PHIL 20100 2, HIPS 20700 2, LING 20102 2, PHIL 30000 2, CHSS 33500 2 - Introduction to Logic - Instructor(s): Malte Willer

Project Title: **College Course Feedback - Autumn 2023**

Number Enrolled: **21**
Number of Responses: **12**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Monday, January 8, 2024**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
Understanding how to read and interpret sentential logic and predicate logic. Totally new language.
Primitive and derived rules in sentential logic and predicate logic.
Sentencial and predicate logic
fundamental logic proving skills
We learned how to do logical proofs with sentential and predicate logic. We also learned about concepts like validity & soundness. This class really teaches you the skill set to do these sorts of problems and think this certain way. This class really tests you on how well you developed a specific skill set instead of knowledge gained, but it does so very well.
I learned introductory logic and how to evaluate the validity of an argument.
The rules and proof systems of predicate and sentential logic
The basic concepts and how to perform natural deduction proofs with sentential and predicate logic.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Willer is quite the funny dude but explains the material quite clearly.
Lectures, discussions, and assignments are all super helpful!
Very clear lectures. Good discussions to practice the material
The lectures and discussion sections were very helpful in clarifying the materials.
lectures
Lectures were very informative. Some people didn't come to the lectures and I don't understand how they survived without them. Slides were posted on Canvas, which helped a lot with homework and brushing up on concepts. Willer is a phenomenal lecturer, both funny and caring, he's tough but will pause class to help a student along if they don't get it. One of the most personable and helpful professors I've had at UChicago. Discussion sections were optional and a great chance for review. I utilized about half of them. Assignments were challenging but not unreasonable. I spent about 3–6 hours on each of the 5 assignments.
The course was mostly lecture based, with some group work exercises. Discussion sections were helpful for reviewing concepts and mistakes form homework.
The lectures were very clear and helped a lot w examples.
Lectures were always extremely helpful, as were assignments. Discussion sections are used for extra practice, rather than help with homework, although Professor Willer will provide you with some guidance if you email him or go to office hours.
Lectures taught the entirety of the content and were the most important part of the class.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.58	5.00	0.00%	0.00%	0.00%	41.67%	58.33%
I understood the purpose of this course and what I was expected to gain from it.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%
I understood the standards for success on assignments.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%
Class time enhanced my ability to succeed in graded assignments.	4.73	5.00	0.00%	0.00%	0.00%	27.27%	72.73%
I received feedback on my performance that helped me improve my subsequent work.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%
My work was evaluated fairly.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%
I felt respected in this class.	4.92	5.00	0.00%	0.00%	0.00%	8.33%	91.67%
Overall, this was an excellent course.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%

Additional comments about the course:

Comments
everything is good.
Willer is a phenomenal professor. I came into this course thinking it would be boring and a waste of time. It became my favorite course of the quarter. Love Willer and would recommend him to anyone. Class was fun and engaging and homework was tough but reasonable.
As someone who went in without any background in proof–based math, I found this course difficult but definitely doable (especially with a good study group). Professor Willer is a truly outstanding instructor, and now ranks among my favorite teachers I've ever had. He is kind, witty, and extraordinarily knowledgeable, and takes great care to answer student questions without being condescending. He is a tough but fair grader. The assignments are difficult, but definitely help you master class concepts. The final, which I just took this afternoon, was extremely difficult, but will probably be significantly curved. One of my favorite things about the course is that Professor Willer readily understands that the course will be very difficult for most people, and makes this as clear as possible for the beginning. If you are taking this course for your logic requirement for philosophy, I would definitely take it with Professor Willer.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	8.33%	91.67%
Anyone interested in the topic	0.00%	100.00%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
Ability to clearly explain any gaps of knowledge that students have.
He was very clear, provided good examples and took the time to explain in detail things that were unclear on the slides. Didn't just read the slides. Also, very funny sense of humor
connecting logics to real life experence / philosophical problems, skills in proof
Going through questions step–by–step was incredibly valuable. Concepts were well articulated on lecture, but I was only really able to understand them by going through examples. Willer does an excellent job of teaching why certain things don't work in the proof systems by example. Also, Willer was always willing to go the extra mile to help/meet with you outside of class. Emails were always prompt etc.
The explanation for the slides
Lectures! Professor Willer is a clear and concise lecturer, and he always takes care to make slides available so you can study after class without having to worry about taking notes
Professor Willer is great! His teaching is good across the board, but what really helped was the humor he added along the way. Fostering a fun environment is so important when working with such an analytical topic. Very glad to have taken the class with him.

