

Before you fill out the SOS bubble sheet, please take a moment to reread your letter to yourself from earlier in the semester and then complete this supplemental survey. While I appreciate the feedback from the SOS form, I really value the specific input that you can provide here so I can improve my teaching and ENG 315. ~ Thanks in advance – Troy

Part 1: The Course

As you review the major goals of the course, please indicate with a check mark your level of agreement with how well we accomplished these goals:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Familiarize you with writing process pedagogies and theories.				
2. Assist you in learning “best practice” methodologies for writing in the language arts curriculum and across other subject matter.				
3. Provide you with the opportunity to participate in writing and responding in a classroom setting.				

Comments on any of the above:

As you review the major assignments, please indicate with a check mark how well you think that these assignments helped you accomplish the goals listed above:

	Very Useful	Useful	Somewhat Useful	Not Useful at All	Comments
Reading Responses					
Artifact Analysis					
Field Notes					
Teaching a Mini Lesson					
Interview with an Expert					
Final Portfolio					
Final Project					

1. To meet our course goals and engage you in a variety of writing experiences, what other assignments might I consider in future sections of ENG 315?
2. What comments do you have about order and timing of assignments?
3. Next semester, I am thinking of having ENG 315 students post all their work on their blog (unless they have something sensitive to say about their field placement). Briefly, please describe how you would have felt doing that this semester.

4. As you review the readings for the course, and knowing that I will use the Calkins book for sure, please list your favorite article/chapter that we read (a keeper) and your least favorite (think about changing). Please offer a brief explanation for each:

Definitely keep:

Think about changing:

Part 2: The Midtier

Given that midtier is a core component of ENG 315, please rate your overall midtier experience on a scale of 1-10. What went particularly well for you? What could have been changed?

Part 3: The Instructor

1. As a model for how a teacher could teach in the writing workshop, how would you describe my approach to modeling, conferring, respecting your voice as a writer, and creating a classroom community?
2. In relation to other courses you have taken at CMU, please describe your feelings on how I integrated technology (blogs, wikis, Google Docs, digital stories) into ENG 315.
3. Teachers learn how to teach better based on honest and respectful feedback from their students. What suggestions do you have for me when I prepare to teach ENG 315 again?

Part 4: Overall Comments

1. Based on your personal engagement, the content of the course and midtier, writing workshop time each week, and my teaching style—all leading to an overall experience in the course—how well do you feel ENG 315 has prepared you to teach writing? Compared to the beginning of the semester, how have you changed?
2. How did your experience in this course compare to other CMU courses you have taken?