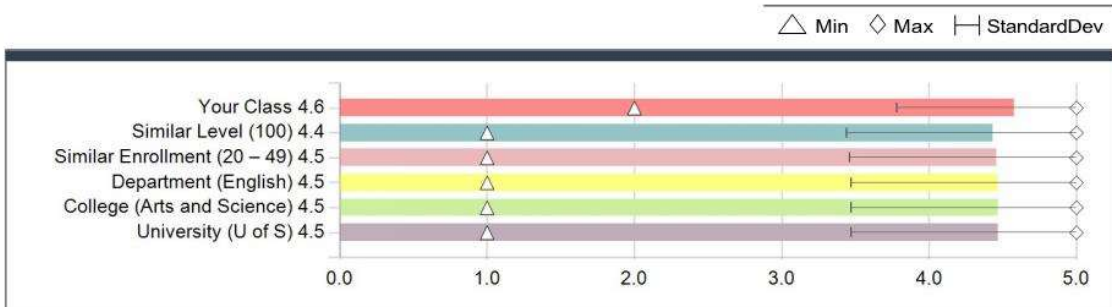
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.	19	4.8	4.9	46	4.6	4.8	59	4.6	4.9	66	4.6	4.8

The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.



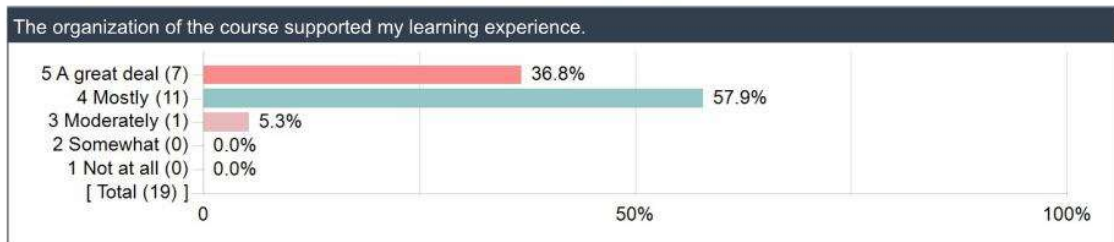
Comparators for the term 202205



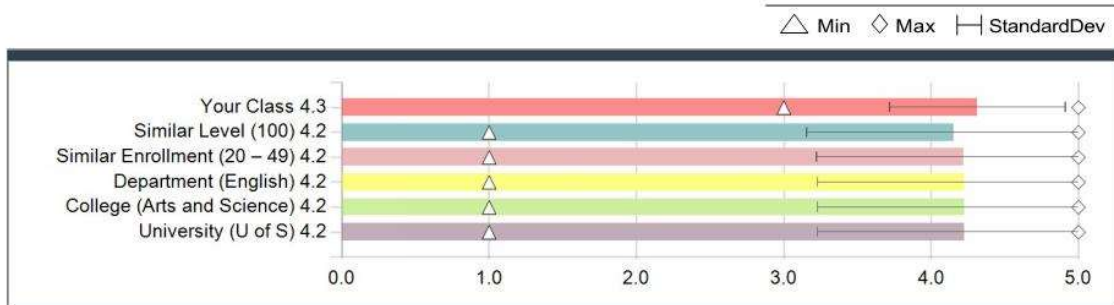
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.	19	4.6	4.8	46	4.4	4.8	59	4.5	4.8	66	4.5	4.8

The organization of the course supported my learning experience.



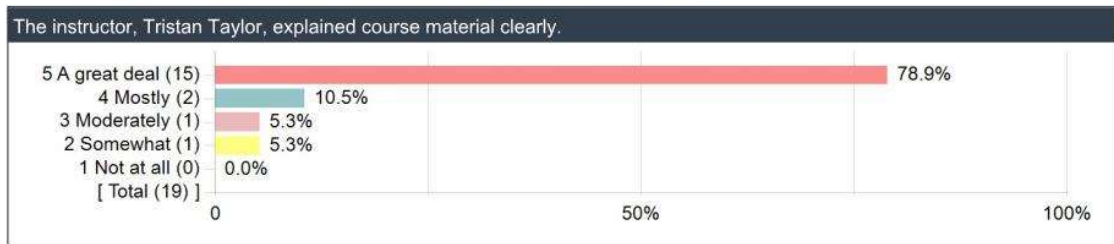
Comparators for the term 202205



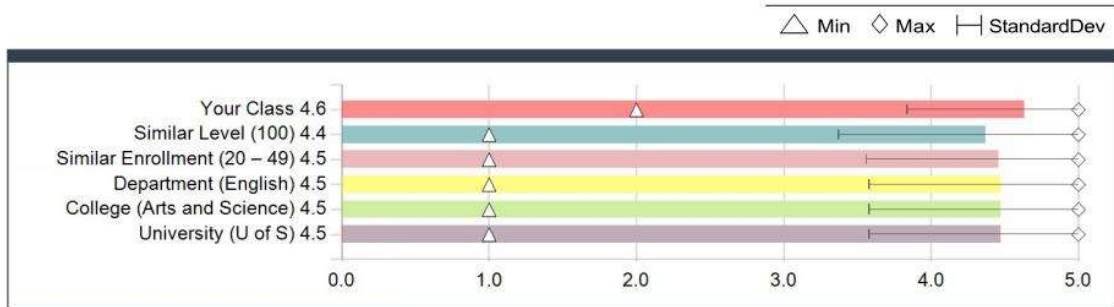
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202205/07 (Spring/Summer)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The organization of the course supported my learning experience.	19	4.3	4.3	46	4.2	4.3	59	4.2	4.4	66	4.2	4.4

The instructor, Tristan Taylor, explained course material clearly.

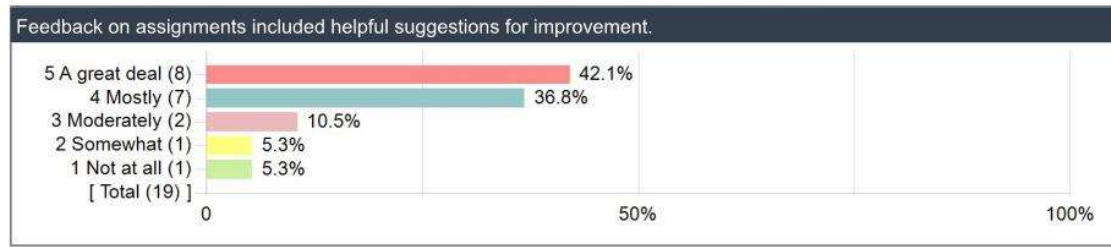


Comparators for the term 202205

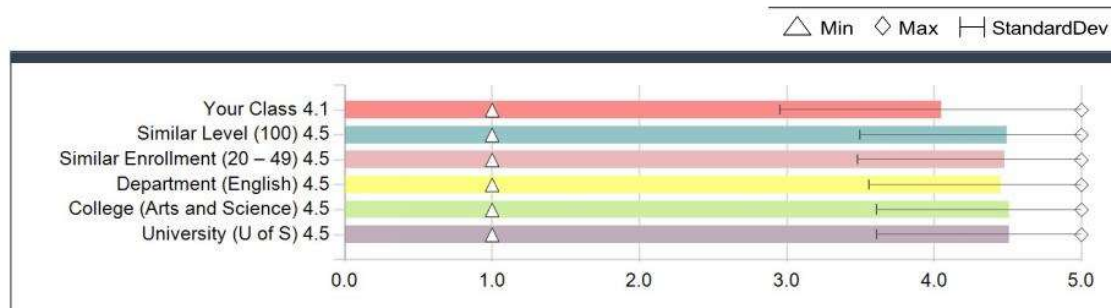


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, explained course material clearly.	19	4.6	4.9	46	4.4	4.7	59	4.5	4.7	63	4.5	4.8

Feedback on assignments included helpful suggestions for improvement.

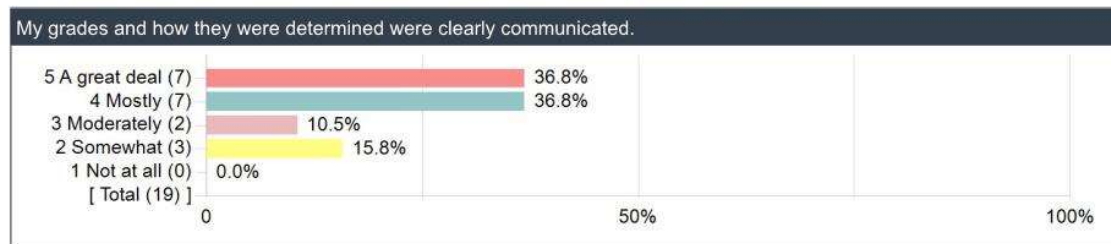


Comparators for the term 202205

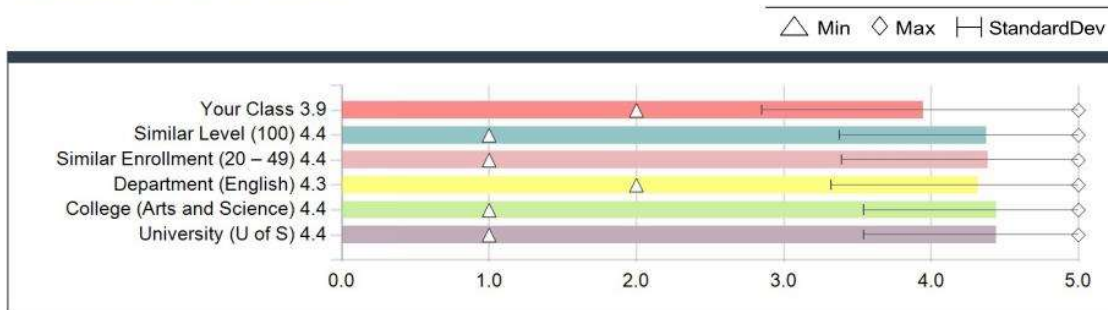


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Feedback on assignments included helpful suggestions for improvement.	19	4.1	4.3	93	4.5	4.8	98	4.5	4.8	66	4.5	4.7

My grades and how they were determined were clearly communicated.



Comparators for the term 202205



Question	Your Class			Similar Level (100)			Similar Enrollment (20 - 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My grades and how they were determined were clearly communicated.	19	3.9	4.1	93	4.4	4.7	98	4.4	4.7	66	4.3	4.6

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
The professor lectured very clearly and included a great deal of back-and-forth with the students to engage them in the course material.
Excellent. Clear slides and lectures, engages with the class very efficiently.
This is certainly one of the best English Classes I have taken. I really liked the fact that the prof creates an environment that encourages discussion and that there are no wrong answers as long as you can back them up. He is very helpful and makes himself very available to help the students. And he covers the lecture material quite well.
The professor was great, provided help whenever needed and responded with excellent feedback for the assignments. The only thing that I would like to change is less group work, then again, it could be just that I prefer working alone.
It was very engaging listening to his explanation of the material and the small group discussions helped me form my own thoughts of the materials. Having others express their opinions helps me express my own.
Tristan is a great teacher! You can tell he is passionate about what he does and he cares very much about our learning experience. My only comment on his instruction is that I would have liked it if the slides were posted before class so that I could add notes to them, and know what I needed to take notes on if anything wasn't included in the slides. It can be hard to focus on class discussion when I am writing down what's on the board just in case it isn't included in the slides that are posted after class. Otherwise, I felt very engaged and felt like everything was thoroughly explained.
The overall quality of the instruction provided by Tristan Taylor in this course is just they style of learning that I appreciate, as I prefer smaller classes as well as even the seating arrangement, it allowed me to be comfortable to talk in smaller group discussions to not feel left out as if I were in a bigger group. The short time slots for group discussions is perfect as it gives enough time for a quick debate and then go back in to class discussion. The teaching style was fun and very interesting and the way he explained most parts were very helpful in my learning. I would take his class again! Thank you!
It was an interesting course , it elaborated my mind to think critically mostly in aspect of essays , I achieved in this course as a whole , before I wasn't interested in an English class but this course made me understand more about it . In an overall statement the instructor tried his best by making the course interesting .
In this course, Mr. Taylor provided a comfortable and professional environment every class because he always answers any questions we have, so we can gain a better understanding of the concept or topics being taught. He asks us if we felt the assignments we did were fair after we submit them because sometimes the questions being asked on the quizzes for example, were not clearly written and could have been the correct answer for multiple questions. He also allows us to write the ideas we believe stand out in an argument, even though we are all beginners, and constantly remind us to not put so much pressure in perfecting everything, since writing is a process and not a product.
He is a very helpful instructor he is always happy to help. When you send him an email he responds to it in a short time which is very helpful.
89%
Excellent
The topics were very engaging. I appreciated how often we were encouraged to discuss subjects and concepts all together as a group as well as in small groups. The term was very organized!
I missed a lot of school due to myself and my children being sick for a month so I had missed a lot of class discussions. I acknowledge my poor participation, but professor Taylor was a great teacher.
I really enjoyed this class and even the days that I was not fully prepared for class, Tristan Taylor did a great job of making me understand even without any context.
Very good. He is a great professor and his feedback was clear and constructive. He created a welcoming learning environment. I enjoyed having him as the instructor. I would take a course from him again.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
Essays are a good example. Different prompts allowed us, students, to write about what we felt we understood the most, so we could use our skills comfortably.
Throughout the course I was able to develop strong skills in terms of communicating my arguments which I got to practice with the essays and just stopping different themes in terms of celebrity culture which I got to practice in class discussions.
The small group discussions help in contributing ideas of a topic to a group and for the group to form a conclusive idea for that topic.
We had one quiz per week on the subject matter and two writing assignments in this course. Not to ask for more work to do, but I maybe would have liked one more writing assignment in order to get a better grasp of MLA formatting and the preferred writing style of this english course.
I developed good reading and writing skills, helped me build confidence to speak up.
I had mentioned the group discussions that helped me develop and demonstrate skills in this course a lot better.
I had the opportunity to learn how to write an essay , before I wasn't good in essay writing But I can proudly write an essay without mistakes I really achieved a lot
The skills I had to develop were writing effective arguments in essay assignments and better understanding close reading in poetry and texts we went over. These allowed me to question things in life much deeper and see different perspectives from other people.
NA
I have developed more boldness to speak in class
Peer evaluation and feedback sounded daunting before class but during the sessions it was majorly helpful in making sure there's a cohesive thesis and theme throughout an essay, and it was intriguing to hear other peoples interpretations and perspectives on the subjects we covered. I really enjoyed the activity.
I learned more about close reading and how to develop a argumentative thesis statement.
We were really encouraged to ask questions and and we also had many opportunities to answer questions and share knowledge with our peers.
There was a sufficient amount of assignments to demonstrate understanding but not too many where it was stressful. I enjoyed the peer evaluation that we did, it was very helpful.

Please comment on the overall quality of your *learning experience* in this course.

Comments
Very good. Classes were entertaining and engaging, and the reading material was pertinent to the course
The overall quality was very good.
They overall quality of my experience was great in this course.
Was stressed a bit about essays but thankfully the course prepared me for that. The materials used in this class were very varied and none of them felt too overbearing. Overall, I would recommend this class to someone looking for an English class.
My learning experience was great and I can recognize that much care was put into providing that for the students.
Overall quality, I have learned a lot and the instructor made it engaging and fun.
At the end of the course my confidence was built on essay writing and also the course pulled off this mindset In me that tells me English is hard but literally it isn't
My overall experience was great because I had the opportunity to learn new concepts related to effective essay writing, which is helpful to earn in university. Although were still new to writing excellent pieces of writing, it was a good first experience into university writing.
It was good
The understating of Celebrity was well explained by the course
This was my favourite university English course so far, it was easy to understand and there were rubrics for marking which made marking very fair as well.
I would take this class again and would recommend it to my peers.



USask Instructor Individual End-of-course SLEQ Report –
202201 (Winter) (COVID-19 Pandemic)
ENG 112 04 Reading Drama (CRN:20155)
Tristan Taylor
Role: Lecture (UofS Core)

Project Title: **University of Saskatchewan End-of-course SLEQ – 202201 (Winter)**

Course Audience: **42**
Responses Received: **20**
Response Ratio: **47.6%**

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Beginning Spring 2021, the interpolated median is included as a statistic in this report. Compared to the median (the middle point in a sorted list of data), the interpolated median is calculated using the number of responses above, equal to, and below the median value. This statistic is less impacted by outliers (a data point that differs significantly from others) than the mean and better represents the distribution of the data than the median. For more information about this statistic, please email sleq_help@usask.ca.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

Information related to SLEQ can be found at teaching.usask.ca/articles. Further resources related to enhancing teaching and learning in your courses can be found at teaching.usask.ca.

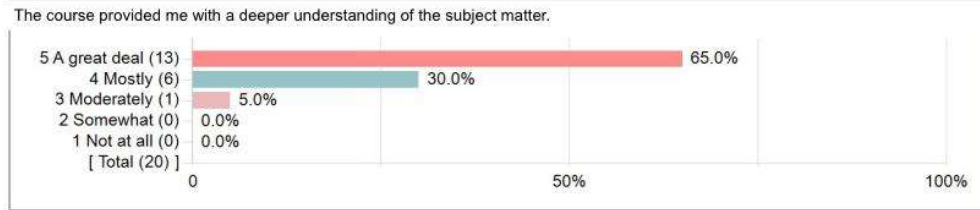
All the best,
The SLEQ Team

Creation Date: **Monday, May 2, 2022**



U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



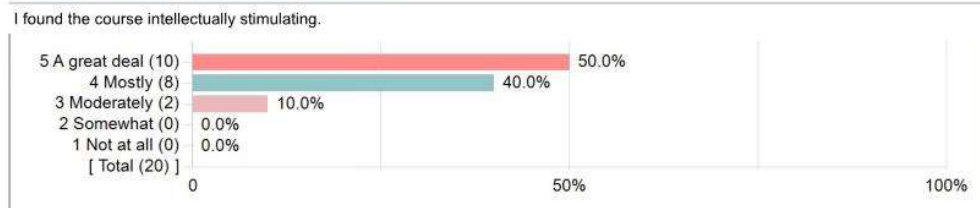
Comparators for the term 202201*



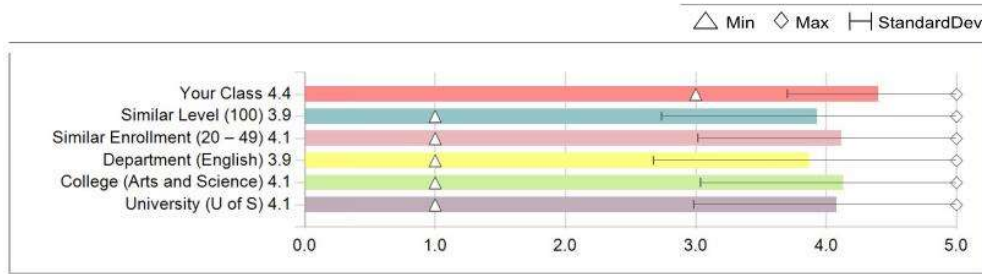
*The comparative data shared here and in subsequent questions includes response data only from the current term (202201) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The course provided me with a deeper understanding of the subject matter.	20	4.6	4.7	3133	4.1	4.4	4270	4.3	4.6	495	4.1	4.4

I found the course intellectually stimulating.

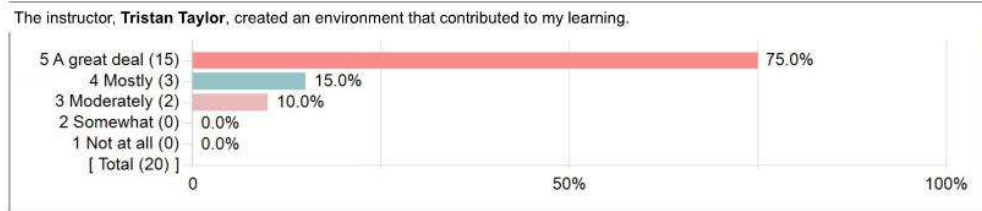


Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I found the course intellectually stimulating.	20	4.4	4.5	3133	3.9	4.2	4270	4.1	4.4	495	3.9	4.1

The instructor, *Tristan Taylor*, created an environment that contributed to my learning.

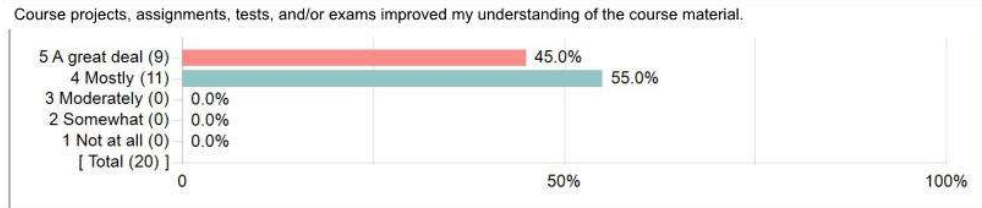


Comparators for the term 202201

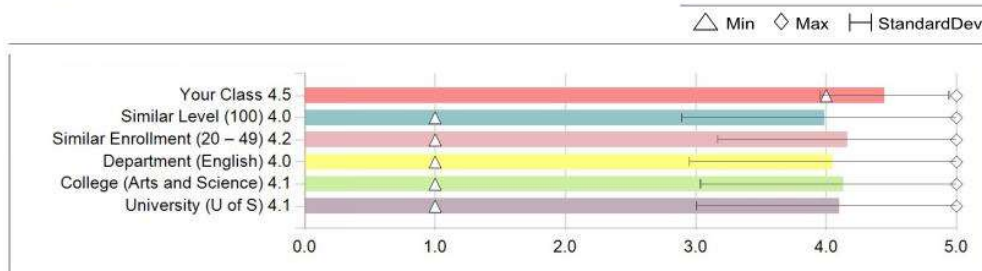


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, <i>Tristan Taylor</i> , created an environment that contributed to my learning.	20	4.7	4.8	3570	4.2	4.6	4672	4.3	4.7	495	4.1	4.5

Course projects, assignments, tests, and/or exams improved my understanding of the course material.

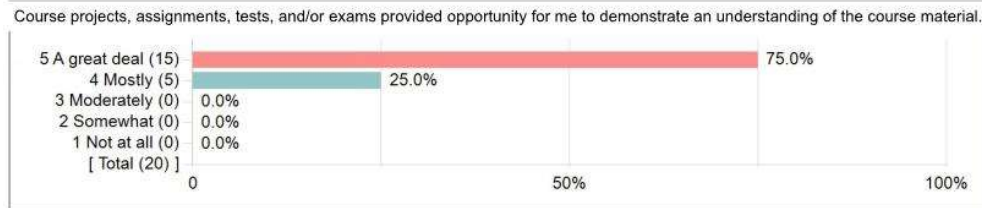


Comparators for the term 202201

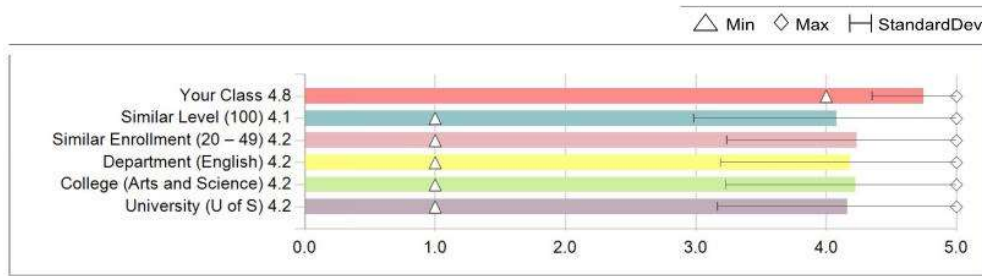


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	20	4.5	4.4	3133	4.0	4.2	4270	4.2	4.5	495	4.0	4.3

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.