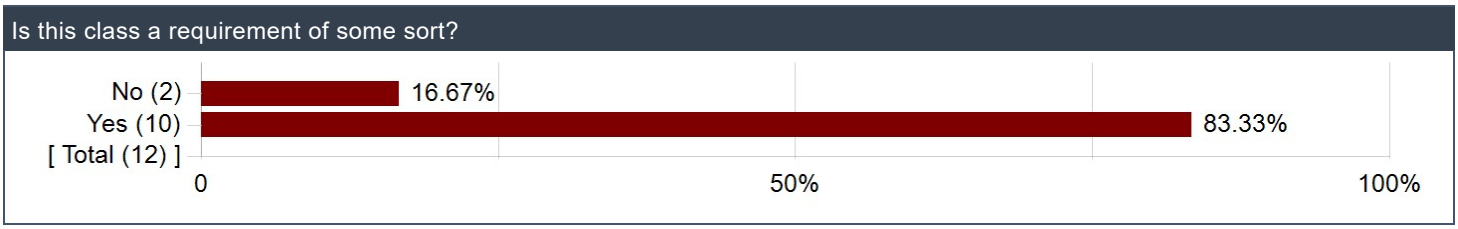
What could the instructor modify to help you learn more?

Comments
Not give group 4 the hardest problems every time.
Nothing!
everything is good.
My group always got the hardest practice problems to do in class. JUSTICE FOR GROUP 4
Provide more office hours/clarifying tips for homeworks
Perhaps discussion sections could be used to review homework problems rather than practice exercises from the textbook?
My only feedback would be that the slides could be much clearer on how to perform a truth in interpretation evaluation. Everything else was good.

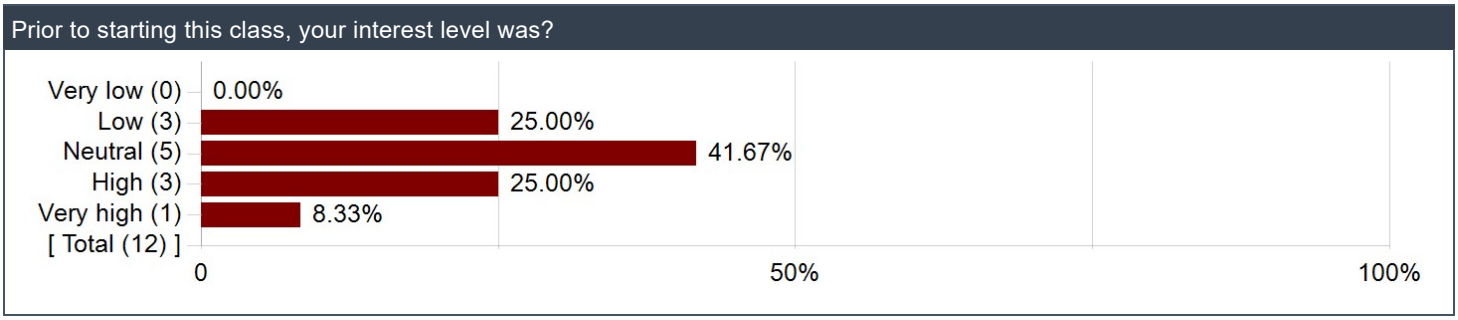
The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.92	5.00	0.00%	0.00%	0.00%	8.33%	91.67%	0.00%
Presented lectures that enhanced your understanding.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%	0.00%
Facilitated discussions that were engaging and useful.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%	0.00%
Stimulated your interest in the core ideas of the course.	4.67	5.00	0.00%	0.00%	8.33%	16.67%	75.00%	0.00%
Challenged you to learn.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%	0.00%
Helped you gain significant learning from the course content.	4.92	5.00	0.00%	0.00%	0.00%	8.33%	91.67%	0.00%
Was available and helpful outside of class.	4.83	5.00	0.00%	0.00%	8.33%	0.00%	91.67%	0.00%
Motivated you to think independently.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.92	5.00	0.00%	0.00%	0.00%	8.33%	91.67%	0.00%