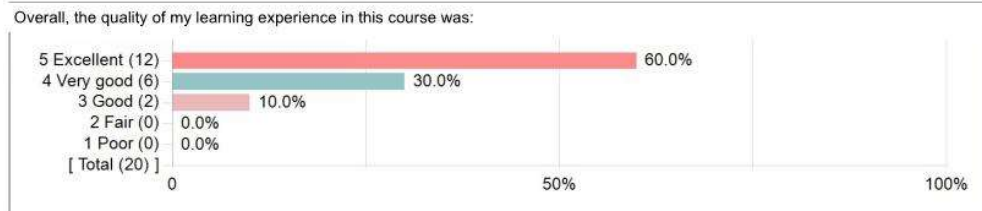


Comparators for the term 202201

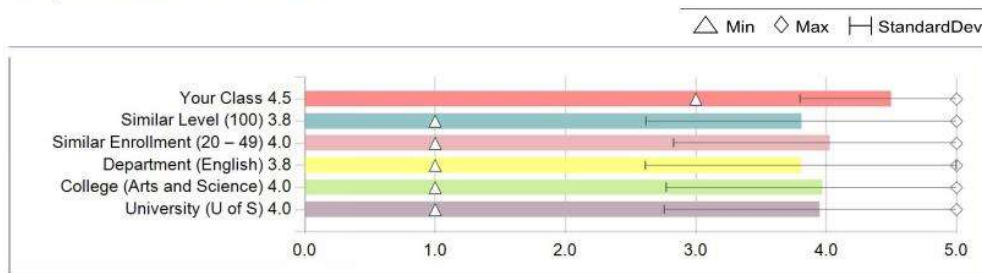


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	20	4.8	4.8	3133	4.1	4.3	4270	4.2	4.5	495	4.2	4.5

Overall, the quality of my learning experience in this course was:



Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Overall, the quality of my learning experience in this course was:	20	4.5	4.7	3133	3.8	4.0	4270	4.0	4.4	495	3.8	4.0

Department Questions (English)

My previous studies adequately prepared me for this course.

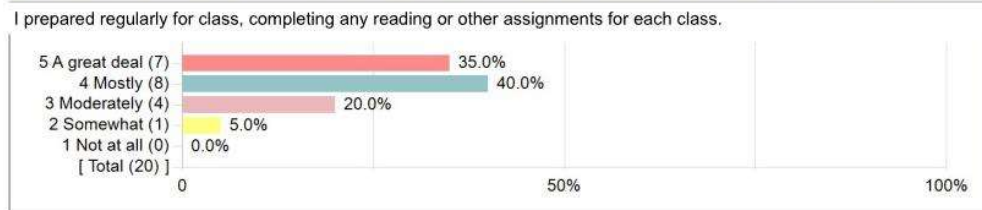


Comparators for the term 202201

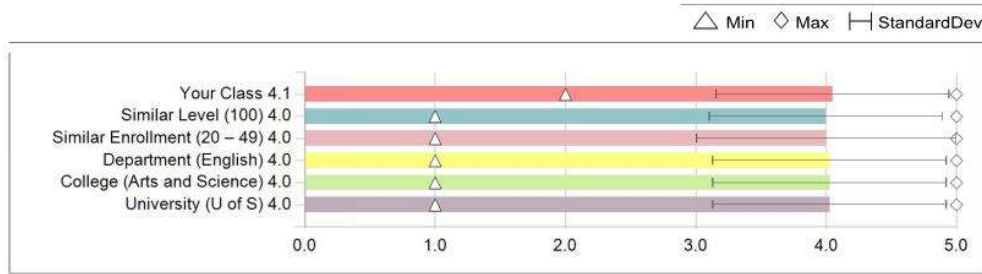


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My previous studies adequately prepared me for this course.	20	4.0	4.0	349	3.6	3.8	273	3.6	3.8	495	3.6	3.8

I prepared regularly for class, completing any reading or other assignments for each class.



Comparators for the term 202201

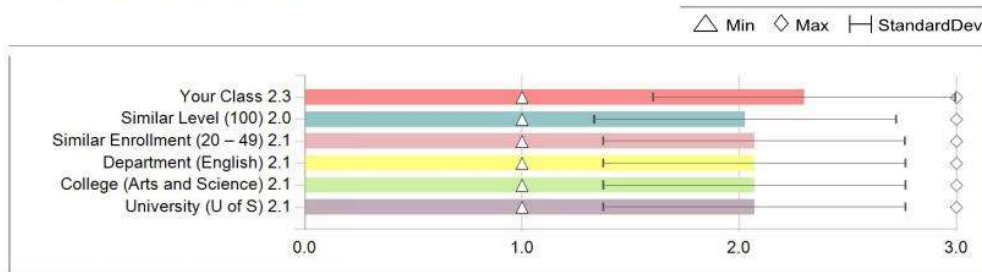


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I prepared regularly for class, completing any reading or other assignments for each class.	20	4.1	4.1	349	4.0	4.1	273	4.0	4.1	495	4.0	4.1

In comparison to what I expected coming into the course, my achievement has been:



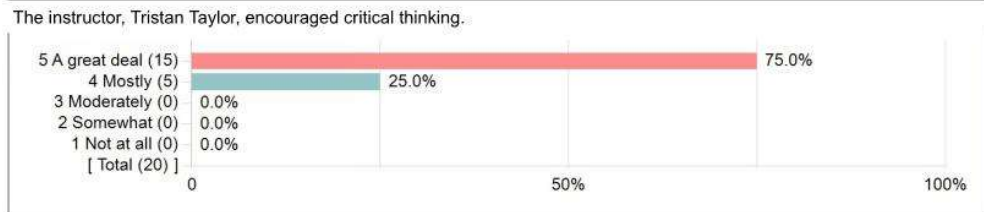
Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
In comparison to what I expected coming into the course, my achievement has been:	20	2.3	2.3	349	2.0	2.0	273	2.1	2.1	495	2.1	2.1

Department Course Level Questions (English)

The instructor, Tristan Taylor, encouraged critical thinking.

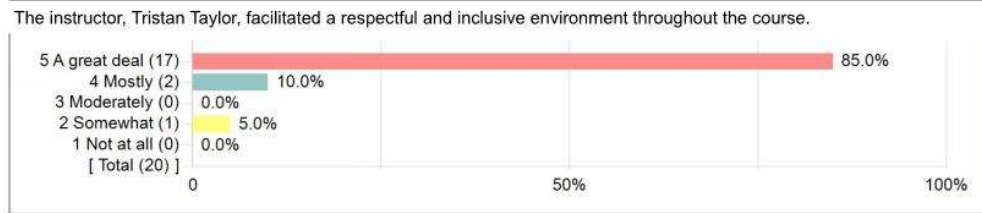


Comparators for the term 202201

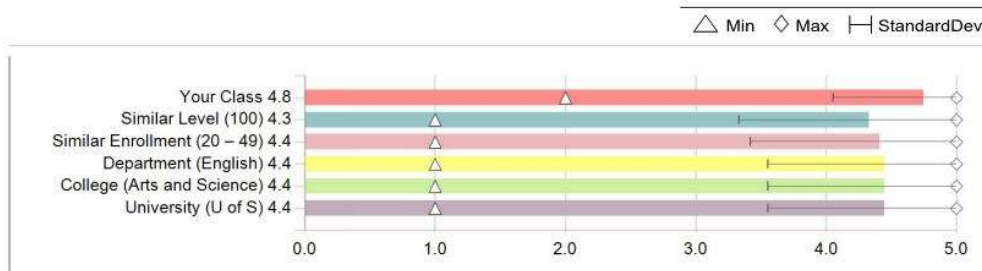


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, encouraged critical thinking.	20	4.8	4.8	349	4.2	4.5	273	4.4	4.7	495	4.3	4.6

The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.

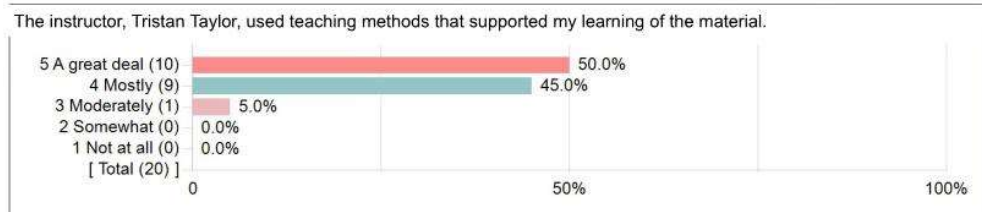


Comparators for the term 202201

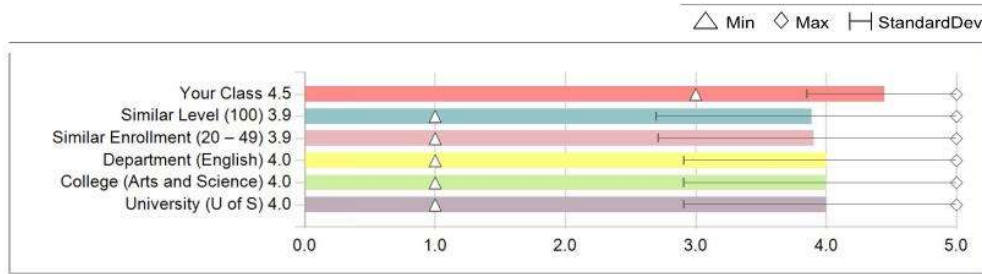


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.	20	4.8	4.9	349	4.3	4.6	273	4.4	4.7	495	4.4	4.7

The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.



Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.	20	4.5	4.5	349	3.9	4.1	273	3.9	4.2	495	4.0	4.3

The organization of the course supported my learning experience.

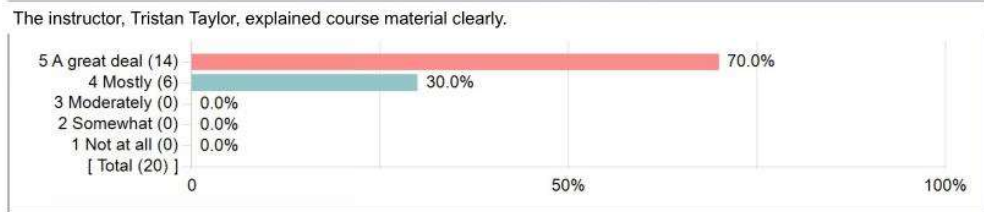


Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The organization of the course supported my learning experience.	20	4.4	4.5	349	3.9	4.2	273	3.9	4.2	495	4.0	4.3

The instructor, Tristan Taylor, explained course material clearly.

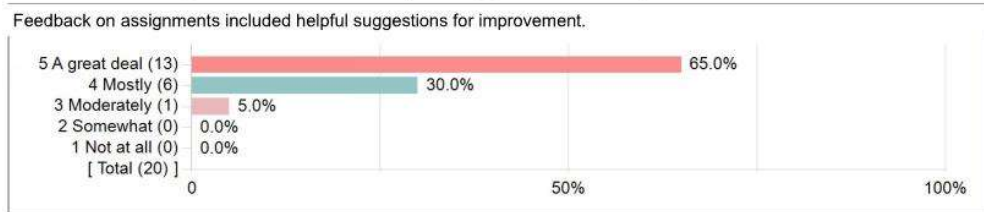


Comparators for the term 202201

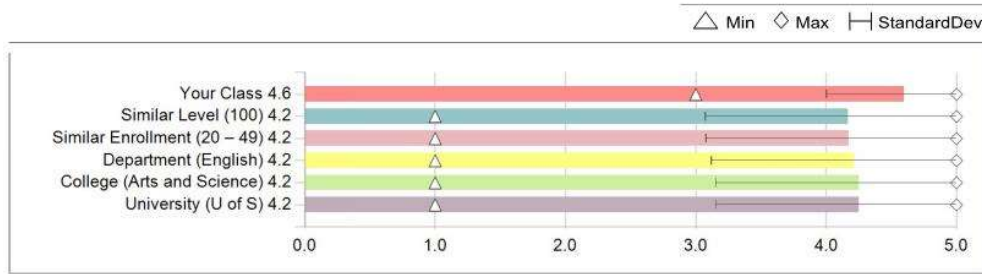


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, explained course material clearly.	20	4.7	4.8	349	4.1	4.5	273	4.2	4.5	479	4.2	4.6

Feedback on assignments included helpful suggestions for improvement.

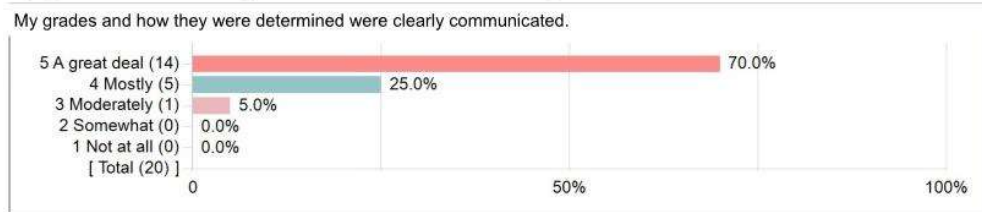


Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Feedback on assignments included helpful suggestions for improvement	20	4.6	4.7	425	4.2	4.5	349	4.2	4.6	495	4.2	4.6

My grades and how they were determined were clearly communicated.



Comparators for the term 202201



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My grades and how they were determined were clearly communicated.	20	4.7	4.8	425	4.1	4.4	349	4.2	4.5	495	4.1	4.4

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by **Tristan Taylor** in this course.

Comments
The course was very helpful and Tristan did a great job taking our opinions and struggles and integrating them into the class to help us all out.
Great instructor, enjoyed his class a lot
He made the class interesting and the course material was fun to read
I would say Tristan was my best prof this year and i absolutely despise english class, so this is saying alot
the quality was good
Loved the class
Great instruction and always went into detail which made the content clear and easy to understand.
Fantastic. I just didn't like how he responded to answered questions in class. Wasn't encouraging to answer the next question when the question you just answered was almost waived. Made my participation bare minimum
I feel his general instructions were helpful and guided me in the right direction to achieve my full potential.
Schitts creek was a good idea I was able to relate to it better and understood the material and the reason behind it, a lot better than the plays
Tristan Taylor is a great prof! He keeps everyone involved in class discussion and constantly thinking critically. He makes even the more boring texts interesting. Would definitely recommend taking a class with him and will be looking for his name while registering for future classes.
Thank you for the experience. I like the group discussions and peer review sections. They are very helpful.
Professor Taylor was amazing. He was enthusiastic and approachable. In general he did everything I would've expected a great teacher to do and more.
Tristan Taylor created a fun and enjoyable room to be in. His instruction was very good as he would always make sure to explain all the important aspects of the material we were working on. Overall, Tristan's instruction was very good.
Tristan Taylor was probably my favourite professor this semester. His classes are engaging and invokes critical thinking, and is easy to reach and ask questions. He facilitates respectful discussions and provides constructive feedback for improvement.
I genuinely enjoyed this course. I enjoyed how we ended the term looking at more recent comedies like Schitt's Creek that are interpreted as tragedies as well.

Please comment on those *online/remote teaching strategies* that were *particularly supportive* of your learning during the COVID 19 pandemic.

Comments
synchronous class
The online experience was not great. I would recommend getting rid of breakout rooms. Instead have the instructor lecture and have questions throughout.
while online it was just like any other class but with the switch back to inperson this class really excelled
The utilization of breakout rooms helped me understand the course content as it have me an opportunity to discuss it with peers.
zoom
I feel the zoom classes were very beneficial over recorded lectures.
The 1-10 how are you doing things helped
There weren't really any remote teaching strategies that were particularly helpful.
Putting the students in break out rooms on zoom to discuss the content between each other and bounce around our ideas was very supportive during online learning.
The class was delivered mostly the same online than it was in person. Group work was still effective due to break out rooms.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
In my passage analysis writing
with his feedback from the essays i feel like my writing skills as a whole have gotten alot better
I got to develop my participation skills with other classmates through group work in almost every single class.
Clas discussions
Through class discussions, are opinions and answers were listened to, and we had countless opportunities to participate in class.
The assignments and in class
There were two passage analysis' and an essay. There was also many class discussions.
We were given the opportunity to develop and demonstrate this subject's specific skills with passage analysis, thesis creation, topic sentence creation, and essay creation.
Group work was really effective in this class, getting peers opinions on subject matter and the chance to view things from other perspectives.

Please comment on the overall quality of your *learning experience* in this course.

Comments
It was good, I enjoyed the class.
great experience really enjoyed this class the class time flew by.
Overall a great learning experience, I enjoyed the content and structure of the class.
great
I thoroughly enjoyed this class. I learned many new concepts to help enhance my English proficiency. It was engaging and informative.
Best English class of my schooling career
Great
Overall the quality of my learning experience in this class was amazing. It truly has been one of my favourite courses and that is 100% because of professor Taylor.
The quality of my learning experience was very good. Tristan demonstrated great knowledge on the content and communicated it very effectively.
Overall I had a very good learning experience, better than I've had in previous English classes.



U of S Instructor Individual End-of-course SLEQ Report –
202109 (Fall) (COVID-19 Pandemic)
ENG 114 03 Reading Culture (CRN:80186)
Tristan Taylor
Role: Lecture (UofS Core)

Project Title: University of Saskatchewan End-of-course SLEQ – 202109 (Fall)

Course Audience: 44
Responses Received: 26
Response Ratio: 59.1%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Beginning Spring 2021, the interpolated median is included as a statistic in this report. Compared to the median (the middle point in a sorted list of data), the interpolated median is calculated using the number of responses above, equal to, and below the median value. This statistic is less impacted by outliers (a data point that differs significantly from others) than the mean and better represents the distribution of the data than the median. For more information about this statistic, please email sleq_help@usask.ca.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

Information related to SLEQ can be found at teaching.usask.ca/articles. Further resources related to enhancing teaching and learning in your courses can be found at teaching.usask.ca.

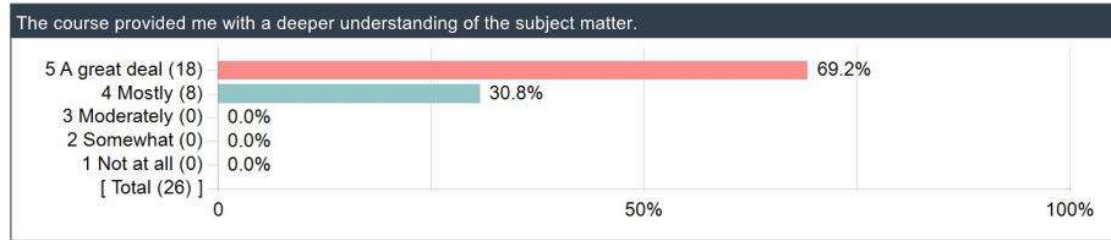
All the best,
The SLEQ Team

Creation Date: Friday, December 24, 2021

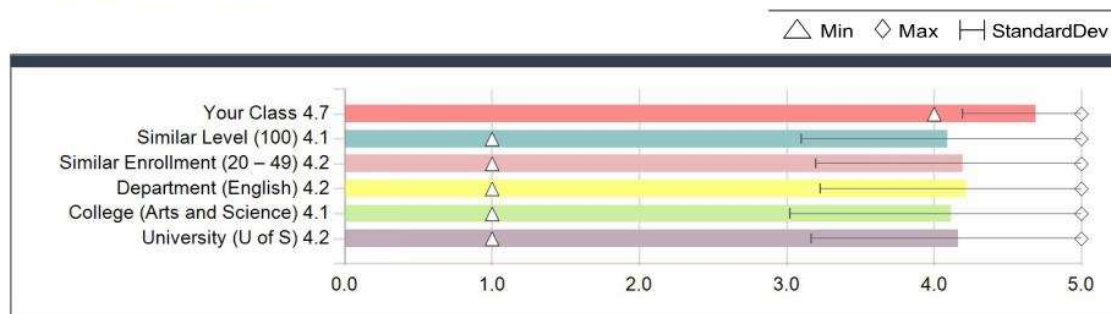
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



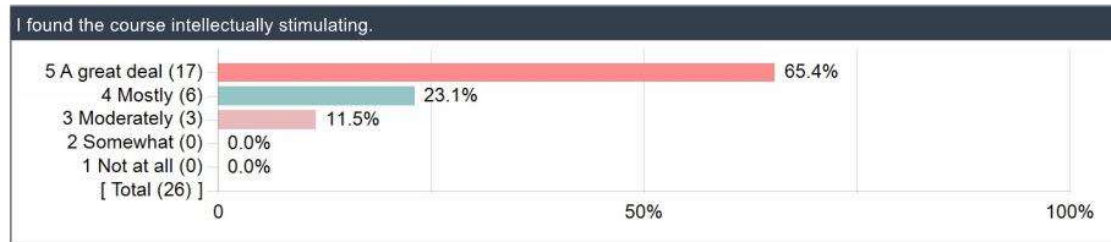
Comparators for the term 202109*



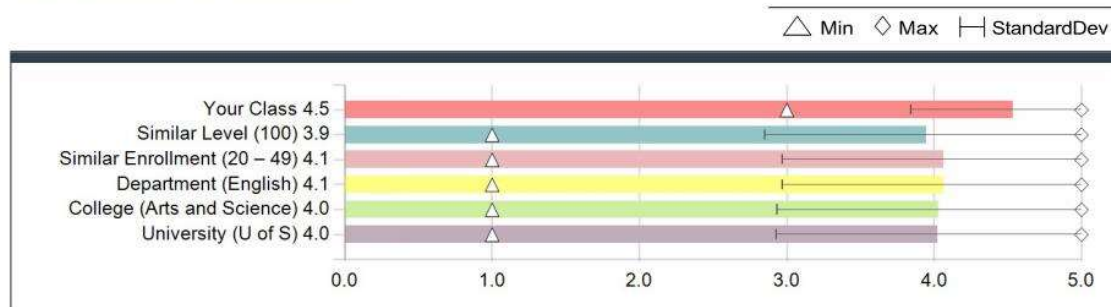
*The comparative data shared here and in subsequent questions includes response data only from the current term (202109) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class			Similar Level (100)			Similar Enrollment (20 - 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The course provided me with a deeper understanding of the subject matter.	26	4.7	4.8	4442	4.1	4.3	4459	4.2	4.5	607	4.2	4.5

I found the course intellectually stimulating.

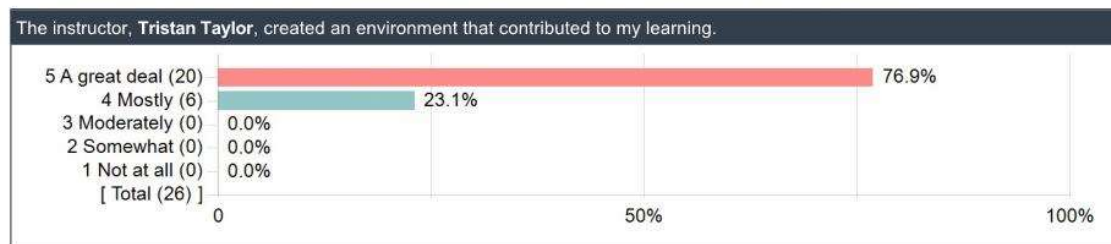


Comparators for the term 202109

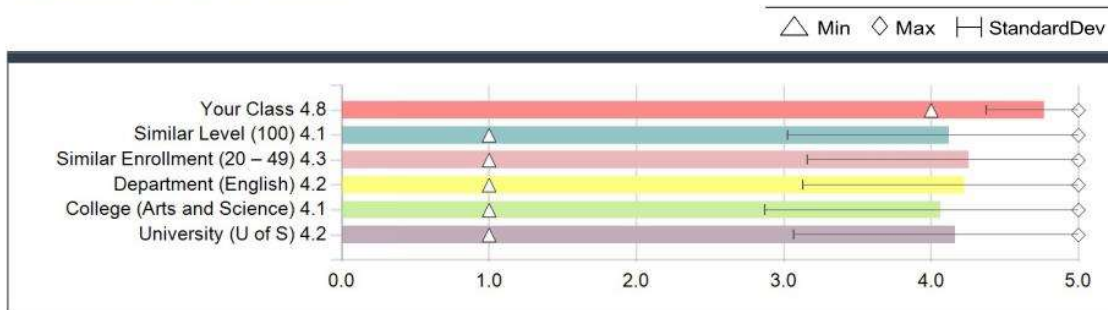


Question	Your Class			Similar Level (100)			Similar Enrollment (20 - 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I found the course intellectually stimulating.	26	4.5	4.7	4442	3.9	4.2	4459	4.1	4.3	607	4.1	4.4

The instructor, Tristan Taylor, created an environment that contributed to my learning.

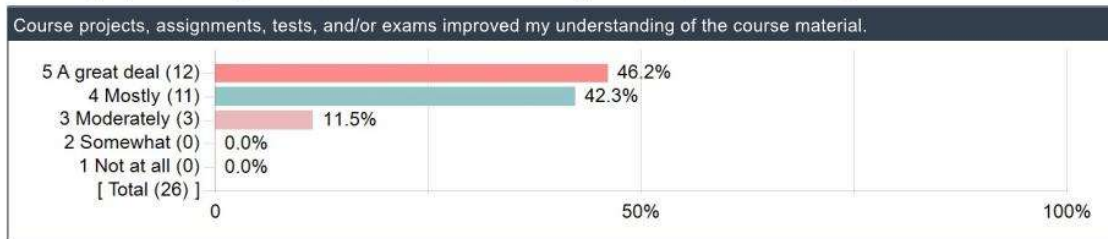


Comparators for the term 202109



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor , created an environment that contributed to my learning.	26	4.8	4.9	5286	4.1	4.5	4929	4.3	4.6	607	4.2	4.6

Course projects, assignments, tests, and/or exams improved my understanding of the course material.



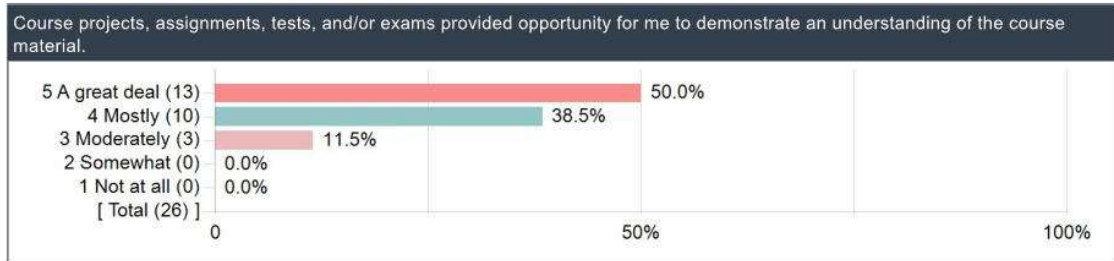
Comparators for the term 202109



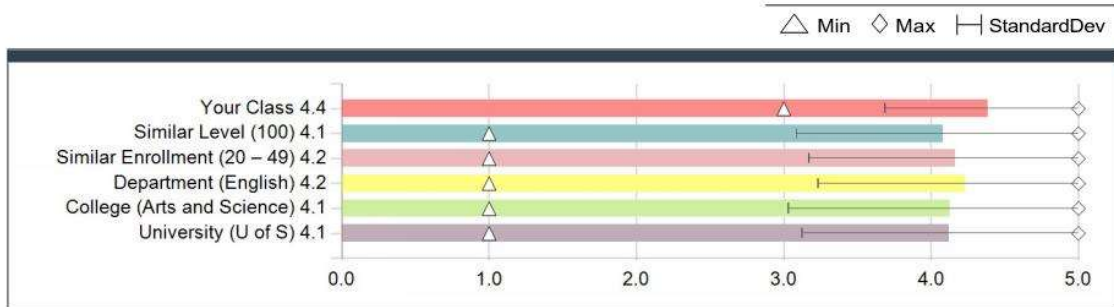
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	26	4.3	4.4	4442	4.0	4.2	4459	4.1	4.3	607	4.1	4.3

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Comparators for the term 202109



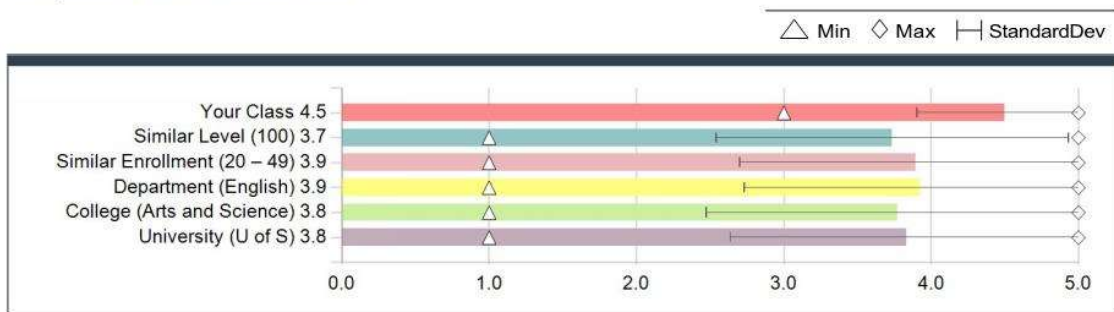
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	26	4.4	4.5	4442	4.1	4.3	4459	4.2	4.4	607	4.2	4.5

Overall, the quality of my learning experience in this course was:



Comparators for the term 202109



Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Overall, the quality of my learning experience in this course was:	26	4.5	4.6	4442	3.7	3.9	4459	3.9	4.1	607	3.9	4.2

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Department Questions (English)

My previous studies adequately prepared me for this course.

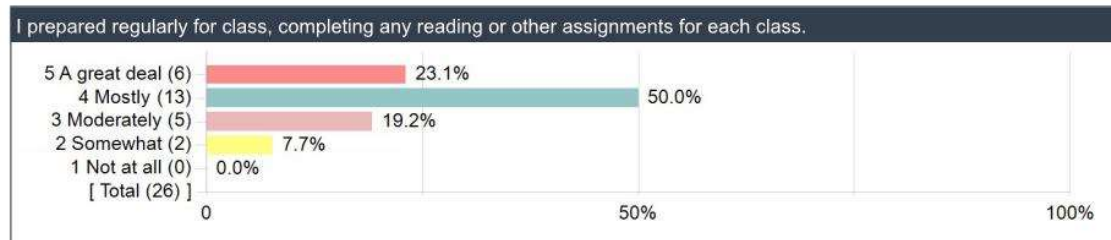


Comparators for the term 202109

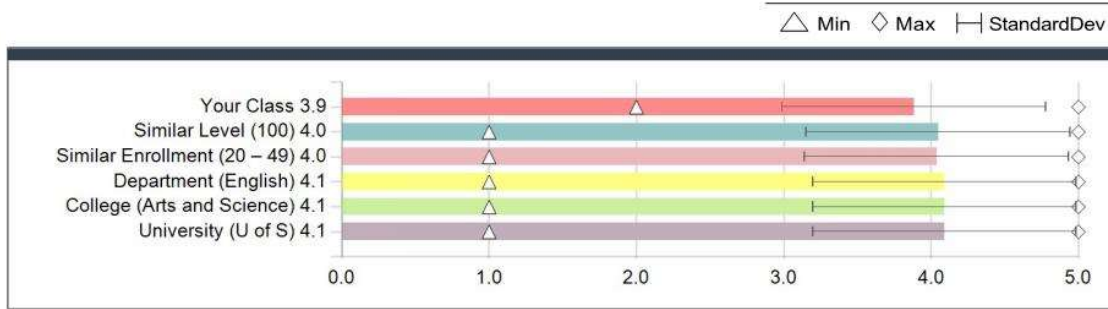


Question	Your Class			Similar Level (100)			Similar Enrollment (20 - 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My previous studies adequately prepared me for this course.	26	3.8	3.9	453	3.4	3.5	421	3.5	3.7	607	3.5	3.7

I prepared regularly for class, completing any reading or other assignments for each class.



Comparators for the term 202109

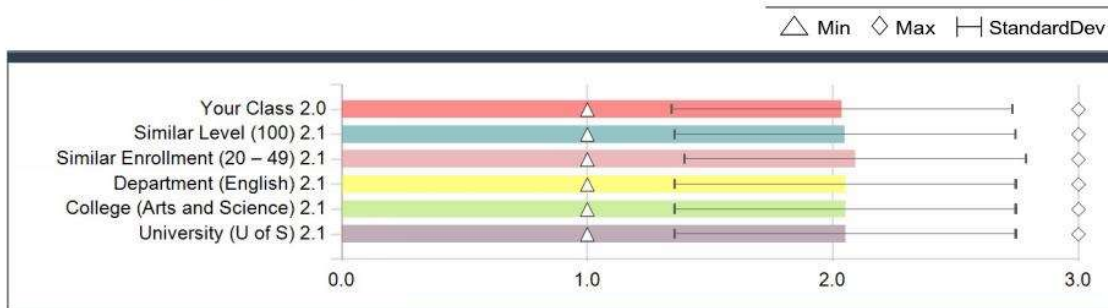


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
I prepared regularly for class, completing any reading or other assignments for each class.	26	3.9	4.0	453	4.0	4.1	421	4.0	4.1	607	4.1	4.2

In comparison to what I expected coming into the course, my achievement has been:



Comparators for the term 202109

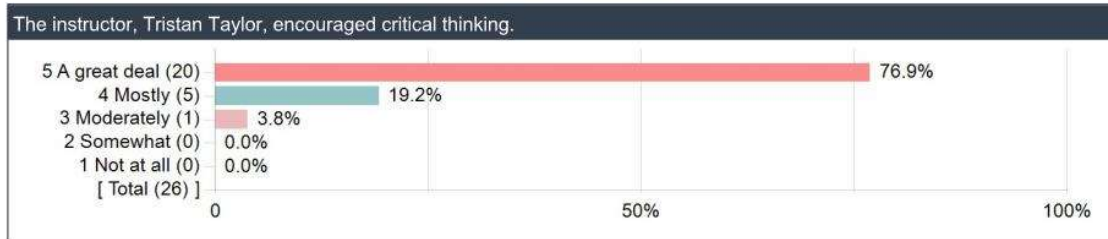


Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

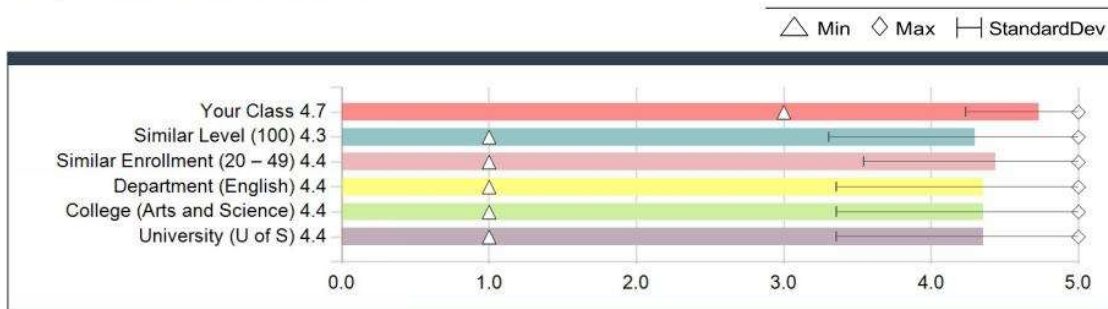
Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
In comparison to what I expected coming into the course, my achievement has been:	26	2.0	2.0	453	2.1	2.0	421	2.1	2.1	607	2.1	2.0

Department Course Level Questions (English)

The instructor, Tristan Taylor, encouraged critical thinking.



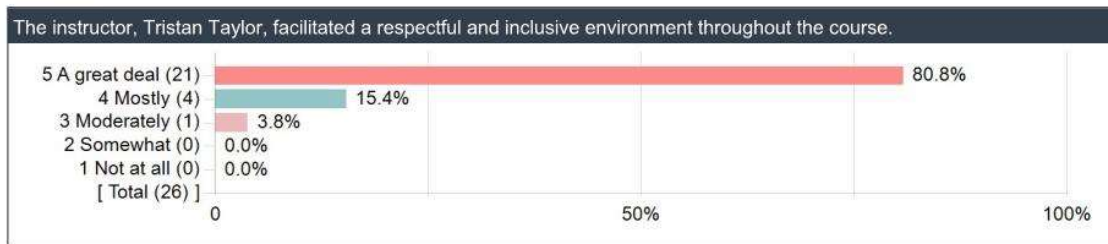
Comparators for the term 202109



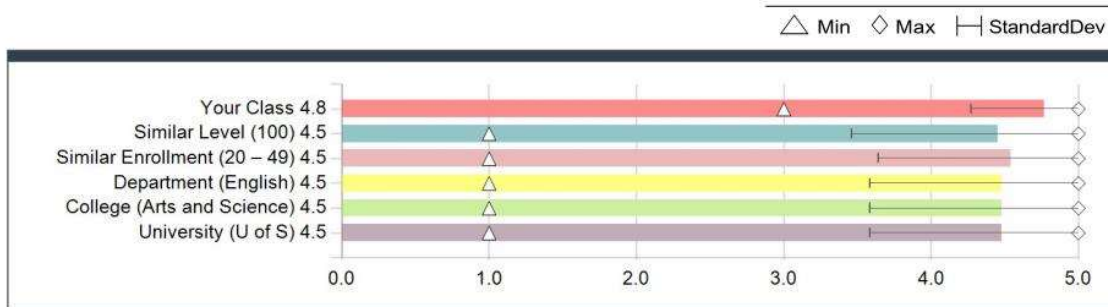
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, encouraged critical thinking.	26	4.7	4.9	453	4.3	4.6	421	4.4	4.7	597	4.4	4.7

The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.



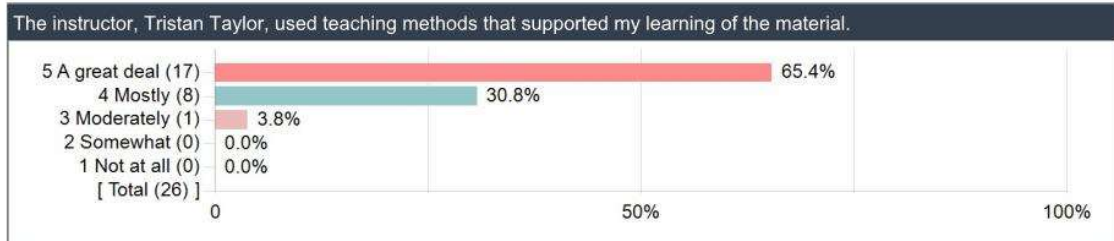
Comparators for the term 202109



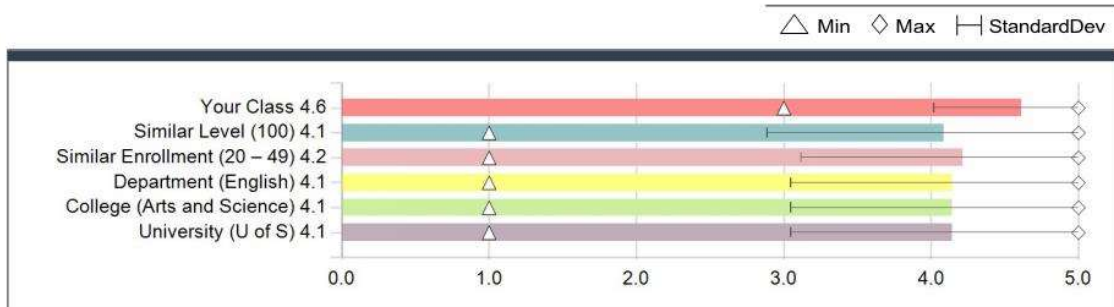
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.	26	4.8	4.9	453	4.5	4.8	421	4.5	4.8	597	4.5	4.8

The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.



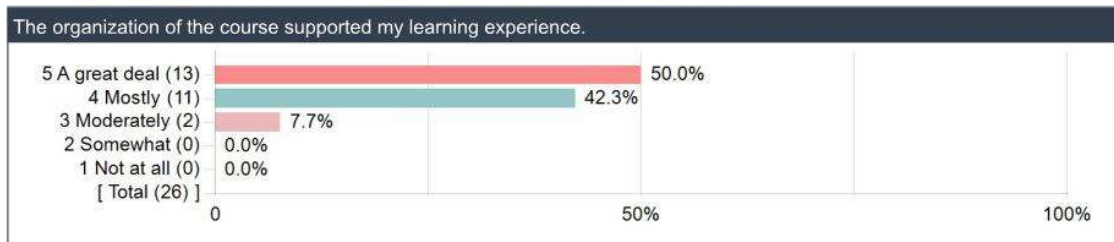
Comparators for the term 202109



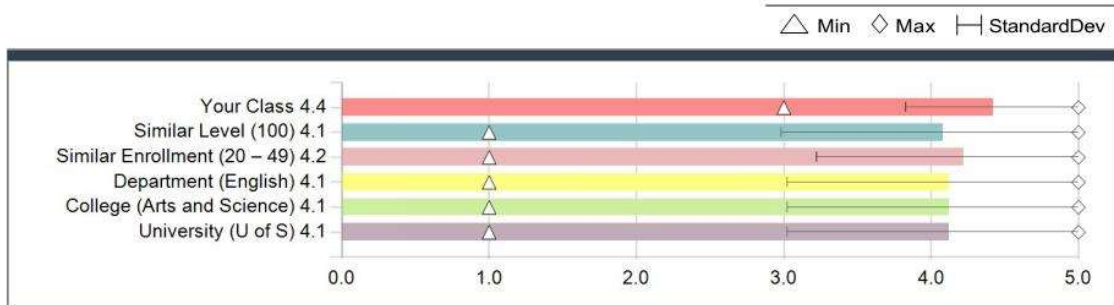
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.	26	4.6	4.7	453	4.1	4.5	421	4.2	4.6	597	4.1	4.5

The organization of the course supported my learning experience.



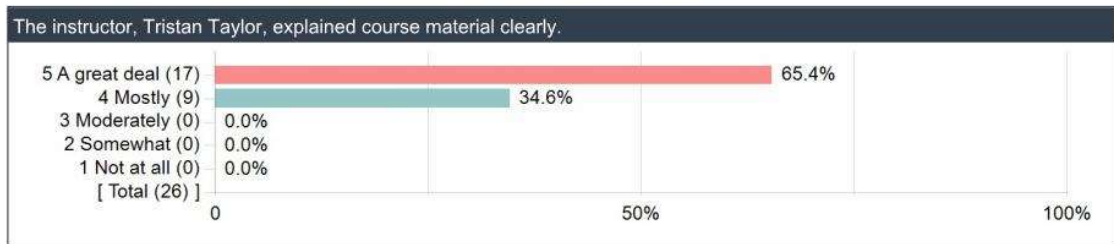
Comparators for the term 202109



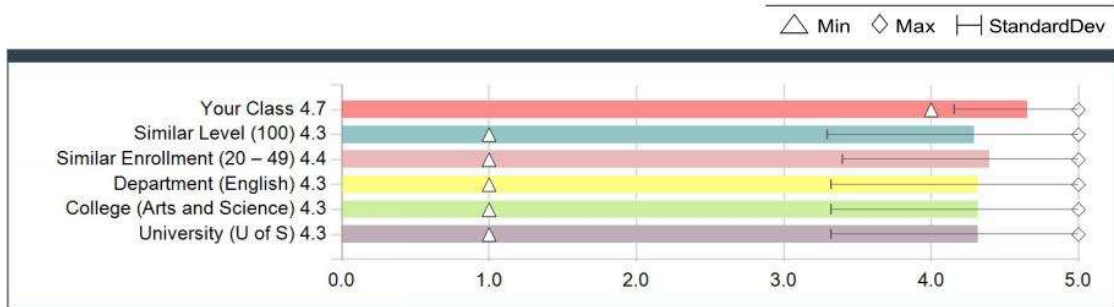
Individual End-of-course SLEQ Report for ENG 114 03 Reading Culture - Tristan Taylor - 202109 (Fall)

Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The organization of the course supported my learning experience.	26	4.4	4.5	453	4.1	4.4	421	4.2	4.5	597	4.1	4.4

The instructor, Tristan Taylor, explained course material clearly.

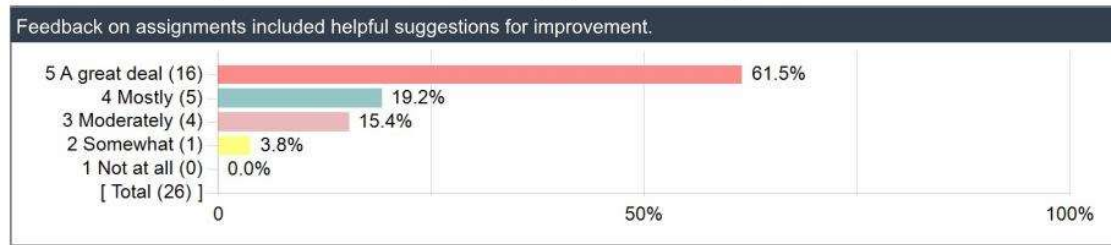


Comparators for the term 202109

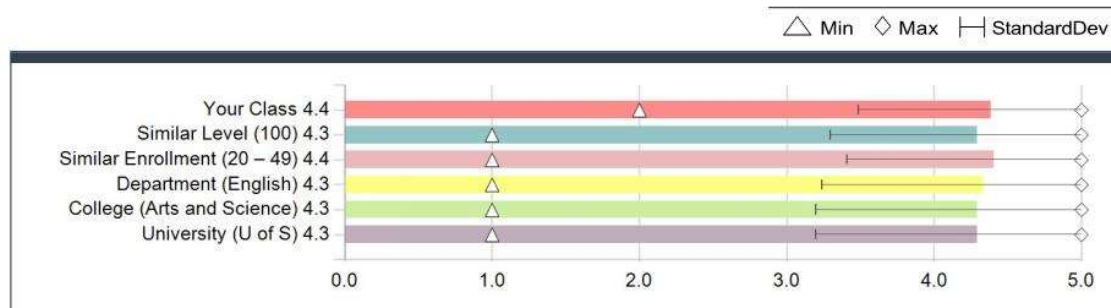


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
The instructor, Tristan Taylor, explained course material clearly.	26	4.7	4.7	453	4.3	4.6	421	4.4	4.7	587	4.3	4.7

Feedback on assignments included helpful suggestions for improvement.