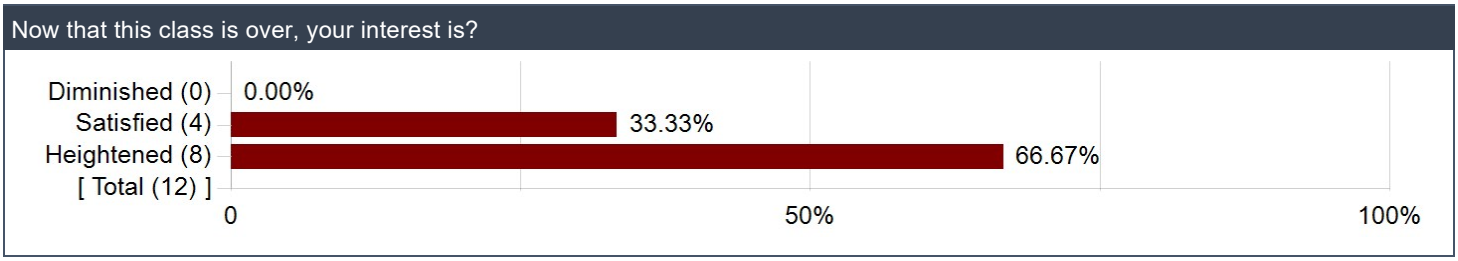
Is this class a requirement of some sort?



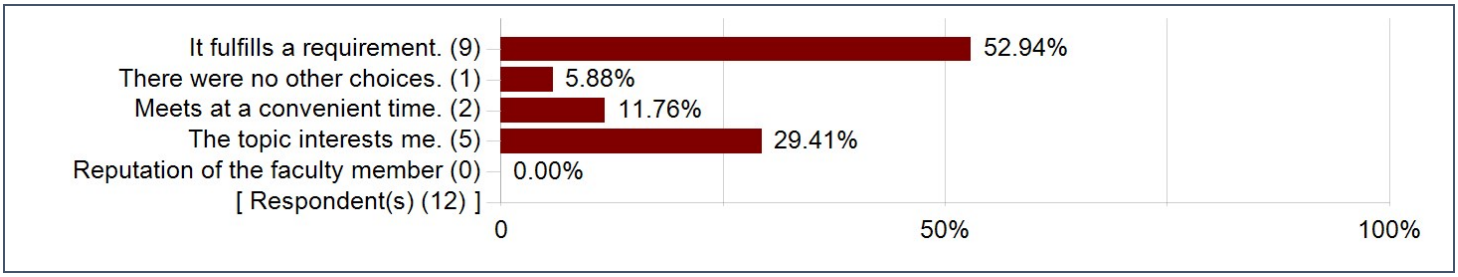
Prior to starting this class, your interest level was?