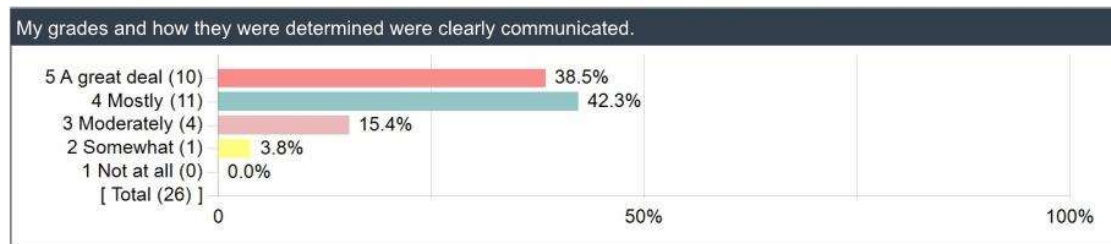


Comparators for the term 202109

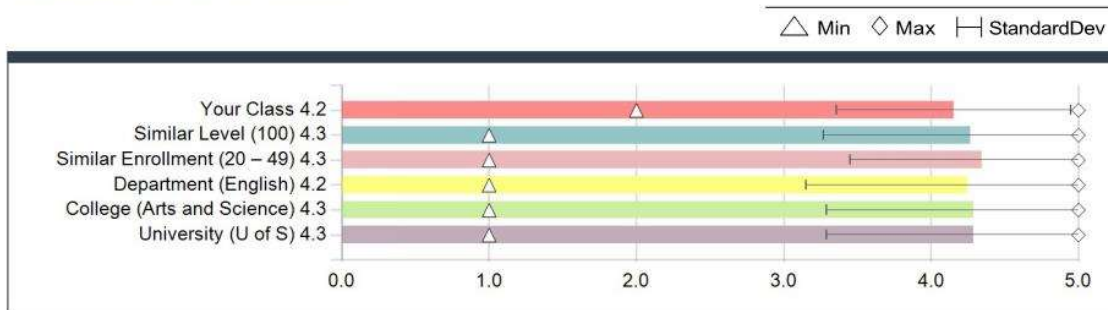


Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
Feedback on assignments included helpful suggestions for improvement.	26	4.4	4.7	582	4.3	4.6	556	4.4	4.7	607	4.3	4.7

My grades and how they were determined were clearly communicated.



Comparators for the term 202109



Question	Your Class			Similar Level (100)			Similar Enrollment (20 – 49)			Department (English)		
	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median	Response Count	Mean	Median
My grades and how they were determined were clearly communicated.	26	4.2	4.2	582	4.3	4.6	556	4.3	4.6	607	4.2	4.6

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
I really enjoyed this class and Tristian did an amazing job helping understand the course and overall made my time in class enjoyable
Gave a clear outline of what we were to do during and outside of class, but it seems to lack a bit of more understanding of how to fix problems in our written work.
The overall instruction quality was good – I found myself applying concepts learned in the course to things outside of class time, and the way the class was structured/organized was easy to follow.
The quality of the instruction by Taylor was great, and help me alot
Instruction was good, he was able to explain clearly the concepts and ideas that mattered. If you listened carefully, essay and test questions were easy to answer.
This class was great and I feel I have a better understanding of the topics we covered
Instruction was good, Professor Taylor clearly puts lots of effort in his teaching.
Tristan Taylor provided wonderful instruction throughout this English course and helped with my learning through any and all obstacles
.
Overall the instruction provided was well done. Just try to wrap up each reading by how it relates to the course to the celebrities or sinners and saints.
I am very pleased with Tristan as an instructor.
great teacher
Overall, Tristan Taylor was a great professor who created a safe learning environment that was inclusive and interactive. He was a great communicator when marking assignments and quick to reply to emails from students. It is evident he cares for his students and wants to see them succeed.
Professor Taylor was a very engaging and great teacher to have! I really enjoyed his passion for his job and dedication to this class. Although this is the only English class I have to take for my degree, I have been passing his name onto other peers to suggest to take Taylor as a professor.
I felt very comfortable with his instruction methods. I didn't feel pressured to answer if I didn't know an answer to a question, and he clearly communicated what he was teaching. It was very well planned and executed well.
Thai class was awesome! I even tried to get into the professors class for the next semester, but it's full :(
I really enjoyed Tristan Taylor. He was very informational and educational. I always felt comfortable asking questions in class which was key for my understanding or concepts.
The professor was very receptive to ideas provided by students, few as there were. The fact that he could teach even despite the dead air in the room some days is proof of a good teacher.
Every class, I went home with a deep understanding of the topic discussion that day. The instructions were very clear
This was an enjoyable class. He was an engaging and enthusiastic professor.
Professor Taylor is a great professor. He truly cares about our mental health; he was always considerate. I really appreciate that he gave us a few minutes to have deep breaths before our midterm. He encourages all his students to share their perspectives; his class made me feel safe to participate in it.

Please comment on those online/remote teaching strategies that were *particularly supportive* of your learning during the COVID 19 pandemic.

Comments
posting slides when i could not make it to class
With online classes I am able to do my work faster as the lecture videos can be listen two on a faster speed than it would be in person. But in person classes you can get more clarification as students can ask students in that very moment.
The discussion board feature in Canvas has been very helpful for in-person classes and remote both; it provides students who may not be able to contribute to discussions in class with a place to voice their opinions on the course subject matter with less pressure.
They were good
The PowerPoint slides were always posted online in case you missed class which was helpful.
Putting the lecture slides on canvas was very helpful, especially when writing the essay or preparing for the test.
The availability of instruction for each assignment or essay and ability to hand things in virtually was supportive.
My course was in person; however, as it relates, my professor was always quick to respond to emails which were essential to my success as a student.
Having the option to either hand in things in person or online.
the texts all being online was quite helpful.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
coming into the class I needed to improve my writing skills and understanding hidden details in texts and Tristian really helped with this
It help me work withing groups as I have never really been a fan of it. Forced me to meet new people within different classes.
The instruction in basic university-level essay writing, in conjunction with the opportunity to review our peers' work, was very helpful.
great
I had to develop essay writing skills and reading comprehension.
The response papers gave students a chance to put their thoughts on paper, which helped them understand the course material more clearly.
I've developed my individual reading skills and comprehension among peers.
In this course, we used and developed skills such as creating a strong thesis, writing an argumentative essay, critical thinking, dissecting poetry, and more.
Having open class discussions allowed us to give new interpretations and hear what other students thought about the course material. I felt it was very educational.
Our two assigned essays allowed me to demonstrate my skills and understanding of specific course material.
The essays i found difficult, if only because we were supposed to change the format we use to write them.
I wish we had more creative choice for choosing essay prompts.

Please comment on the overall quality of your *learning experience* in this course.

Comments
the quality was there and definitely helped improve a lot of skills.
It was good, got to learn and read new material I would not have read on my own time.
The course content was intriguing and engaging, which helped create an overall positive learning experience.
overall quality was great
My learning experience was great, ample time was given for assignments and good criticism was given. Marking, while a little harsh, was clearly explained and justified, and expectations were clear.
my overall learning experience was great! thank you!
It was probably the best learning experience I have had in an English class. The enthusiasm that professor Taylor brought to each class made the material that much more enjoyable.
I enjoyed this course and it got me back into reading!
Overall the quality of my learning experience was great due to the interesting concepts and readings we covered in class, as well as my professor who made the class interesting and compelling to attend.
I had an absolute blast and I really enjoyed everything I learned in this course.
I learned a lot from English 114. Specifically, I found it key to learn how to develop a proper thesis statement and I believe my understanding has increased a significant amount. Tristan Taylors lectures were always outgoing which was key for keeping me focused and helped me learn course material
very good. The professor was never acting like my questions were a hassle and answered to the best of his ability all the time.
I truly enjoyed this course. I learned many new things. I always looked forward to attending the lectures and participating in discussions. Overall, this course made me think deeply and analyze different literature and enjoy it at the same time. I highly recommend taking this class.



STM Instructor Individual End-of-course SLEQ Report –
202101 (Winter) (COVID-19 Pandemic)
ENG 114 62 Reading Culture (CRN:24041)
Tristan Taylor
Role: Prepared Remote (UofS Core+)

Course Audience: 38
Responses Received: 13
Response Ratio: 34.2%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

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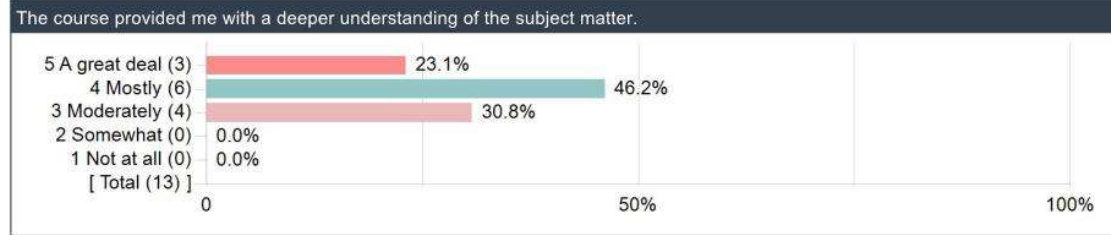
All the best,
The SLEQ Team

Creation Date: Sunday, May 16, 2021

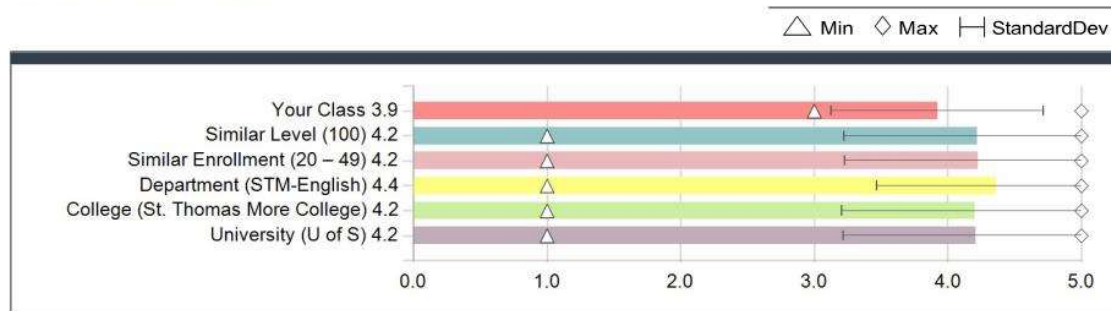
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



Comparators for the term 202101*



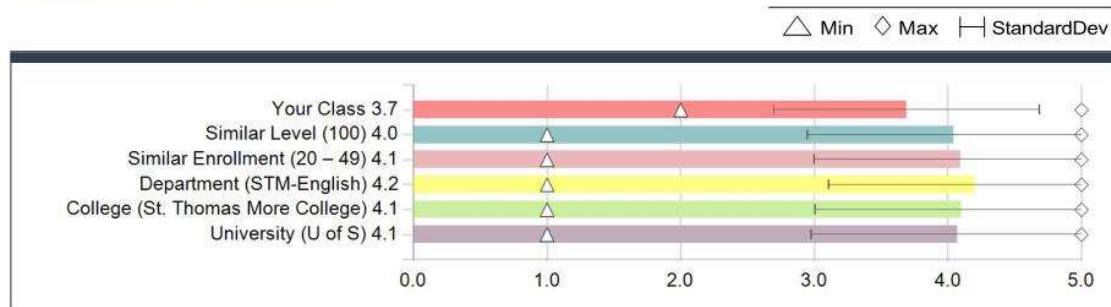
*The comparative data shared here and in subsequent questions includes response data only from the current term (202101) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The course provided me with a deeper understanding of the subject matter.	13	3.9	2658	4.2	3267	4.2	156	4.4	820	4.2	9514	4.2

I found the course intellectually stimulating.

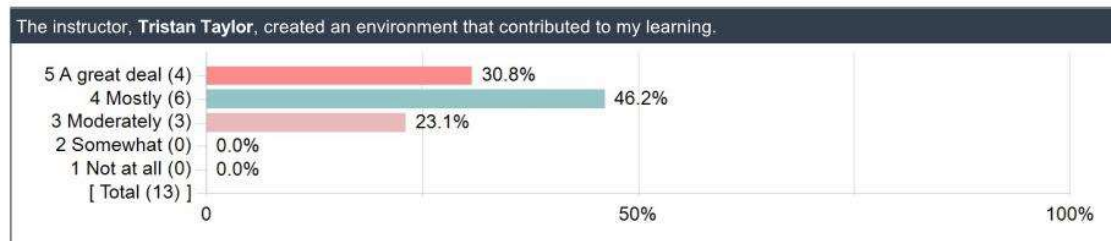


Comparators for the term 202101

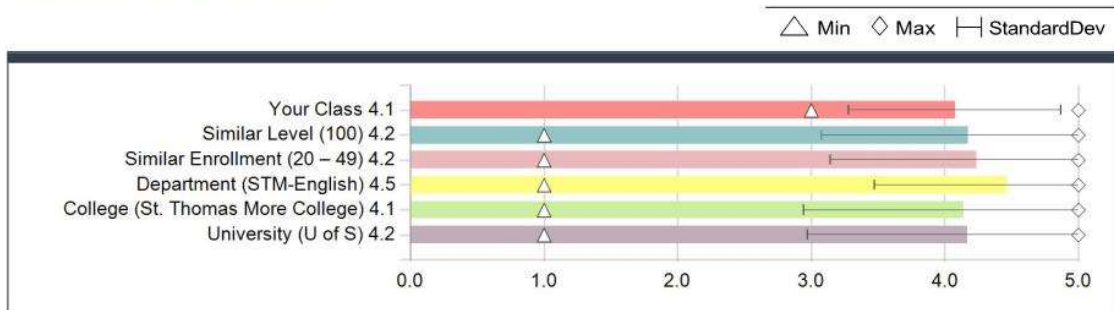


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
I found the course intellectually stimulating.	13	3.7	2658	4.0	3267	4.1	156	4.2	820	4.1	9514	4.1

The instructor, Tristan Taylor, created an environment that contributed to my learning.

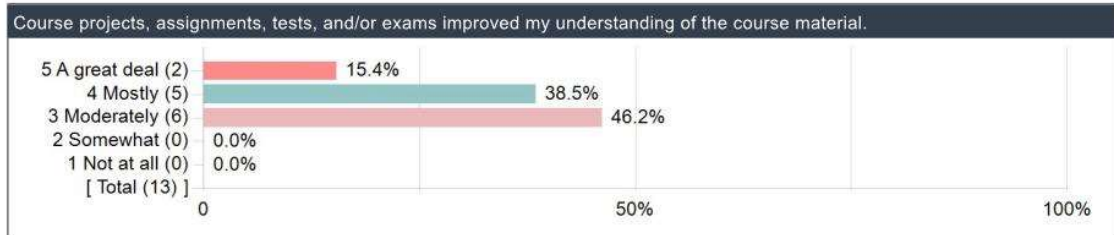


Comparators for the term 202101

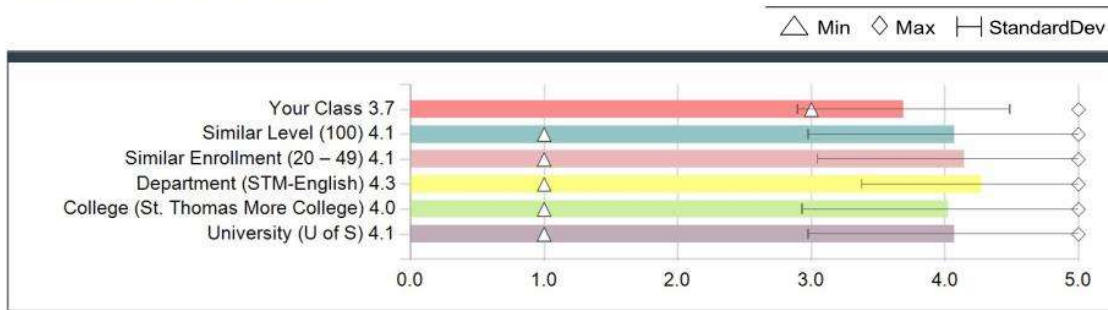


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor , created an environment that contributed to my learning.	13	4.1	3134	4.2	3644	4.2	156	4.5	821	4.1	11555	4.2

Course projects, assignments, tests, and/or exams improved my understanding of the course material.

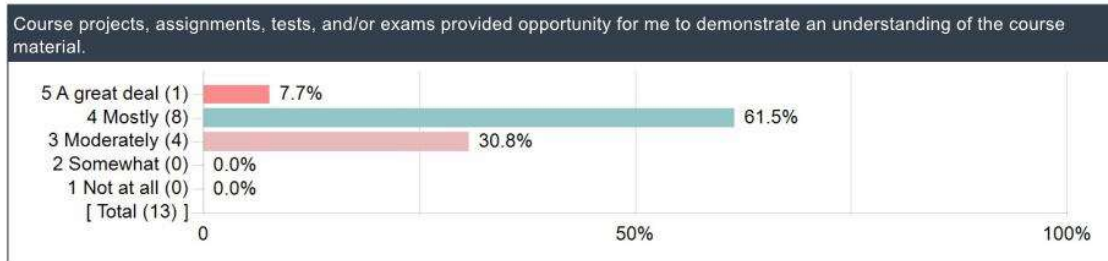


Comparators for the term 202101

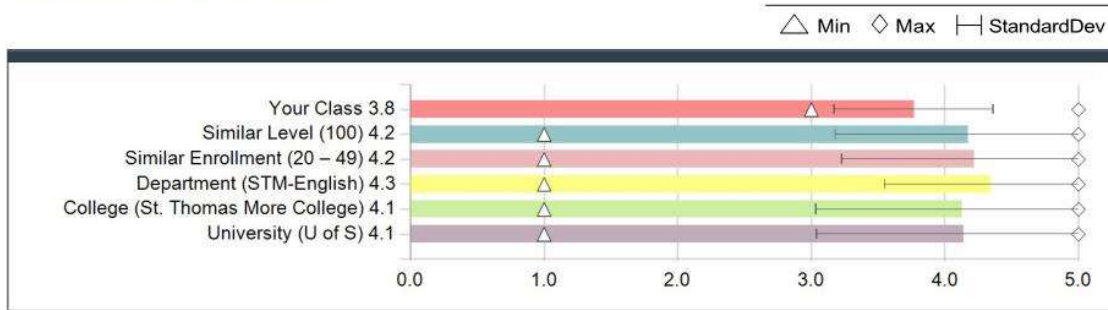


Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	13	3.7	2658	4.1	3267	4.1	156	4.3	820	4.0	9440	4.1

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Comparators for the term 202101

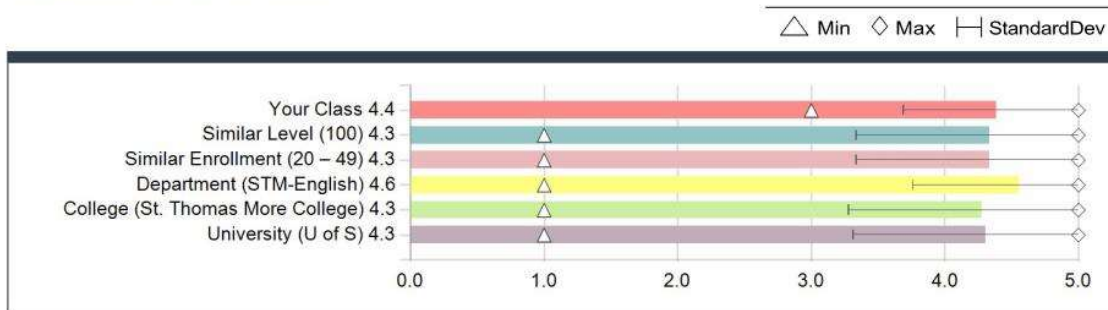


Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	13	3.8	2658	4.2	3267	4.2	156	4.3	820	4.1	9440	4.1

Online tools used to support course activities were easy for me to use. These activities could include: accessing content, submitting assignments, completing quizzes, accessing results/grades, etc.



Comparators for the term 202101

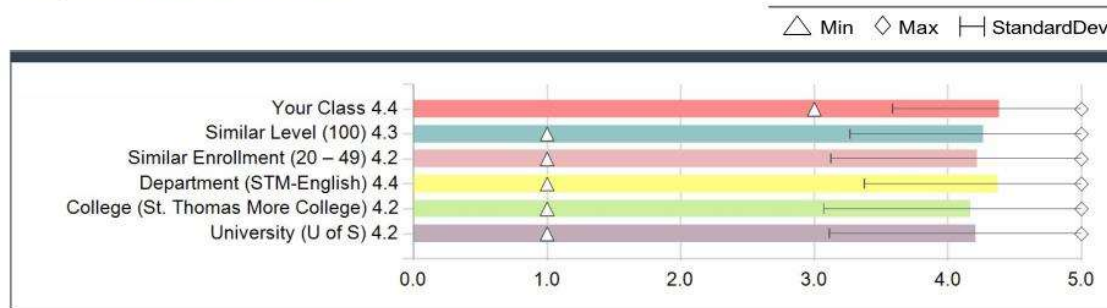


Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Online tools used to support course activities were easy for me to use. These activities could include: accessing content, submitting assignments, completing quizzes, accessing results/graphs, etc.	13	4.4	2321	4.3	2935	4.3	156	4.6	820	4.3	7631	4.3

The organization of online activities in the course was clear and easy to follow.

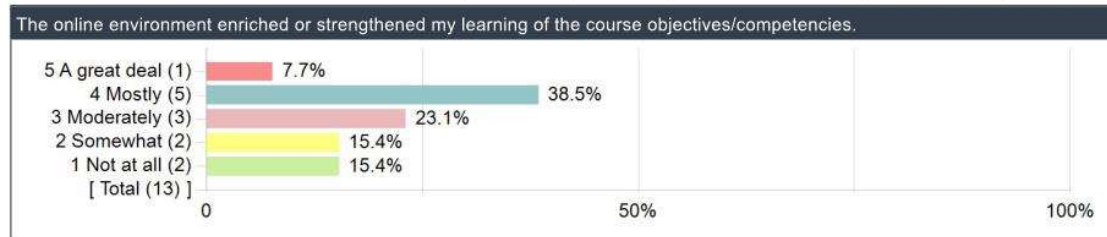


Comparators for the term 202101

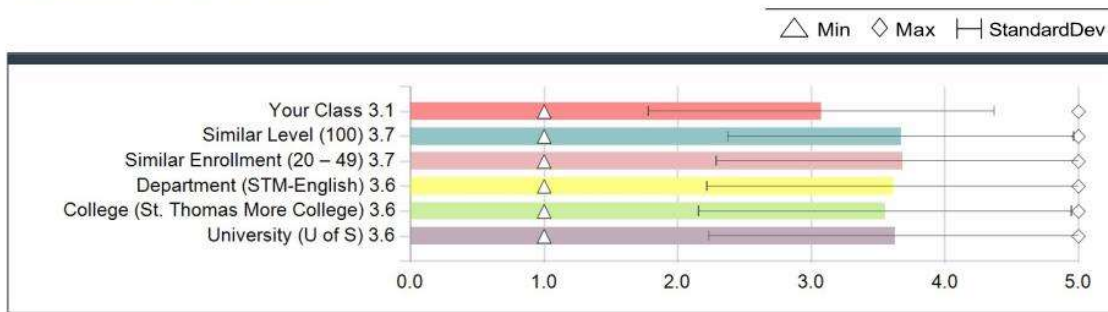


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The organization of online activities in the course was clear and easy to follow.	13	4.4	2321	4.3	2935	4.2	156	4.4	820	4.2	7631	4.2

The online environment enriched or strengthened my learning of the course objectives/competencies.

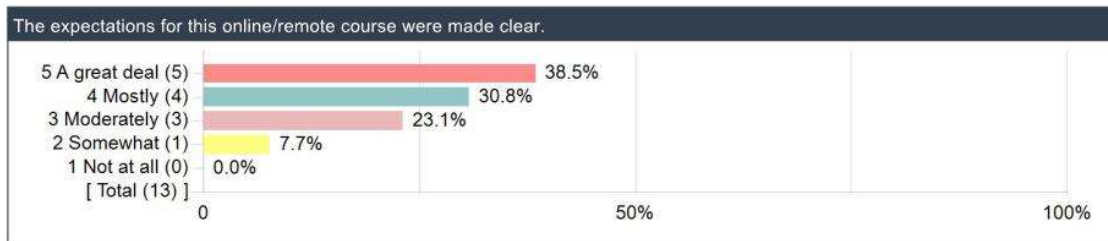


Comparators for the term 202101

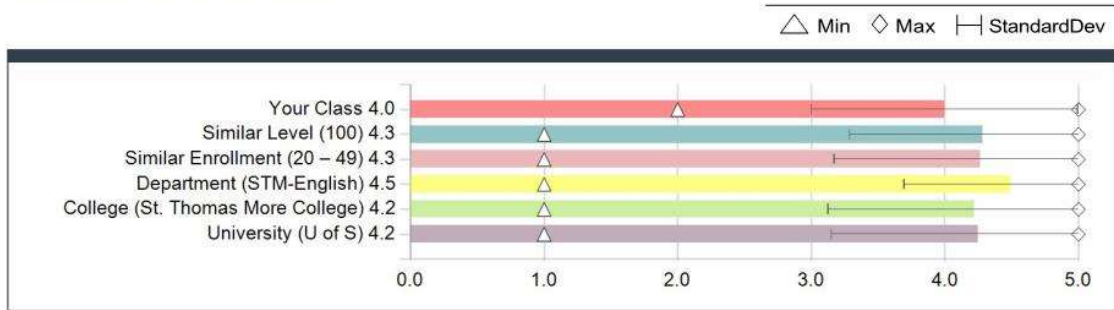


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The online environment enriched or strengthened my learning of the course objectives/competencies.	13	3.1	2321	3.7	2935	3.7	156	3.6	820	3.6	7631	3.6

The expectations for this online/remote course were made clear.

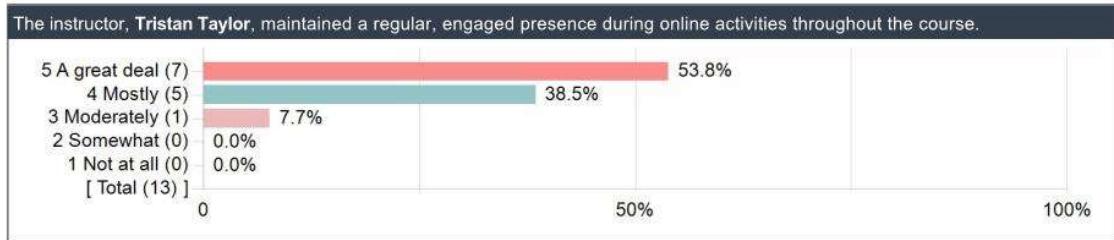


Comparators for the term 202101



Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The expectations for this online/re mote course were made clear.	13	4.0	2321	4.3	2935	4.3	156	4.5	820	4.2	7631	4.2

The instructor, Tristan Taylor, maintained a regular, engaged presence during online activities throughout the course.

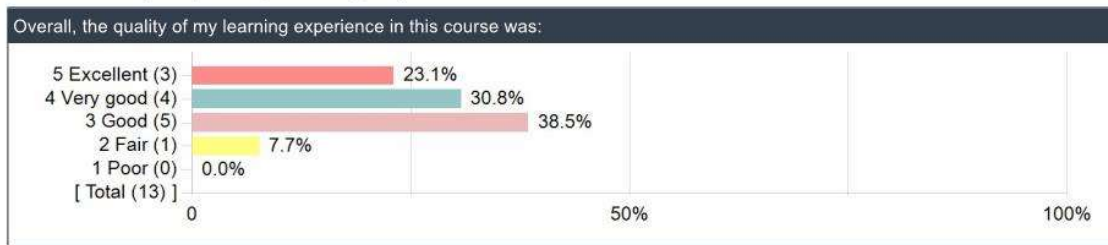


Comparators for the term 202101

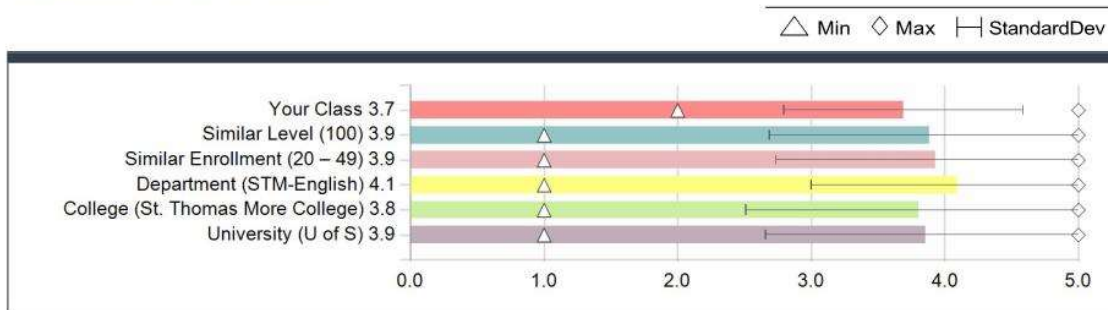


Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor , maintained a regular, engaged presence during online activities throughout the course.	13	4.5	2595	4.3	3204	4.4	156	4.6	821	4.2	8537	4.3

Overall, the quality of my learning experience in this course was:



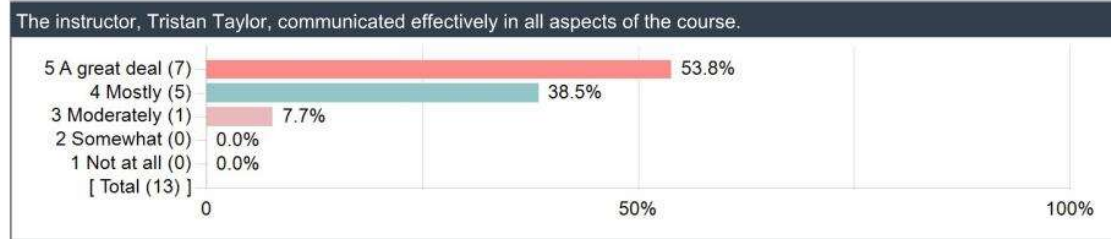
Comparators for the term 202101



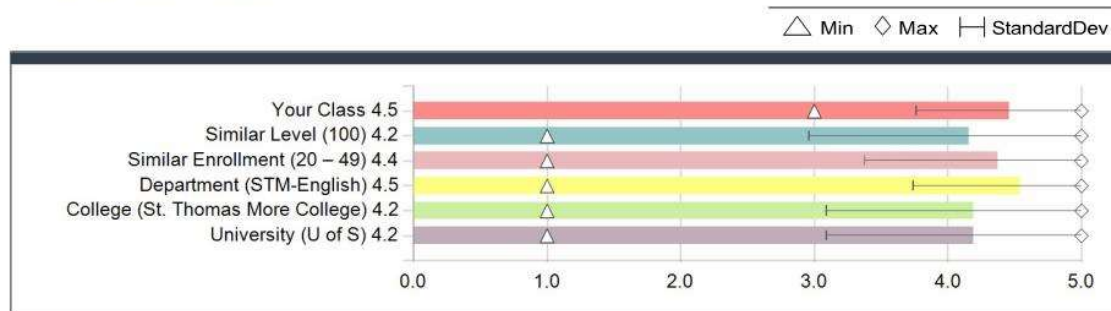
Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Overall, the quality of my learning experience in this course was:	13	3.7	2658	3.9	3267	3.9	156	4.1	820	3.8	9514	3.9

College Questions (St. Thomas More College)

The instructor, Tristan Taylor, communicated effectively in all aspects of the course.



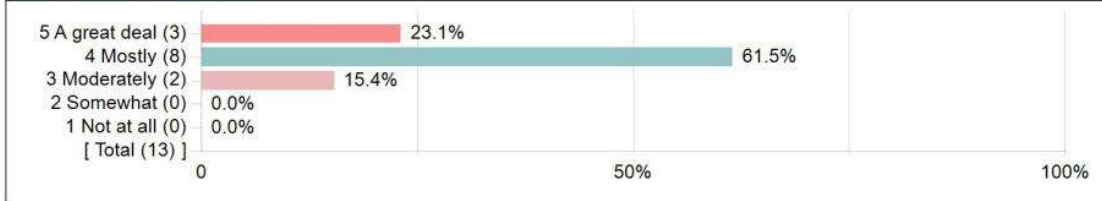
Comparators for the term 202101



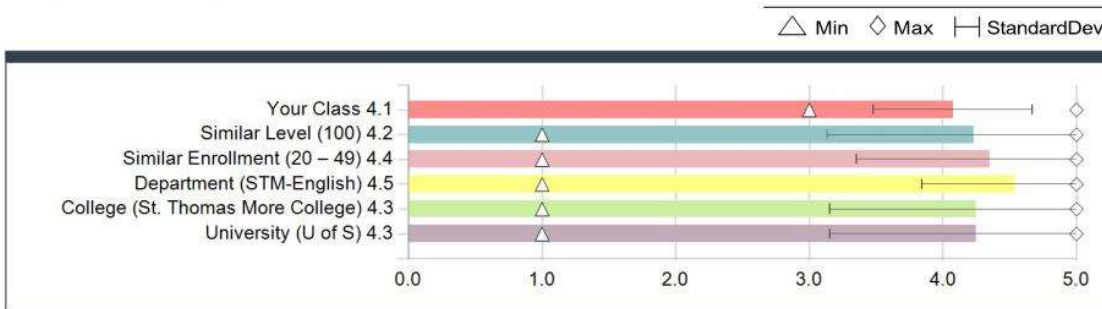
Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, communicated effectively in all aspects of the course.	13	4.5	448	4.2	341	4.4	156	4.5	821	4.2	821	4.2

The instructor selected materials (e.g. assigned readings, handouts, and powerpoint slides) that are helpful in understanding the content of the course.

The instructor selected materials (e.g. assigned readings, handouts, and powerpoint slides) that are helpful in understanding the content of the course.



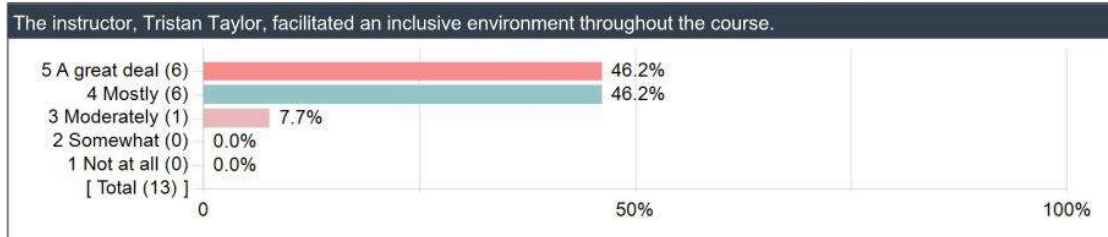
Comparators for the term 202101



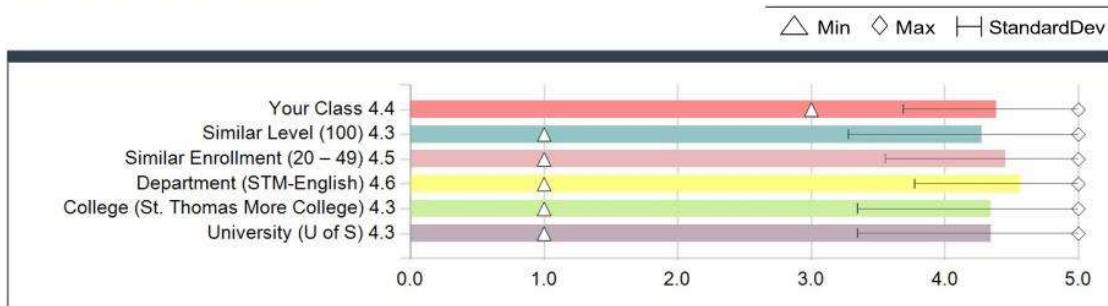
Individual End-of-course SLEQ Report for ENG 114 62 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor selected materials (e.g. assigned readings, handouts, and powerpoint slides) that are helpful in understanding the content of the course.	13	4.1	448	4.2	341	4.4	156	4.5	821	4.3	821	4.3

The instructor, Tristan Taylor, facilitated an inclusive environment throughout the course.



Comparators for the term 202101

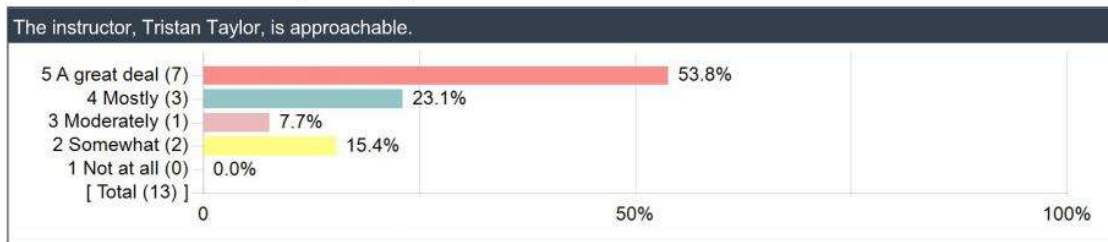


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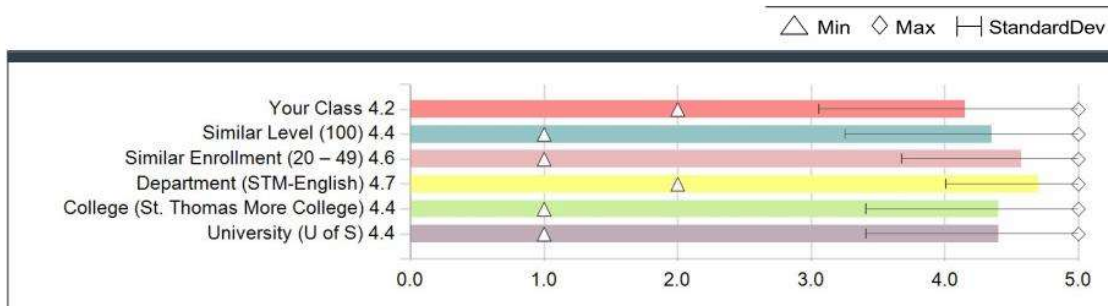
Individual End-of-course SLEQ Report for ENG 114 62 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, facilitated an inclusive environment throughout the course.	13	4.4	448	4.3	341	4.5	156	4.6	821	4.3	821	4.3

The instructor, Tristan Taylor, is approachable.



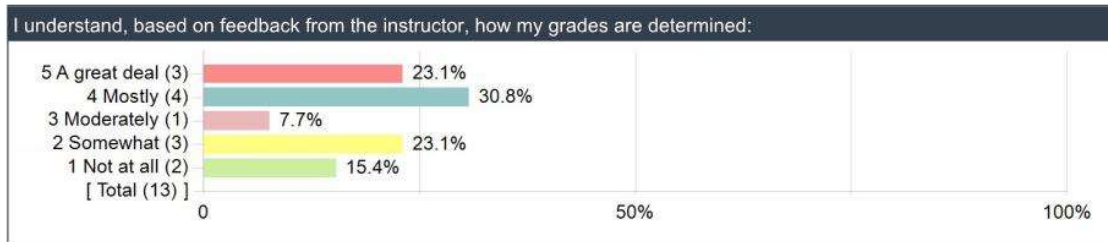
Comparators for the term 202101



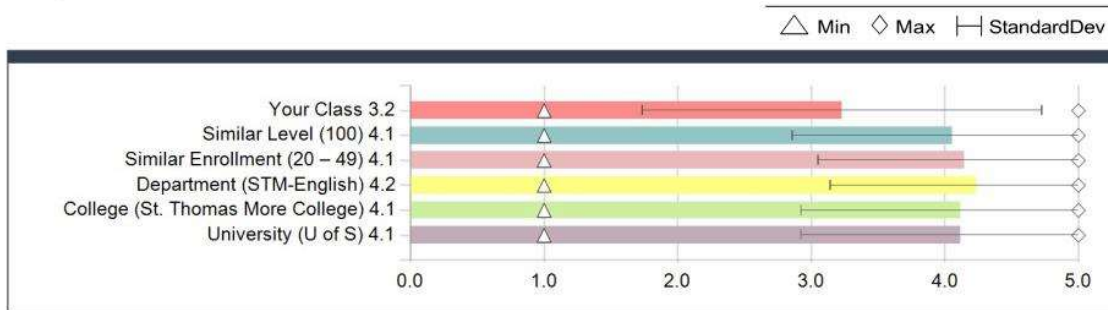
Individual End-of-course SLEQ Report for ENG 114 62 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, is approachable.	13	4.2	448	4.4	341	4.6	156	4.7	821	4.4	821	4.4

I understand, based on feedback from the instructor, how my grades are determined:



Comparators for the term 202101



Individual End-of-course SLEQ Report for ENG 114 62 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
I understand, based on feedback from the instructor, how my grades are determined:	13	3.2	448	4.1	341	4.1	156	4.2	821	4.1	821	4.1

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U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
The quality of instruction was very good. He checked in with us on a weekly basis at the very least, and posted thorough videos and notes for each module.
It was pretty good. One thing I did not enjoy, as well as other people I know in the course, were the essay outlines.
I thought the overall quality of instruction was good.
Overall great course. Professor made an effort to get feedback and change things if needed.
He did not give a clear outline of what he expect when it came to essays. He just gave us the prompt and a few points to follow, but not enough for me to be confident with what I was writing about. Very minimal comments on marking as well (not that I blame him, he does have other students). The comments he did leave on my work did not correlate to the marks that I did end up receiving, with the comments being fairly positive and the marks being quite crushing.
The workload for this course was good. I did not feel overwhelmed at any point, and Tristan made sure to vary the modes that he taught in.
His instruction is quite interesting and the workload was manageable. The only issue I had with the class is that he marks really unfairly and doesn't give a lot of feedback to due with why you got such a low grade.
English is not one of my strengths or a class that I enjoy and even with this course being online, Tristan made the the course interesting and very easy to follow. He truly cared about students and was always willing to clear things up or elaborate further. I really enjoyed his lecture style of just him talking in short little bits as it kept me engaged.
I felt the instruction was delivered very well considering it was an online environment. There was variety which is nice, and I also felt that the videos enabled us to get to know the instructor a little bit. It didn't feel like a robot was reading the information to us, but that it was a person who was really passionate about the course material and who wanted us to feel like we were conversing about it and that makes a huge difference.
Overall the classes and course was good enough. But as there was 5 different course materials (books) the course was way too hard for my liking.
The professor is very engaging and the material selected for this course is relevant and updated. I really enjoy the texts and guided readings as it offered me a great deal of understanding the intended material. One of the best English courses of Usask!

Please comment on those online/remote teaching strategies that were *particularly supportive* of your learning during the COVID 19 pandemic.

Comments
I found that by using multiple methods of presenting class materials was very helpful. The guided readings, notes, power points, quizzes, discussion boards. All of these methods helped facilitate a deeper understanding of the texts.
I like the guided readings and weekly announcements.
The guided readings were good.
Tristan made sure to vary his teaching methods, which was beneficial to me as a learner. When my eyes were feeling strained from reading too much on my computer screen, I could watch a lecture video, and vice versa.
LOVED that the lectures were short but still stimulating.
– shorter, broken up lectures – modules within Canvas being clearly separated and outlined
I really appreciated that I could pause the lectures and rewind so that I could take the necessary notes on what was being said. It was helpful for me to be able to retain all of the important information.
Pretty Good
The videos presented by the instructor contributed to a great understanding of the material, and there was no significant differences or deficits compared to in-person classes.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
I learned how to closer read texts and understand them on a deeper level.
Having the guided readings helped a lot for me to better understand the topics we were reading about.
Essay's and short quizzes. Quizzes were good, but the essay's were not as clear as I would have liked.
I found that many of the skills and concepts discussed in this course were fairly elementary. The course content was not entirely new to me.
I really enjoyed the reading exercises and small written assignments.
I thought the participation quizzes were good little check ins, the essays and discussion posts were big opportunities to showcase abilities.
I had to take the OLIP course for the first time and it was very helpful. After the course, I know exactly where to go to get the information I needed to complete my English assignments.
The Essays challenged my own interpretation of the material in a way that really made me have to consider what was discussed and my own position on the issues.
Mostly
The material presented engaged me to write more, in such way that when I compare to my old essays, there was a huge improvement on style and creativity. Very inspirational class.

Please comment on the overall quality of your *learning experience* in this course.

Comments
I enjoyed this class and the only remotely negative comment I have was that I found the grading to be extremely tough and the feedback offered did not help me as much as I wish it had.
The overall quality was good.
I did not feel like this class informed me on a lot aside from a few new definitions that I can add to my vocabulary.
I would say that my primary critique would be the syllabus. Although the syllabus informed me of when the two major essays would be due, it did not include dates for discussion posts or quizzes. I would have appreciated knowing when these would take place in advance to plan my week/month accordingly with work and other classes.
Pretty good! Not super in depth but I enjoyed it. The course would be a lot better if there wasn't such a large focus on Christianity though.
I would consider this course to be one of the better online learning experiences i have had
I haven't been to university for 10 years. I work full time and I have 3 kids. So this was a very ideal way to learn for me. I realize that it isn't what a lot of people hope for when they enrol, but I really liked it and I felt I was able to focus more and do all of my work because of the flexibility of the online material.
Good Enough
I was surprised by the high quality of this course! Very organized and embracing, and the instructor was very knowledgeable and extremely approachable and caring. Overall I had a great experience and highly recommend it!



STM Instructor Individual End-of-course SLEQ Report –
202101 (Winter) (COVID-19 Pandemic)
ENG 114 66 Reading Culture (CRN:25035)
Tristan Taylor
Role: Prepared Remote (UofS Core+)

Course Audience: 14
Responses Received: 7
Response Ratio: 50.0%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

Information related to SLEQ can be found at teaching.usask.ca/articles. Further resources related to enhancing teaching and learning in your courses can be found at teaching.usask.ca.

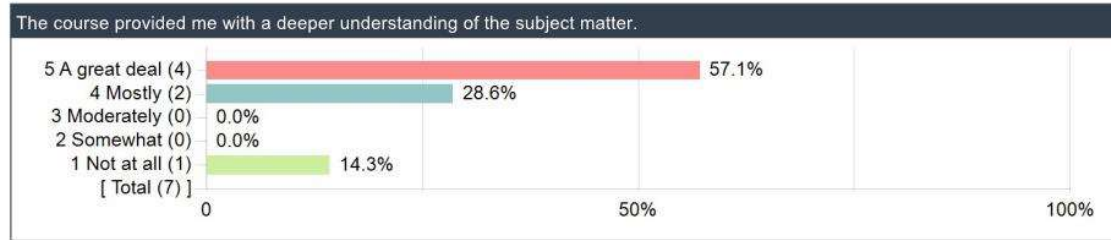
All the best,
The SLEQ Team

Creation Date: Sunday, May 16, 2021

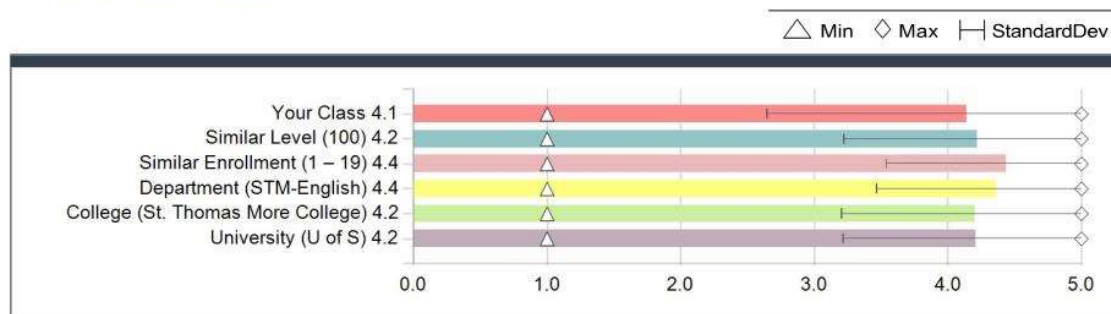
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



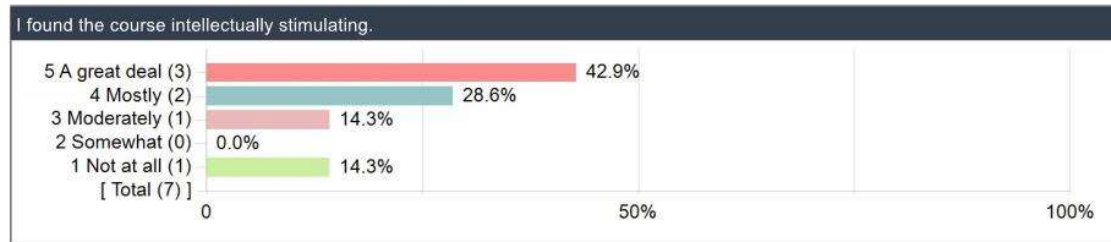
Comparators for the term 202101*



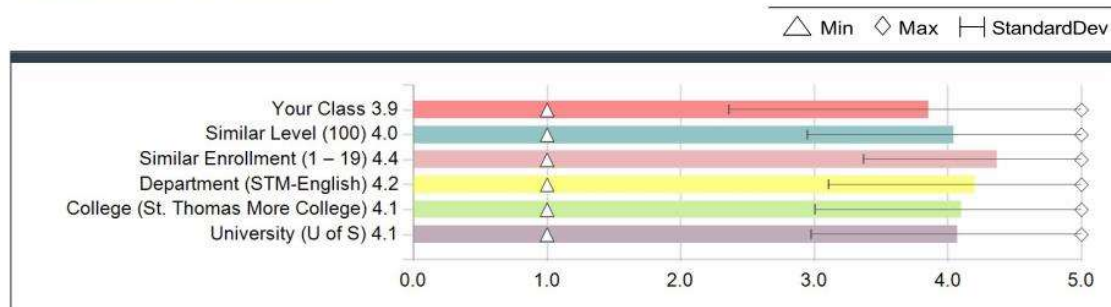
*The comparative data shared here and in subsequent questions includes response data only from the current term (202101) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The course provided me with a deeper understanding of the subject matter.	7	4.1	2658	4.2	1199	4.4	156	4.4	820	4.2	9514	4.2

I found the course intellectually stimulating.