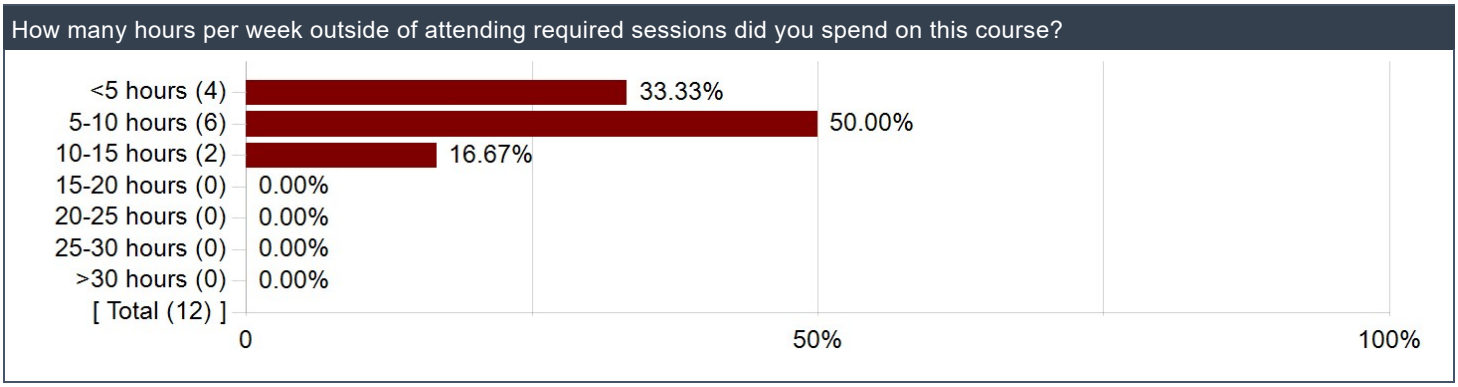
Now that this class is over, your interest is?



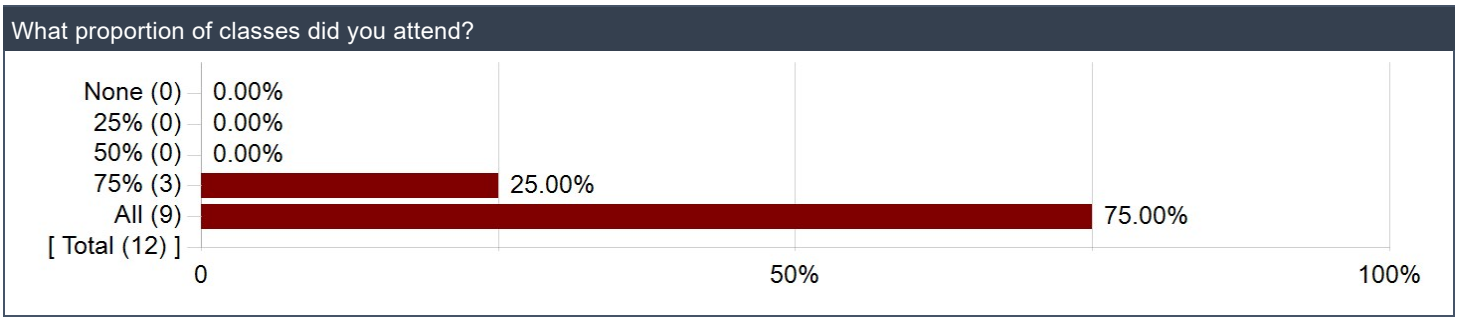
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
Fairly difficult due to the nature of the material although able to understand it quite clearly with the help of Willer and peers.
suitable
I had some experience with logic from the LSAT, so I only really learned new things starting Week 3. However, the course went at a slow enough pace regardless. Overall, a challenging but reasonable course. (Probably will get an A)
The course was difficult given little experience with proofs.
Moderately high
As someone who has been terrible at math for their entire life, this course was difficult, but manageable with enough effort.
I think this topic/class gets an unnecessarily harsh reputation simply as a result of it being a requirement for the philosophy major. The way I see it this is a very analytical class. If you enjoy analytical stuff, (particularly coding!!!), you will probably enjoy this class. The feeling of completing a proof after spending 4 hours staring at it blankly is a high akin only to a program running properly for the first time in CS. Some people love this kind of thing and my CS major friends who take discreet math, which apparently is a very similar class, agree that there is something beautiful about a 30 line proof which just works. If, on the other hand, you are someone who loves writing in beautiful prose more than in beautiful proof you might really dislike this class. While people with a CS background will certainly have an advantage, don't be dissuaded from the possibility of enjoying the content of this class.