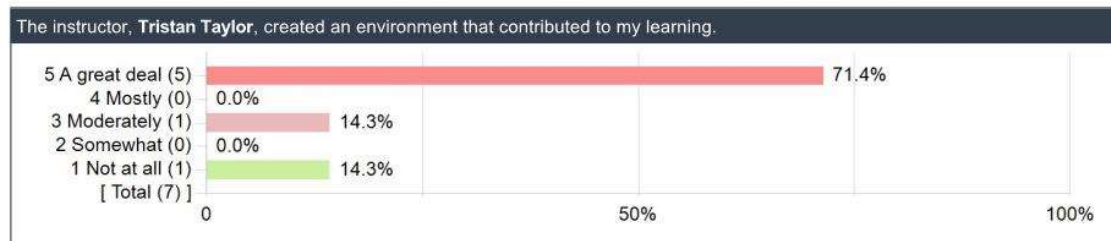


Comparators for the term 202101

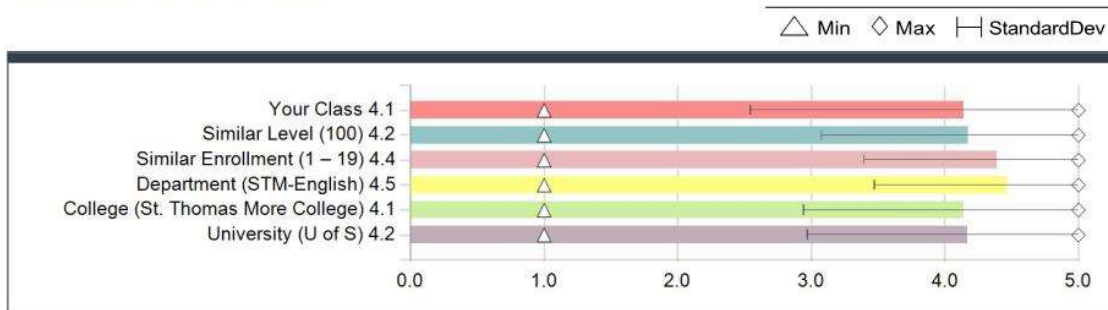


Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
I found the course intellectually stimulating.	7	3.9	2658	4.0	1199	4.4	156	4.2	820	4.1	9514	4.1

The instructor, Tristan Taylor, created an environment that contributed to my learning.

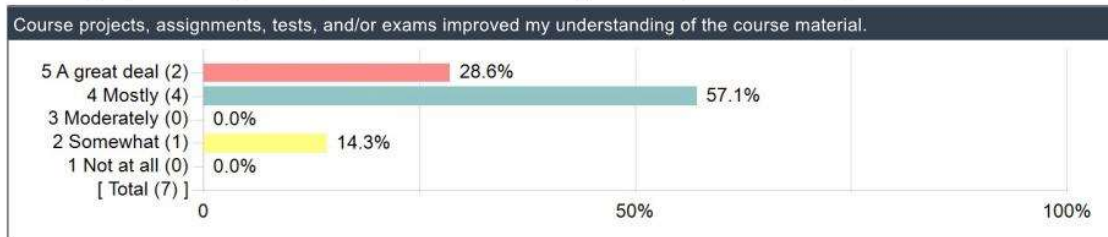


Comparators for the term 202101



Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor , created an environment that contributed to my learning.	7	4.1	3134	4.2	1358	4.4	156	4.5	821	4.1	11555	4.2

Course projects, assignments, tests, and/or exams improved my understanding of the course material.

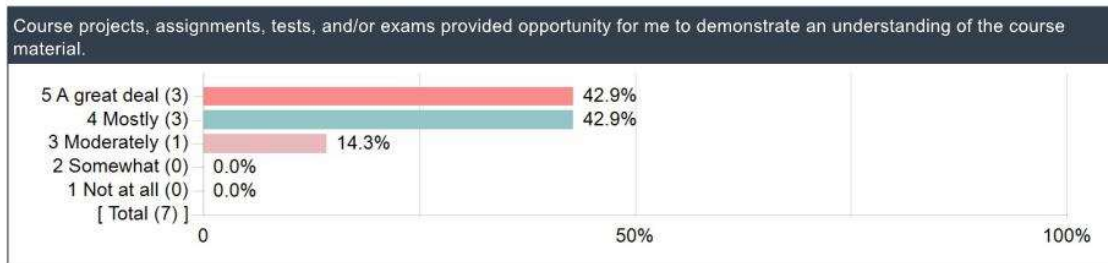


Comparators for the term 202101

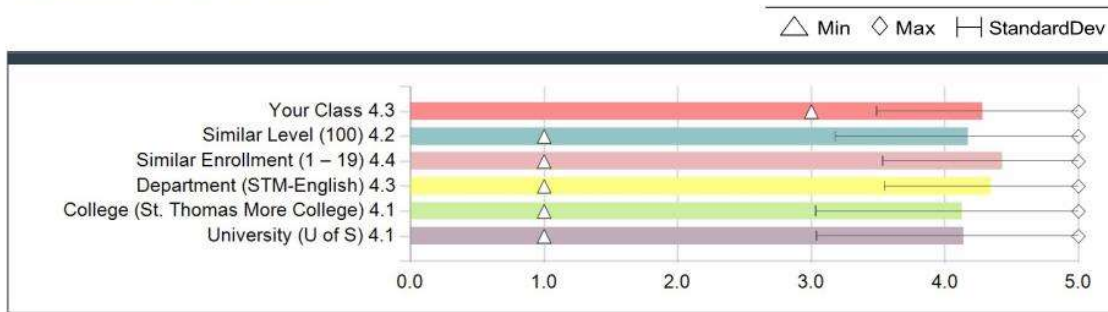


Question	Your Class		Similar Level (100)		Similar Enrollment (1 – 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	7	4.0	2658	4.1	1199	4.4	156	4.3	820	4.0	9440	4.1

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.

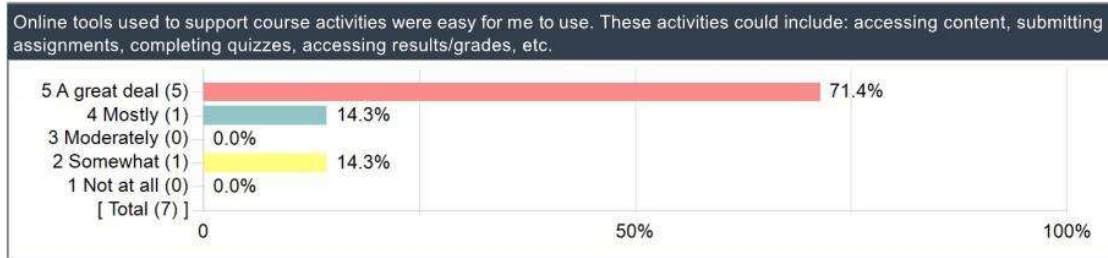


Comparators for the term 202101

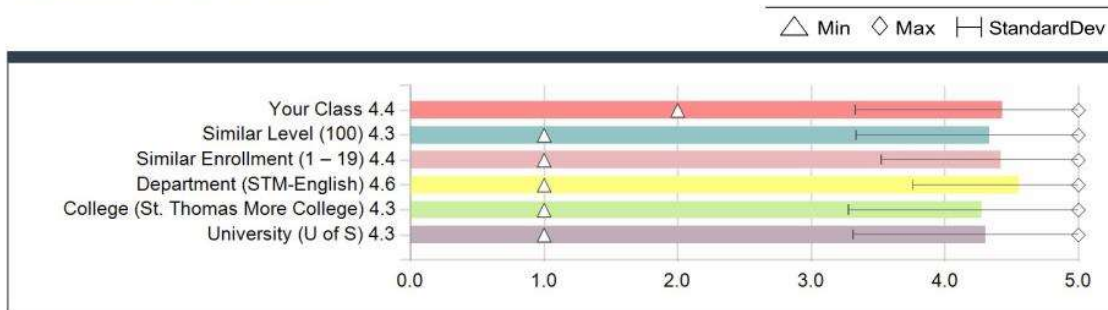


Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	7	4.3	2658	4.2	1199	4.4	156	4.3	820	4.1	9440	4.1

Online tools used to support course activities were easy for me to use. These activities could include: accessing content, submitting assignments, completing quizzes, accessing results/grades, etc.



Comparators for the term 202101

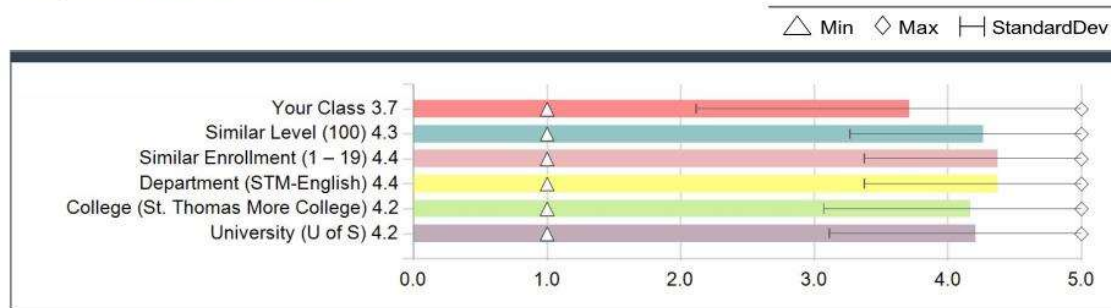


Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Online tools used to support course activities were easy for me to use. These activities could include: accessing content, submitting assignments, completing quizzes, accessing results/grades, etc.	7	4.4	2321	4.3	1027	4.4	156	4.6	820	4.3	7631	4.3

The organization of online activities in the course was clear and easy to follow.



Comparators for the term 202101

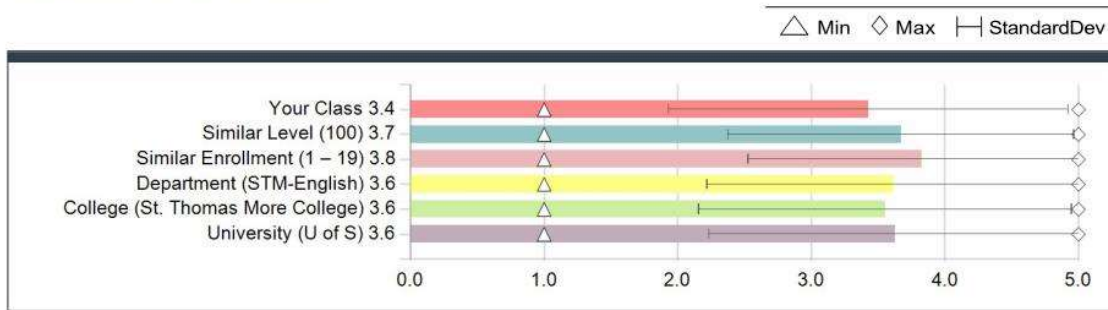


Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The organization of online activities in the course was clear and easy to follow.	7	3.7	2321	4.3	1027	4.4	156	4.4	820	4.2	7631	4.2

The online environment enriched or strengthened my learning of the course objectives/competencies.

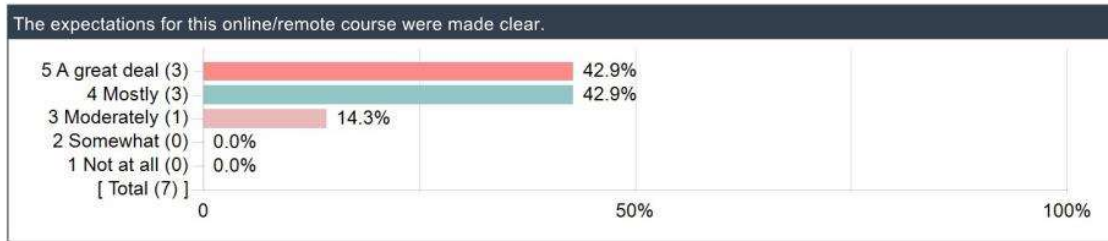


Comparators for the term 202101

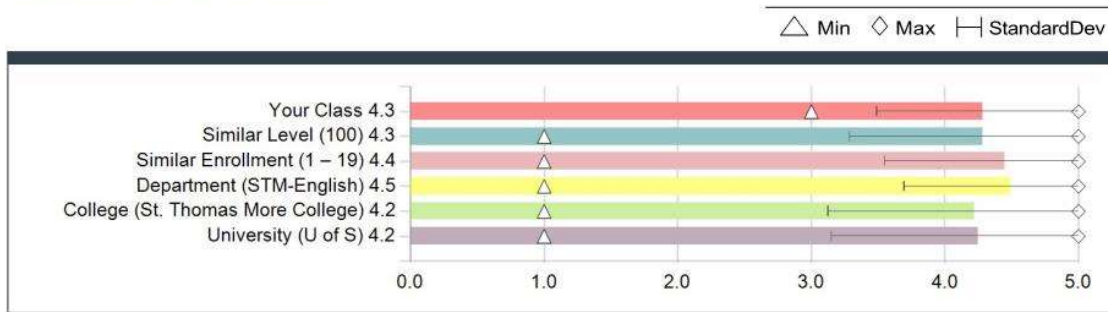


Question	Your Class		Similar Level (100)		Similar Enrollment (1 – 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The online environment enriched or strengthened my learning of the course objectives/competencies.	7	3.4	2321	3.7	1027	3.8	156	3.6	820	3.6	7631	3.6

The expectations for this online/remote course were made clear.

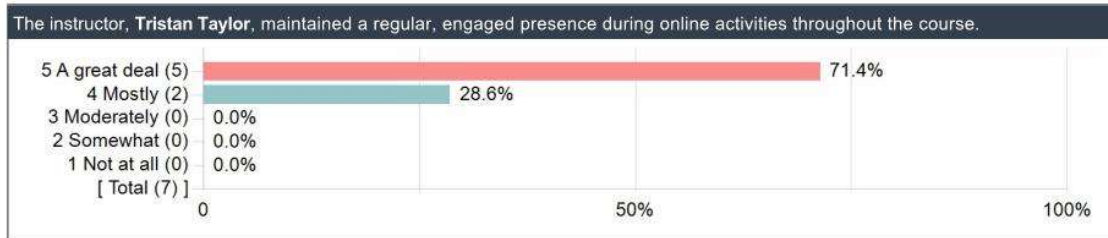


Comparators for the term 202101

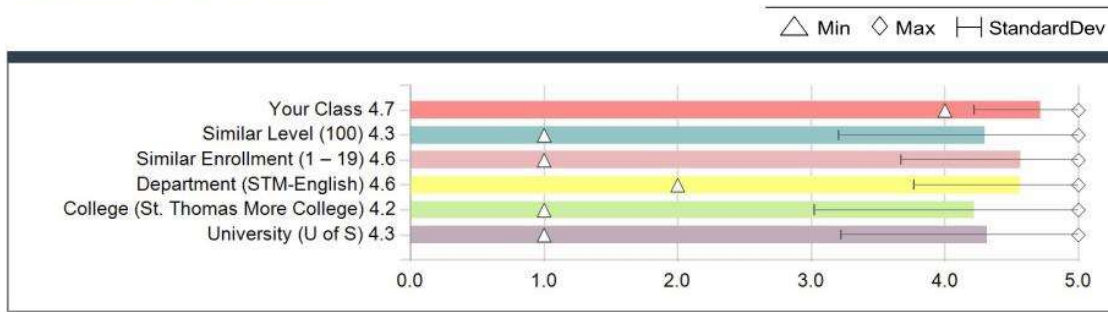


Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The expectations for this online/re mote course were made clear.	7	4.3	2321	4.3	1027	4.4	156	4.5	820	4.2	7631	4.2

The instructor, Tristan Taylor, maintained a regular, engaged presence during online activities throughout the course.

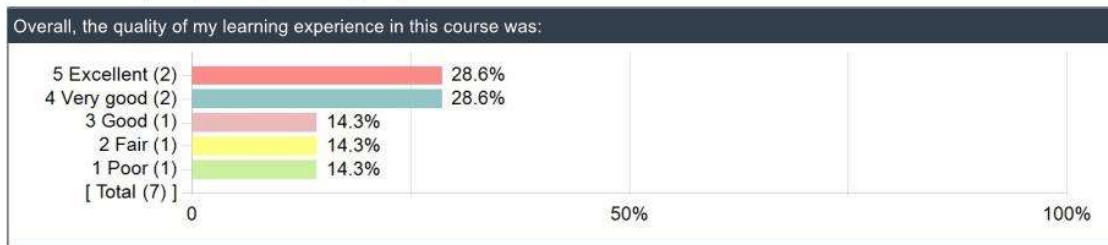


Comparators for the term 202101

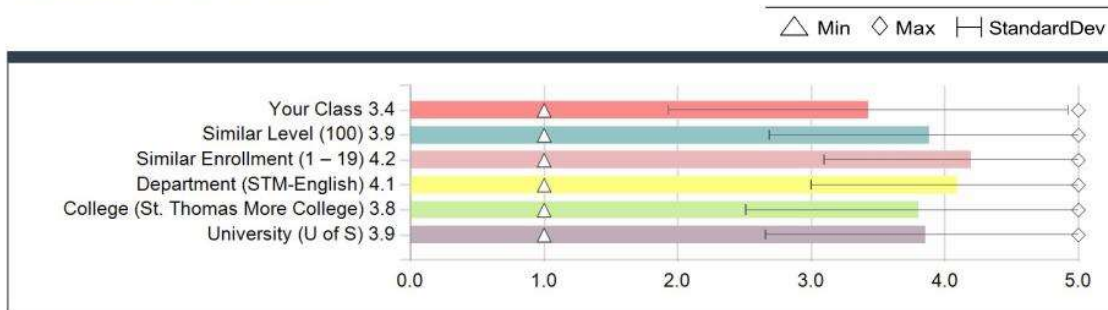


Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor , maintained a regular, engaged presence during online activities throughout the course.	7	4.7	2595	4.3	1109	4.6	156	4.6	821	4.2	8537	4.3

Overall, the quality of my learning experience in this course was:



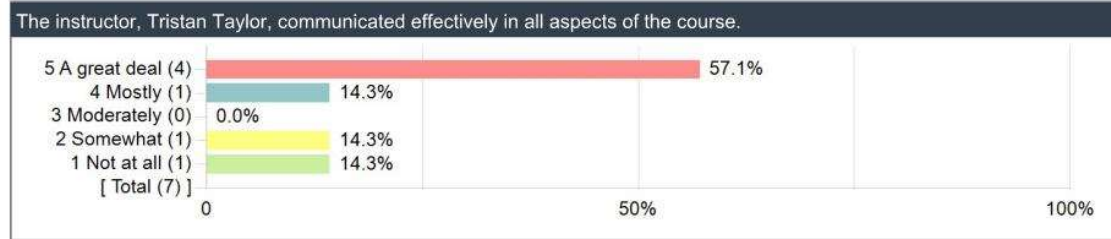
Comparators for the term 202101



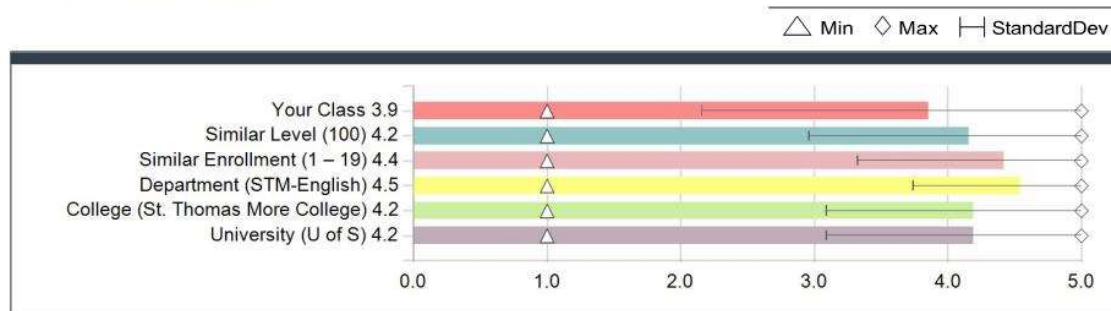
Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Overall, the quality of my learning experience in this course was:	7	3.4	2658	3.9	1199	4.2	156	4.1	820	3.8	9514	3.9

College Questions (St. Thomas More College)

The instructor, Tristan Taylor, communicated effectively in all aspects of the course.



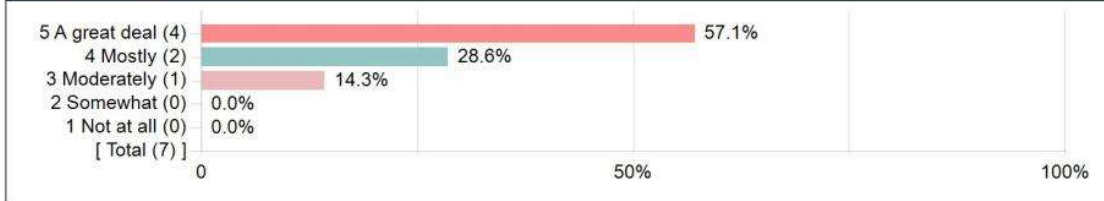
Comparators for the term 202101



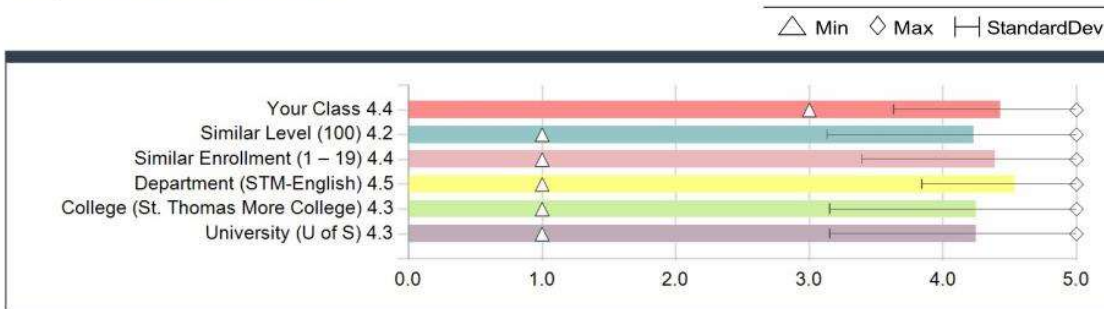
Question	Your Class		Similar Level (100)		Similar Enrollment (1 - 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, communicated effectively in all aspects of the course.	7	3.9	448	4.2	112	4.4	156	4.5	821	4.2	821	4.2

The instructor selected materials (e.g. assigned readings, handouts, and powerpoint slides) that are helpful in understanding the content of the course.