PHIL 29425 1, PHIL 39425 1 - Logic for Philosophy - Instructor(s): Malte Willer

Project Title: **College Course Feedback - Spring 2023**

Number Enrolled: **14**
Number of Responses: **13**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, June 16, 2023**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
Various logical systems and the philosophical conepts/debates surrounding them.
Modal logic, variants of classical logic
Propositional logic, predicate logic, multi–valued logic, modal logic, 2d modal logic, how logical systems give you choice points in philosophy
How different semantics systems are constructed to expand our ability to study the meanings behind natural language sentences and its implication in fields such as epistemology
I learned about the semantics, grammar, and truth conditions of different logical systems, including trivalent interpetation, modal logic, advanced predicate logic, counterfactuals, and deontic and epistemic logic. We also got a lot of practice doing reductio and axiomatic proofs, and constructing counter models.
Uh....
This course is *hard*. It basically deals with different types of logical systems outside of standard sentence logic and predicate logic, e.g. modal logic, and helps you learn what these entail/their respective advantages and disadvantages. It's fairly "meta", so you won't have to do a ton of proofs like you would for predicate logic, but make no mistake —- you will be doing a lot of advanced, challenging logic in this course. It's much more than an incremental step up from intro to logic. That said, if you're interested, this course is extremely rewarding and you'll learn a lot.
Extensions of classical logic such as multi–valued logic, supervaluations, modal logic, and counterfactuals
Very strong understanding of predicate logic, propositional logic, extensions of the two (like three–valued logic), modal logic, counterfactuals, and two–dimensional modal logic.
Different approaches to logic, both on the semantic and syntactic sides, other than classical first–order and propositional logic. This was a wide survey on the many ways we can study logic that had not showed up at all in my previous classes. Kripke semantics were particularly central, and this is a very powerful framework in which the semantics of many different systems like modal logic, intuitionism, and logics of counterfactuals can be developed.
A new model for thinking about logical arguments within philosophy.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Lectures were very helpful for understanding. The optional discussion sections were also useful for homeworks too.
Problem sets were helpful and discussion exercises. Textbook and slides were also helpful.
Lectures and slides that were available set up most of the material, and psets were really good for reenforcing. The book was helpful too but slides covered a lot of the same material.
I found the lectures not particularly difficult to follow and the weekly discussions providing some necessary practice for the course material covered.
The Sider textbook is amazing. To be honest, Malte's lectures exactly echoed the textbook, and there wasn't much I learned in class that wasn't available in the book. The homework assignments were always long and difficult, and thoroughly tested my understanding.
uh.....
Every week was dedicated to a different subject, and so it felt like we got to see a wide variety of different logical systems (even if at a somewhat overly fast pace). Most classes were lectures, but very easy to ask questions at any time. Optional discussion sections once a week to discuss extra problems.
Homeworks were often the most useful aspect of the course for learning the material. I found I didn't quite grasp many of the concepts until I was forced to grapple with them on the homework. Lectures, discussions, and readings were essential, of course, but, for most people, I wouldn't expect to leave them feeling fully confident in your understanding
Lectures were like better explanations of the textbook (which was, itself fantastic). There was a discussion section that I didn't go to really. PSets were also very helpful
There was a really clever pattern of going from purely technical in the first couple assignments and progressively adding a more philosophical side up until assignment 5, which was a paper in which we finally got to apply the systems we learnt. This helped me both be comfortable with the rules of the logics we were studying and be stimulated by their applications to philosophy.
The most helpful part were the problem sets.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.92	5.00	0.00%	0.00%	0.00%	7.69%	92.31%
I understood the purpose of this course and what I was expected to gain from it.	4.38	5.00	7.69%	0.00%	7.69%	15.38%	69.23%
I understood the standards for success on assignments.	4.46	5.00	0.00%	0.00%	15.38%	23.08%	61.54%
Class time enhanced my ability to succeed in graded assignments.	3.69	4.00	7.69%	7.69%	30.77%	15.38%	38.46%
I received feedback on my performance that helped me improve my subsequent work.	4.15	4.00	0.00%	0.00%	30.77%	23.08%	46.15%
My work was evaluated fairly.	4.38	5.00	0.00%	0.00%	15.38%	30.77%	53.85%
I felt respected in this class.	4.31	5.00	0.00%	7.69%	7.69%	30.77%	53.85%
Overall, this was an excellent course.	4.15	5.00	7.69%	0.00%	23.08%	7.69%	61.54%

Additional comments about the course:

Comments
Quite challenging but doable if you spend enough time and effort.
The psets were really good and where I ended up learning the most. It might be nice to have more psets, but make each one shorter. But I didn't mind it this way. I think the final paper assignment is also a nice idea because we get to put everything we learned to practice and there's a lot of choice
This was the most challenging course I've taken here by far
Passive aggressive professor at times, but overall nice to accommodate my many late assignments, I did not really learn anything, but that is because I did not try to. If you enjoy waking up early to analyze abstract logic, this is for you, otherwise, I would probably find something else that satisfies your requirement.
Much harder than logic 201, way faster paced, be warned in advance; very rewarding if you can keep up
lots of proofs, but graded SO much easier than math classes. having some proof background was really helpful for this class, but you certainly don't need it. In any case, the means on the psets were really high.
We spent a lot of class time just going over the exact same material that was assigned reading. This felt somewhat redundant and we could have covered a lot of interesting philosophy if the class sessions were focused on this. But really good class overall.
This class is quite hard. Tread carefully and you should probably have a decent amount of experience with proofs or be willing to spend many hours a week.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	15.38%	84.62%
Anyone interested in the topic	38.46%	61.54%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
His lectures were super helpful.
Lecture slides and discussion sections
Professor Willer is a solid lecturer, he clearly has a complete grasp of all the material and can answer any question. The slides are clear and were nice to have as an additional resource.
Covering examples in lectures that showed how different semantic systems operated and inviting thoughts/questions from students.
Malte was responsive to emails and was always willing to clarify questions in our out of class. He is also an extremely charismatic and funny guy.
I did not go.
Malte was a really nice, personable guy, and did a good job at livening up lectures about otherwise dry material. He had funny personal anecdotes and made the material seem current and relevant (at least to the field of analytic philosophy), which made the course much more engaging.
Discussion sections were helpful.
Really good examples and fleshing out things mentioned in passing in the textbook. Prof Willer was also incredibly accommodating, more than really any other professor I've had here.
Professor Willer is an engaging lecturer, and good at keeping our attention.
when he did examples.

What could the instructor modify to help you learn more?

Comments
Nothing.
N/A, course was great and professor was very helpful and a good lecturer
There were a few topics (like axiomatic proofs) where it wasn't helpful to have it shown during class. I think for those just providing a few examples and then giving exercises to do is enough.
I personally would've appreciated some more practice questions for the discussion sessions, especially the more difficult ones – they provide a good opportunity to detect misconceptions or other pitfalls where mistakes can be made
It felt like Malte always sped through the material, and didn't provide much of his own insight that wasn't provided in the book. I would've also liked to do more exercises collaboratively, because I was often lost on the homework.
I can't say.
It would be helpful to have at least one graded assignment (there are 4 graded HWs + 1 final paper) back before the add/drop deadline next quarter. That said, Malte is generally very generous with extensions and grading in general, so it's not a huge deal. Would be helpful to have more than 5 opportunities to do graded work. Also, sometimes HWs seem much harder than and somewhat distant from the material we learned in class. Maybe use discussion section time to go over HWs more, rather than practice questions?
Going over more examples in class, rather than saving them for discussion, or including discussion section as a mandatory part of the course
I cannot think of anything!
Many more examples were needed. Specifically examples of proofs.