The instructor selected materials (e.g. assigned readings, handouts, and powerpoint slides) that are helpful in understanding the content of the course.



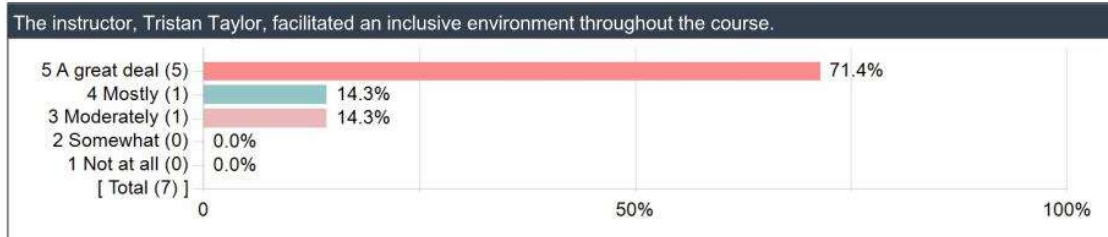
Comparators for the term 202101



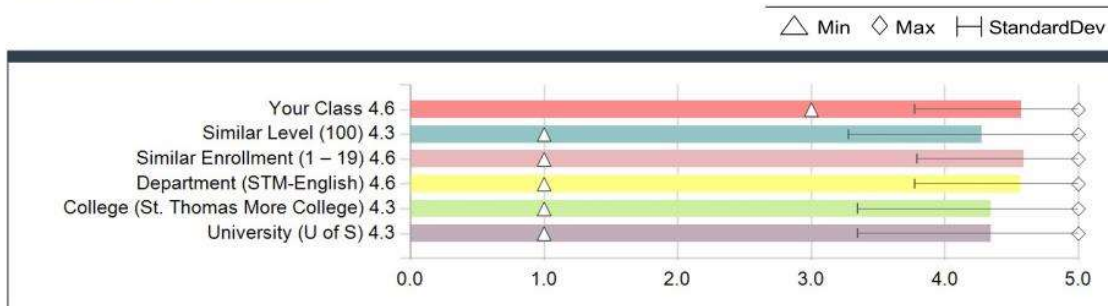
Individual End-of-course SLEQ Report for ENG 114 66 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (1 – 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor selected materials (e.g. assigned readings, handouts, and powerpoint slides) that are helpful in understanding the content of the course.	7	4.4	448	4.2	112	4.4	156	4.5	821	4.3	821	4.3

The instructor, Tristan Taylor, facilitated an inclusive environment throughout the course.



Comparators for the term 202101

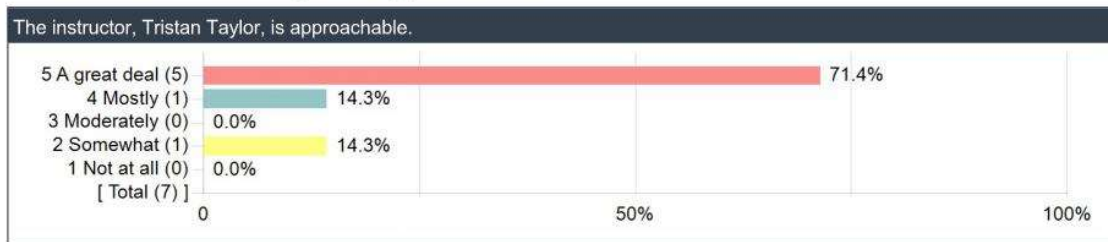


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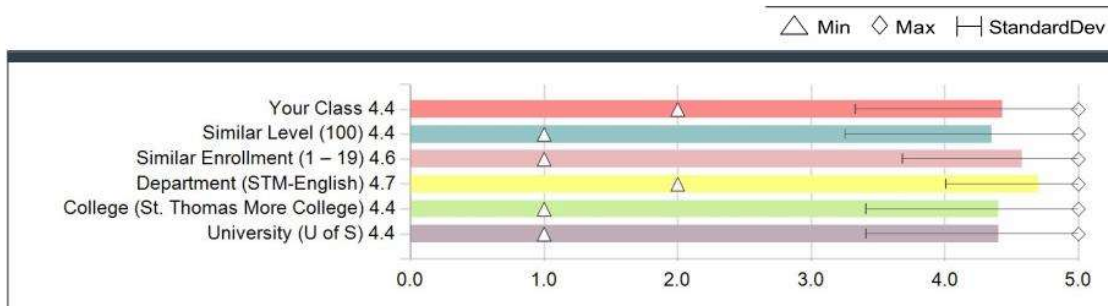
Individual End-of-course SLEQ Report for ENG 114 66 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (1 – 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, facilitated an inclusive environment throughout the course.	7	4.6	448	4.3	112	4.6	156	4.6	821	4.3	821	4.3

The instructor, Tristan Taylor, is approachable.



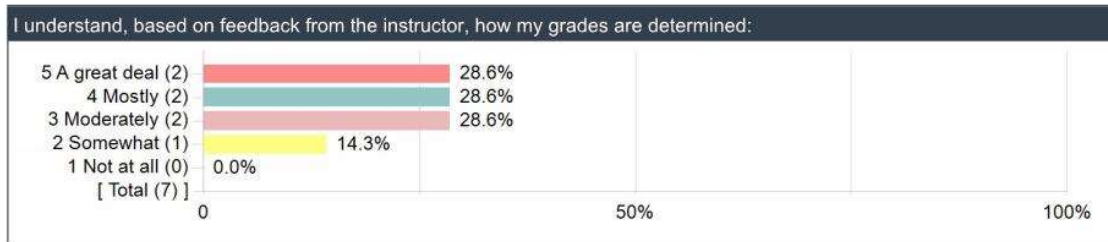
Comparators for the term 202101



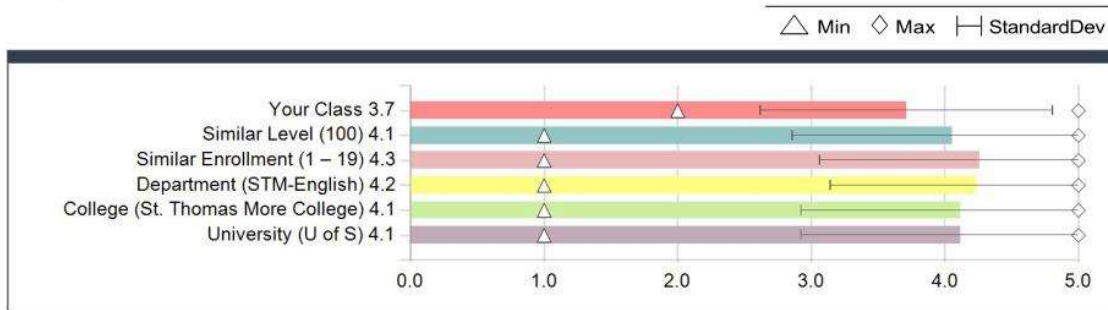
Individual End-of-course SLEQ Report for ENG 114 66 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (1 – 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, is approachable.	7	4.4	448	4.4	112	4.6	156	4.7	821	4.4	821	4.4

I understand, based on feedback from the instructor, how my grades are determined:



Comparators for the term 202101



Individual End-of-course SLEQ Report for ENG 114 66 Reading Culture - Tristan Taylor - 202101 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (1 – 19)		Department (STM-English)		College (St. Thomas More College)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
I understand, based on feedback from the instructor, how my grades are determined:	7	3.7	448	4.1	112	4.3	156	4.2	821	4.1	821	4.1

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U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
Tristan gave great instruction, you can tell he put a lot of time and effort into the lectures and was actively engaged with the material that he wanted to share with the students. Online learning/teaching is difficult and I think he did a great job at it.
Very well done. He presented all the instructions for the entire course so they could be understood easily. I am beyond grateful that he was our instructor. Excellent Professor
I did not enjoy finding out about assignments that were due less than a week before that due date. There was no section on the syllabus explaining when assignments were, they just showed up and I missed some because I did not receive a notification there was a new assignment. And when I looked over the assignment page there was nothing there until I was too late
The quality of instruction was good. His lesson plans for the week were understandable and interesting to learn about. His choices of resources and content were also very interesting.
He was always very clear in what his expectations were for our assignments, and the lectures were very helpful in strengthening my understanding of our topics as well as the texts we studied. He clearly demonstrated a passion for the material himself, which guided my interest as a student.
Professor Taylor choose a wide variety of interesting texts. His lectures were well done. It would have been nice to have a casual discussion post not for marks where students could just discuss texts with out being graded since there is no class discussion.

Please comment on those online/remote teaching strategies that were *particularly supportive* of your learning during the COVID 19 pandemic.

Comments
All aspects helped my learning in this class. If I couldn't figure something out, it was easy to get help or find it in one of the modules
The online instruction was good, he posted in a timely matter every week and had appropriate sized lectures.
the discussion panel opportunities were helpful in gaining new ideas and perspectives of others
guided readings

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
all the assignments we were given allowed us to demonstrate our skills well
We had discussion posts and participation activities that allowed us to demonstrate different skills formulated in this class. As well as, two essays.
The small assignments (discussion posts and reflections) aided in my understanding of the topics themselves and the essays served to help me develop my voice as a writer and think critically about our texts.

Please comment on the overall quality of your *learning experience* in this course.

Comments
I do not particularly enjoy English, but this class was an exception. Very fun and engaging
I learnt a lot in this course, and I really enjoyed the learning material. I didn't enjoy some of the markings on the Outlines for the essays that we did, and it didn't really make sense on how they were being marked for what he was asking.
I appreciated the flexibility of the prof during this time of online learning and felt as though I was receiving the same quality learning I would in an in-person course



U of S Instructor Individual End-of-course SLEQ Report –
202001 (Winter) (COVID-19 Pandemic)
ENG 114 12 Reading Culture (CRN:24962)
Tristan Taylor
Role: Lecture (UofS Core)

Course Audience: 25
Responses Received: 10
Response Ratio: 40.0%

Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

Information related to SLEQ can be found at teaching.usask.ca/articles. Further resources related to enhancing teaching and learning in your courses can be found at teaching.usask.ca.

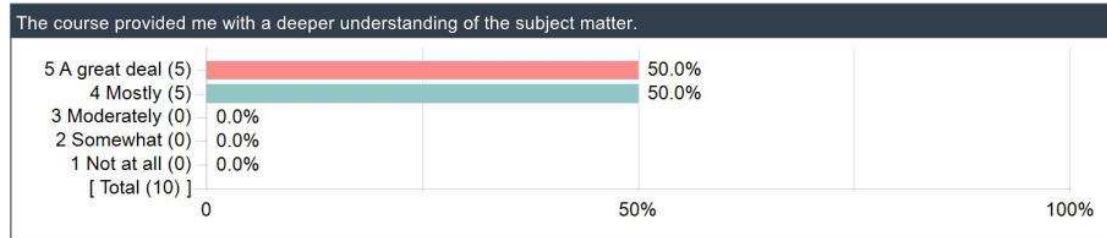
All the best,
The SLEQ Team

Creation Date: **Monday, May 11, 2020**

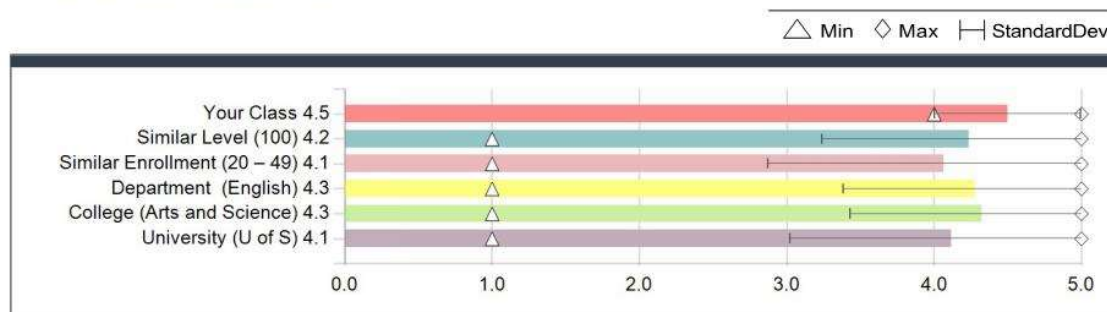
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U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.



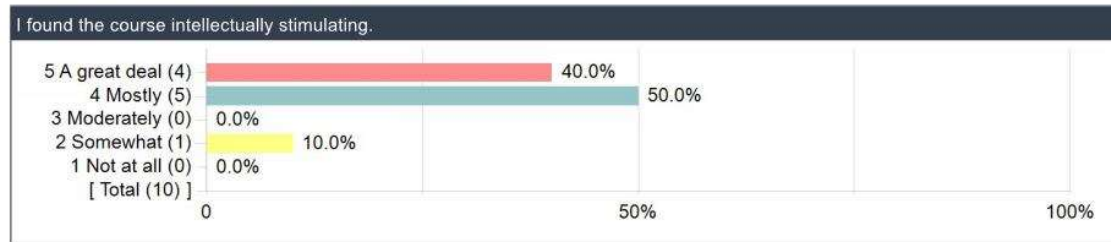
Comparators for the term 202001*



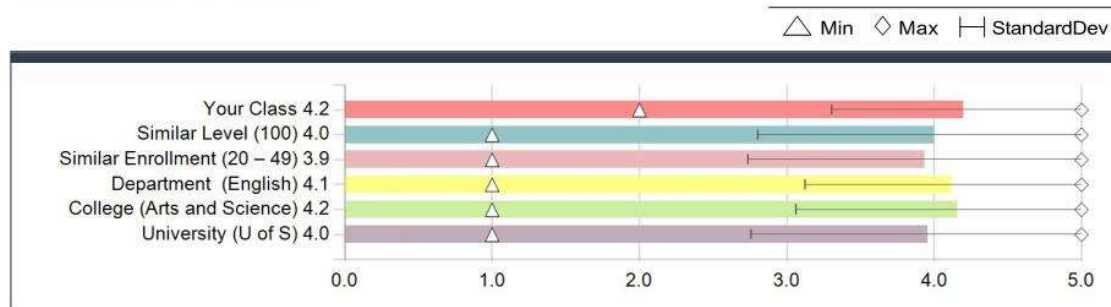
*The comparative data shared here and in subsequent questions includes response data only from the current term (202001) and only from those responses that were received prior to the report creation date shown on the first page. To see comparators from past terms, please see the historical aggregate reports for your department, school or college. If the survey for this course completed earlier than other course surveys, the comparators included may contain fewer responses than needed for the comparative data to be stable. As reports are regenerated nightly in SLEQ, it is best practice to utilize reports that have been accessed through SLEQ several weeks after the current term's exam period.

Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The course provided me with a deeper understanding of the subject matter.	10	4.5	1393	4.2	2258	4.1	417	4.3	970	4.3	5026	4.1

I found the course intellectually stimulating.

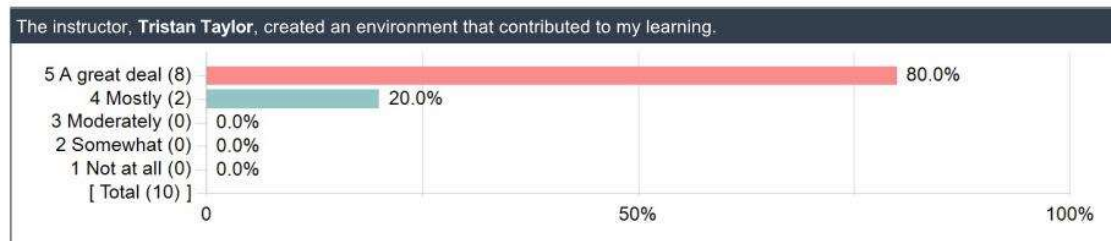


Comparators for the term 202001

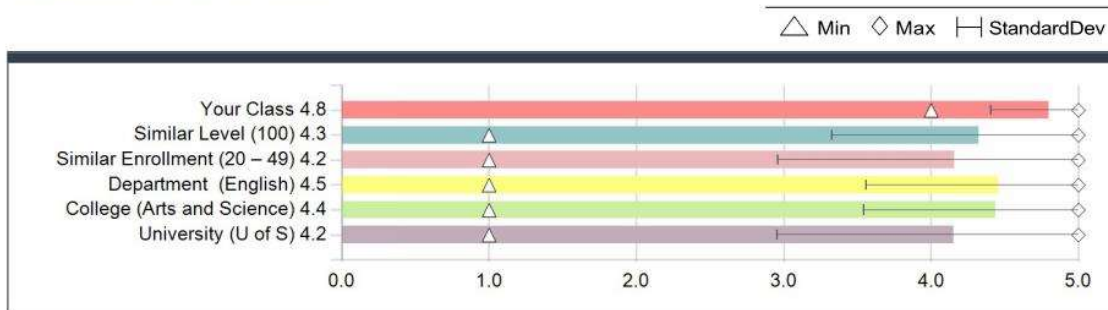


Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
I found the course intellectually stimulating.	10	4.2	1393	4.0	2258	3.9	417	4.1	970	4.2	5026	4.0

The instructor, Tristan Taylor, created an environment that contributed to my learning.



Comparators for the term 202001

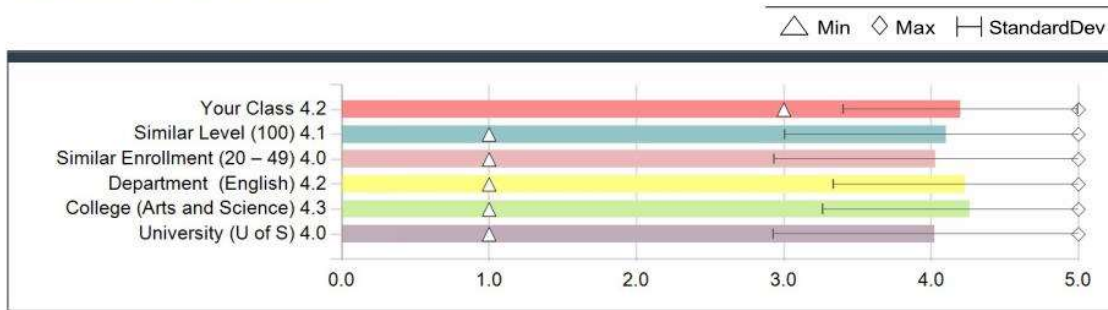


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor , created an environment that contributed to my learning.	10	4.8	1456	4.3	2437	4.2	423	4.5	994	4.4	5728	4.2

Course projects, assignments, tests, and/or exams improved my understanding of the course material.

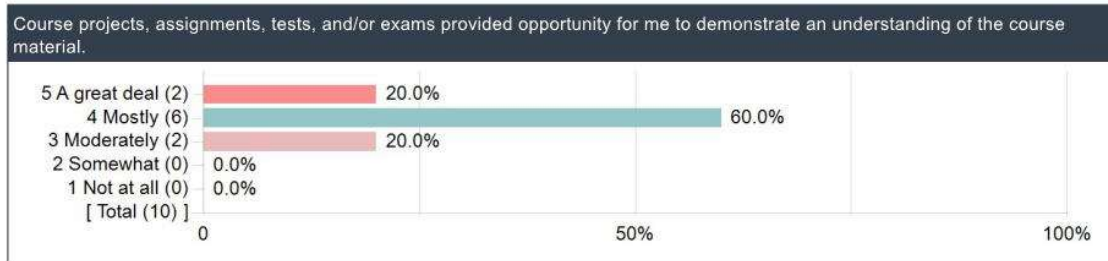


Comparators for the term 202001

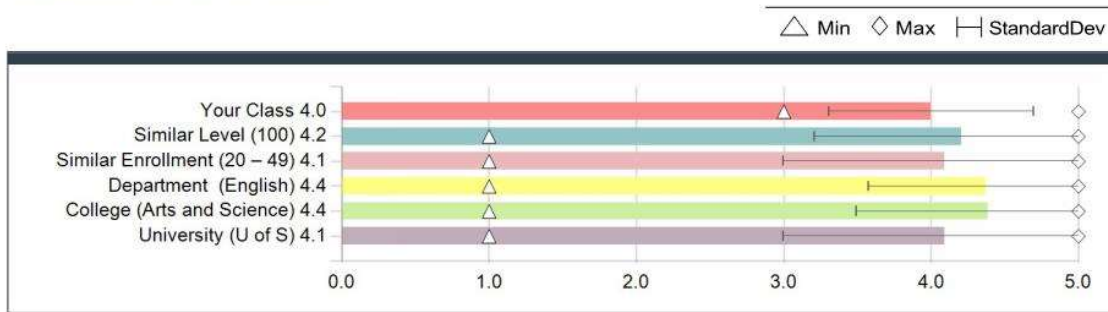


Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	10	4.2	1393	4.1	2258	4.0	417	4.2	970	4.3	4991	4.0

Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Comparators for the term 202001

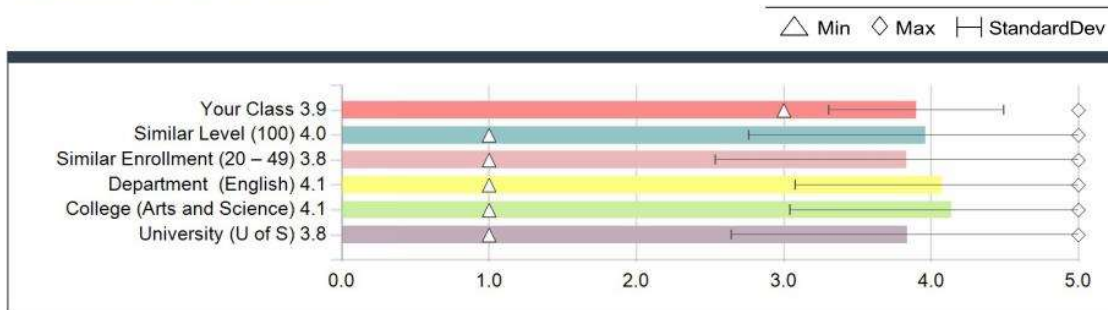


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.	10	4.0	1393	4.2	2258	4.1	417	4.4	970	4.4	4991	4.1

Overall, the quality of my learning experience in this course was:



Comparators for the term 202001



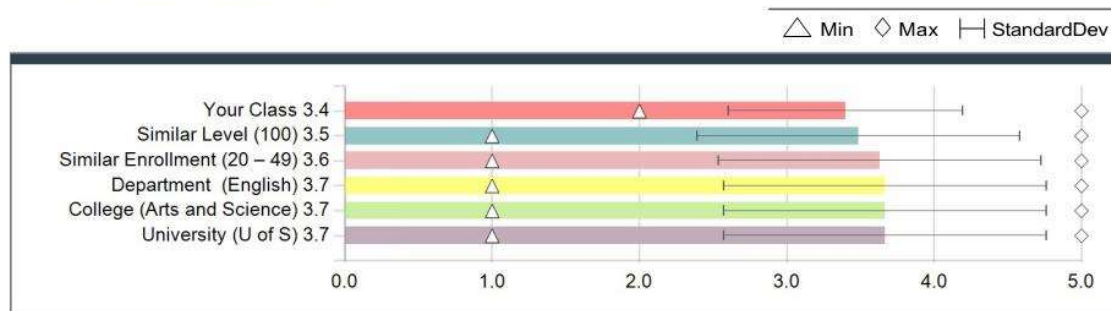
Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Overall, the quality of my learning experience in this course was:	10	3.9	1393	4.0	2258	3.8	417	4.1	970	4.1	5026	3.8

Department Questions (English)

My previous studies adequately prepared me for this course.

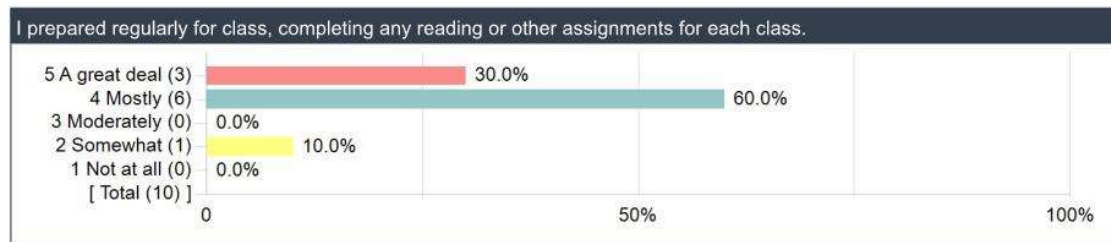


Comparators for the term 202001

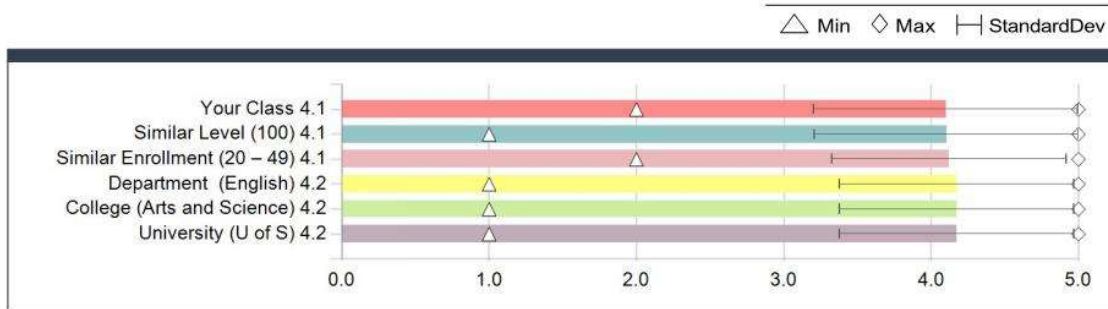


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
My previous studies adequately prepared me for this course.	10	3.4	255	3.5	274	3.6	417	3.7	417	3.7	417	3.7

I prepared regularly for class, completing any reading or other assignments for each class.



Comparators for the term 202001

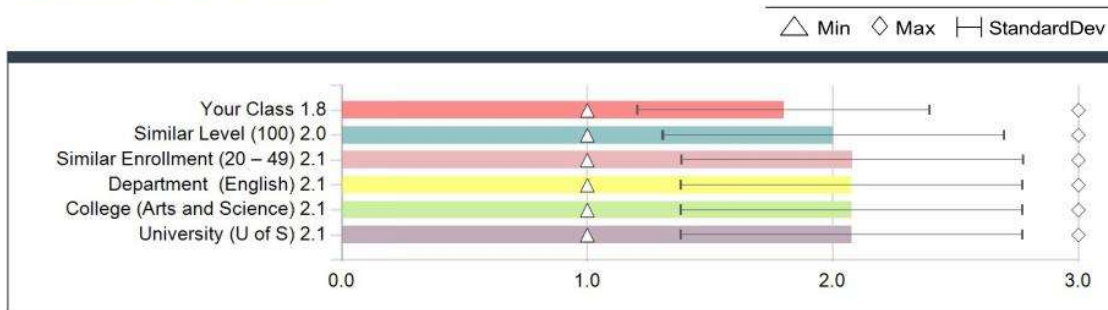


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
I prepared regularly for class, completing any reading or other assignments for each class.	10	4.1	255	4.1	274	4.1	417	4.2	417	4.2	417	4.2

In comparison to what I expected coming into the course, my achievement has been:



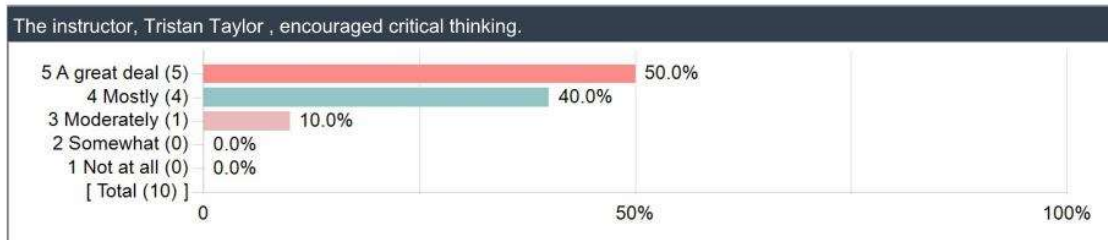
Comparators for the term 202001



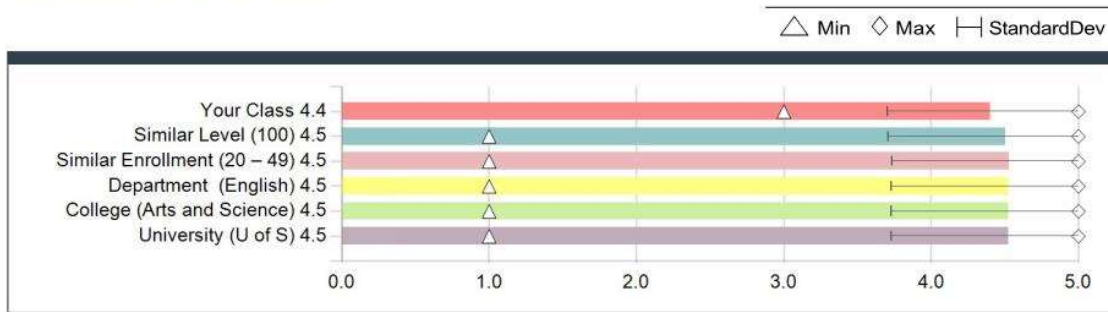
Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
In comparison to what I expected coming into the course, my achievement has been:	10	1.8	255	2.0	274	2.1	417	2.1	417	2.1	417	2.1

Department Course Level Questions (English)

The instructor, Tristan Taylor , encouraged critical thinking.

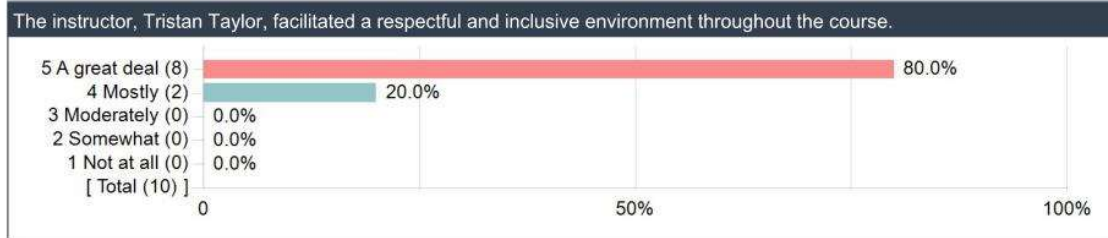


Comparators for the term 202001

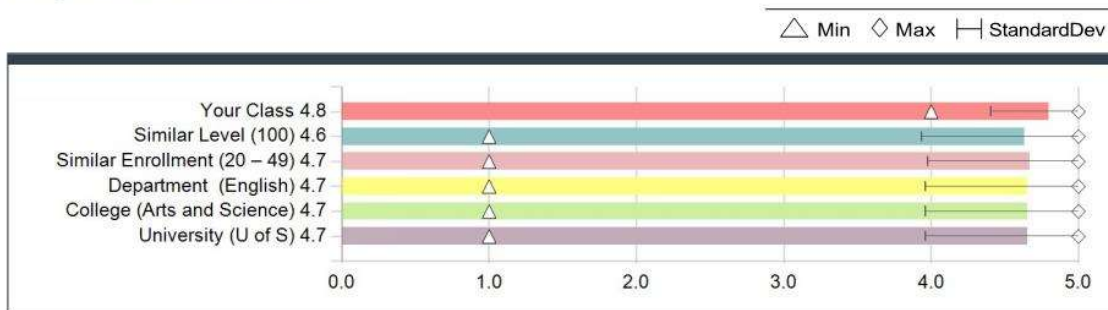


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, encouraged critical thinking.	10	4.4	261	4.5	280	4.5	423	4.5	423	4.5	423	4.5

The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.



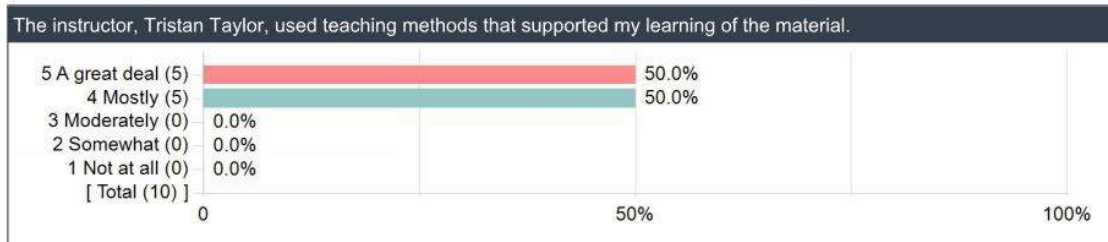
Comparators for the term 202001



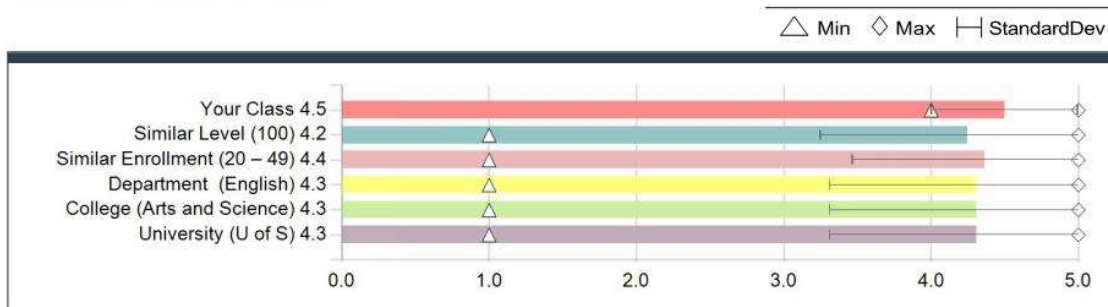
Individual End-of-course SLEQ Report for ENG 114 12 Reading Culture - Tristan Taylor - 202001 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, facilitated a respectful and inclusive environment throughout the course.	10	4.8	261	4.6	280	4.7	423	4.7	423	4.7	423	4.7

The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.



Comparators for the term 202001



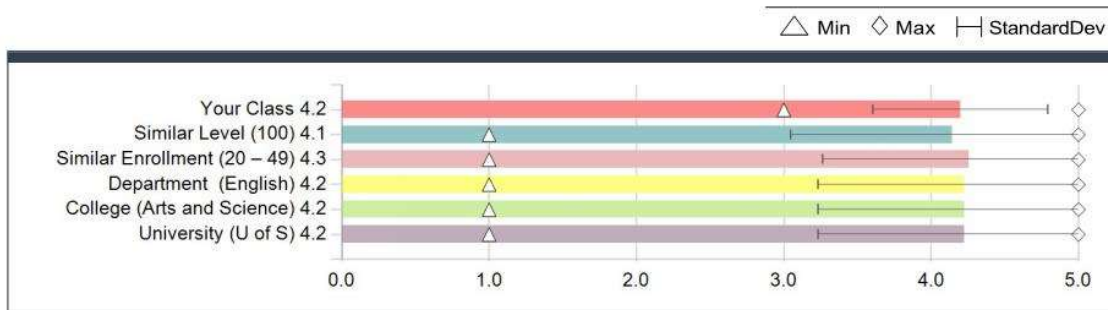
Individual End-of-course SLEQ Report for ENG 114 12 Reading Culture - Tristan Taylor - 202001 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, used teaching methods that supported my learning of the material.	10	4.5	261	4.2	280	4.4	423	4.3	423	4.3	423	4.3

The organization of the course supported my learning experience.



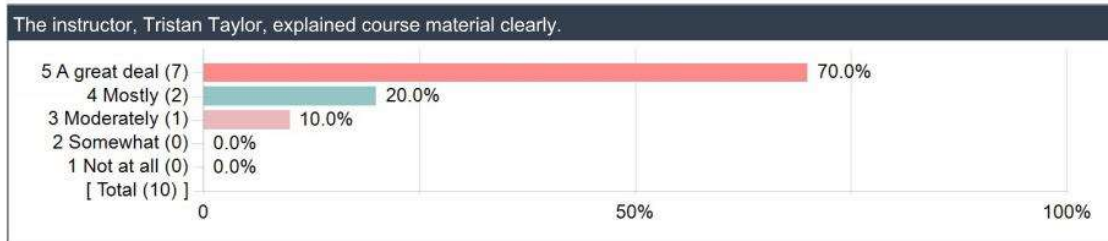
Comparators for the term 202001



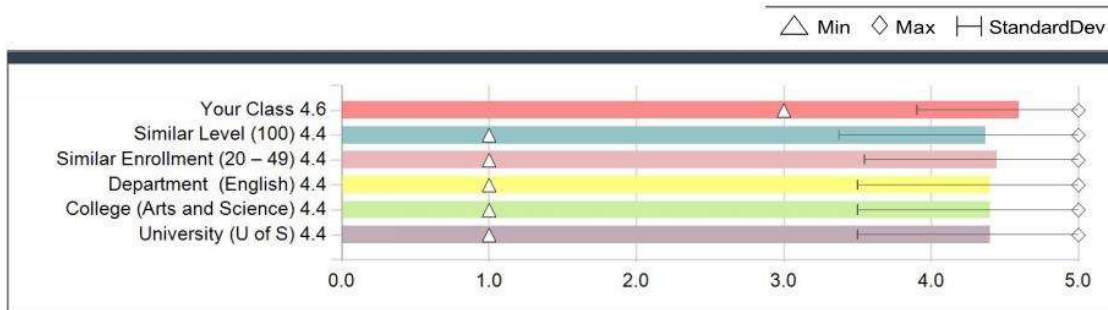
Individual End-of-course SLEQ Report for ENG 114 12 Reading Culture - Tristan Taylor - 202001 (Winter)

Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The organization of the course supported my learning experience.	10	4.2	255	4.1	274	4.3	417	4.2	417	4.2	417	4.2

The instructor, Tristan Taylor, explained course material clearly.



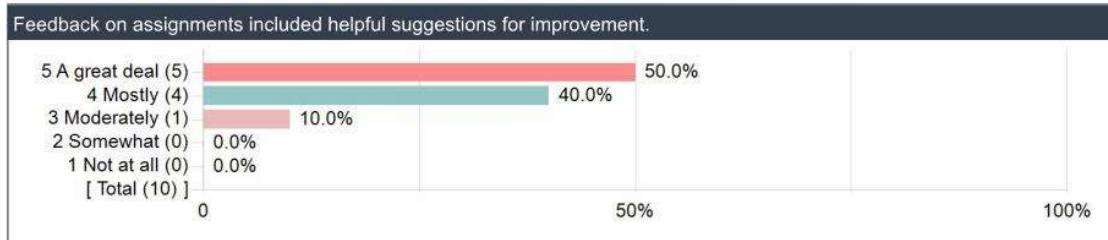
Comparators for the term 202001



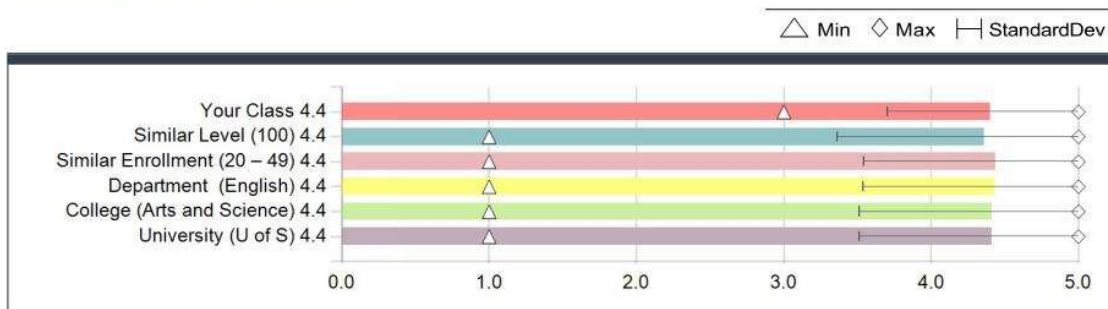
Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
The instructor, Tristan Taylor, explained course material clearly.	10	4.6	261	4.4	280	4.4	405	4.4	405	4.4	405	4.4

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Feedback on assignments included helpful suggestions for improvement.

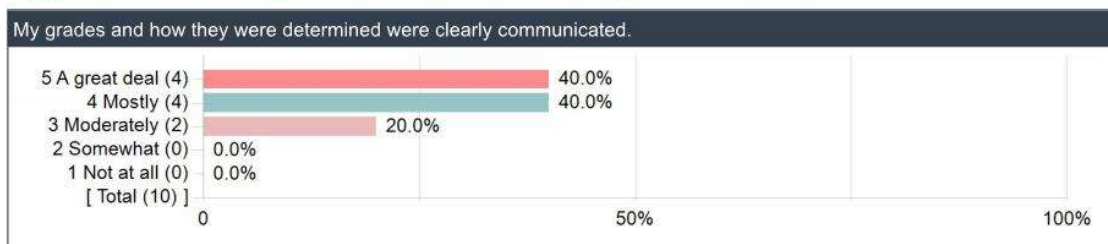


Comparators for the term 202001

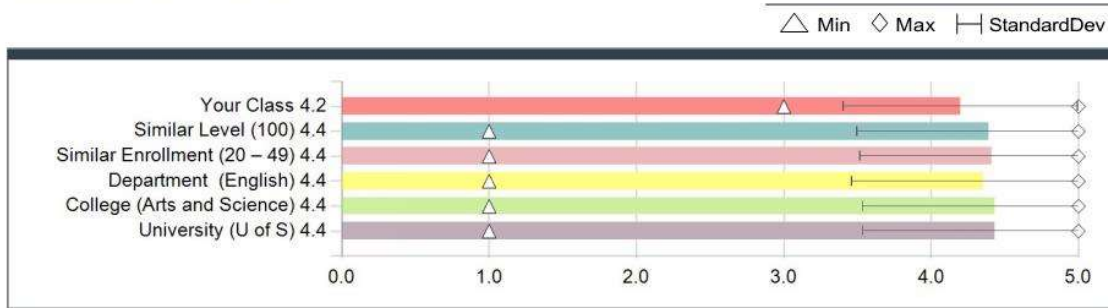


Question	Your Class		Similar Level (100)		Similar Enrollment (20 – 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
Feedback on assignments included helpful suggestions for improvement.	10	4.4	410	4.4	361	4.4	417	4.4	667	4.4	667	4.4

My grades and how they were determined were clearly communicated.



Comparators for the term 202001



Question	Your Class		Similar Level (100)		Similar Enrollment (20 - 49)		Department (English)		College (Arts and Science)		University (U of S)	
	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean	Response Count	Mean
My grades and how they were determined were clearly communicated.	10	4.2	410	4.4	361	4.4	417	4.4	667	4.4	667	4.4

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Tristan Taylor in this course.

Comments
Tristan had deep understanding about what he was teaching and was passionate about it. In addition, the way he presented his content was clear, organized and understandable. I would recommend him to other students
Tristan was a super fun and entertaining professor. He created a stimulating environment where we were able to chat with our peers frequently and bounce ideas off of each other. He made this class very enjoyable considering the fact that I am not a lover of English classes.
Critical thinking was encouraged and motivated. Expectations for assignments should be a little more clear, ex a rubric. Also, having sample essays/assignments that we can refer to and be able to see the expectations executed.
Instruction was very well executed and very organized even after confusion and the complete lack of organization of the virus.
Tristan Taylor was not only very good at giving lectures and teaching course material but he always was superb in connecting with students and helping us through the course work.
The instruction was clear, succinct and detailed. There was always follow-up instruction, specific target questions were asked further assess comprehension. Different assessment were given to test comprehension which I found to be quite helpful.
He loves what he does and it shows in his teaching. He creates an accepting environment where nobody is afraid to respond to/ask questions.
Tristan gave clear instructions for what he wanted to happen on the assignments, however some questions he gave on the assignments were not always clear on what he was asking.

Please comment on those remote teaching strategies that were *particularly supportive* of your learning during the COVID 19 pandemic

Comments
We were sent note packages every class day coupled with discussion questions that helped us engage with and better understand the material
His lecture notes were concise and to the point. The transition has proven to increase my reading significantly so having his content concise and to the point was meaningful.
I felt as if there was too much writing to do and a lot of dates to keep up with but it was a good substitute for in-class discussion which can be hard to replicate.
Discussion Boards
The strategies present in this course were very organized and simulated what a real class would be like. I really appreciated the amount of effort that was shown through even technology.
Tristan Taylor was the most proactive about the COVID-19 situation then any of my other professors, he provided clear emails everyday when we had class and I was still able to learn the material.
I could see that the instructor was considerate given the present situation. I believe the volume of assignment were fair, they were not excessive, and we were provided with frequent updates and reminders about assignment.
He gave us opportunities to discuss what we were reading with the other students so it was nice to see others responses.

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
we would submit a one page paper each week reflecting on content from the week. this allowed us to express the knowledge we were taking in.
We were given plenty of time and opportunities to develop ideas. There were multiple assignments that allowed us to display our knowledge and understanding of the content.
In-class discussions and group analyzing allowed the skill the be able to build off of ideas and develop opinions.
I had to develop a better understanding of how to create a quality thesis statement in order to have success in essay writing.
I sometime struggle with expressing my thought clearly and throughout this course the instructor provided many opportunities in which I could overcome this struggle. Some of these activities included weekly writing assignments, group or pair work. The instructor was also good at encouraging students to express their opinion even if they did not believe it contributed much.
The response papers allowed for a deeper understanding of what was discussed during the week.

Please comment on the overall quality of your *learning experience* in this course.

Comments
I feel i learned a substantial amount of transferable english skills, and developed more critical thinking skills. The quality was of my learning was high.
really enjoyed the in-class exercises that contributed to the content. They were highly organized.
I really enjoyed this class and often looked forward to it. Tristan pushed me out of my comfort zone frequently but did so in a respectful manner which created a safe space to develop and share my skills and knowledge.
The environment was very welcoming to new ideas.
My learning experience exceeded my expectation and I enjoyed coming to this class when we were allowed to. I felt I learned a lot about university English courses through this course and got a very good beginning English course to start out my first university year.
Overall, I found this class challenged a lot of my skills that need improving and I had trouble performing the way I wanted to because of that
Very interesting and engaging courses. The organization of the course from the assignments to in class instructions and discussions were great. The texts chosen for this course were also varied and intellectually stimulating. It would have been great though if we had more time to read each text. I felt a bit of rush on some texts.
Overall it was a good learning experience but it would have been nice to know what he was looking for and how he was marking us on our essays.