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.67	5.00	0.00%	0.00%	0.00%	30.77%	61.54%	7.69%
Presented lectures that enhanced your understanding.	3.75	4.00	0.00%	15.38%	23.08%	23.08%	30.77%	7.69%
Facilitated discussions that were engaging and useful.	3.91	4.00	0.00%	0.00%	41.67%	16.67%	33.33%	8.33%
Stimulated your interest in the core ideas of the course.	4.08	4.00	0.00%	0.00%	30.77%	23.08%	38.46%	7.69%
Challenged you to learn.	4.42	5.00	0.00%	0.00%	15.38%	23.08%	53.85%	7.69%
Helped you gain significant learning from the course content.	4.17	4.50	0.00%	7.69%	15.38%	23.08%	46.15%	7.69%
Was available and helpful outside of class.	4.54	5.00	0.00%	0.00%	0.00%	46.15%	53.85%	0.00%
Motivated you to think independently.	4.58	5.00	0.00%	0.00%	0.00%	38.46%	53.85%	7.69%
Worked to create an inclusive and welcoming learning environment.	4.60	5.00	0.00%	0.00%	0.00%	30.77%	46.15%	23.08%
Overall, this instructor made a significant contribution to your learning.	4.25	5.00	0.00%	7.69%	15.38%	15.38%	53.85%	7.69%

How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Field Trips	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	4.00	4.00	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%
Writing Seminars	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Is this class a requirement of some sort?

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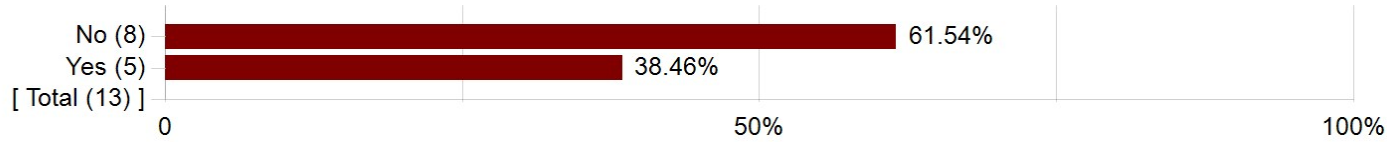
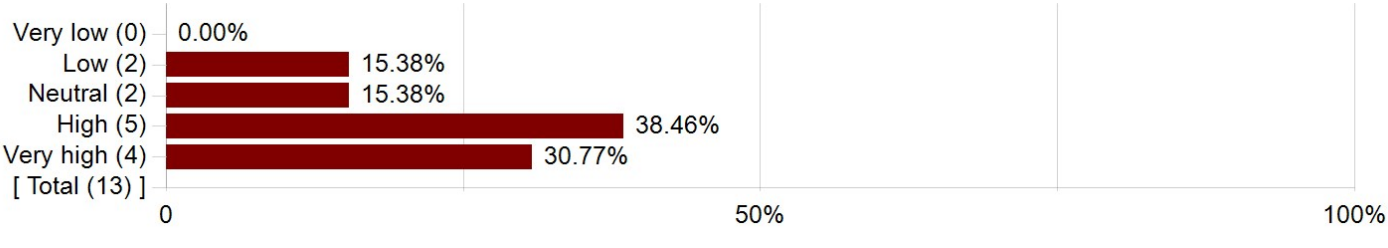
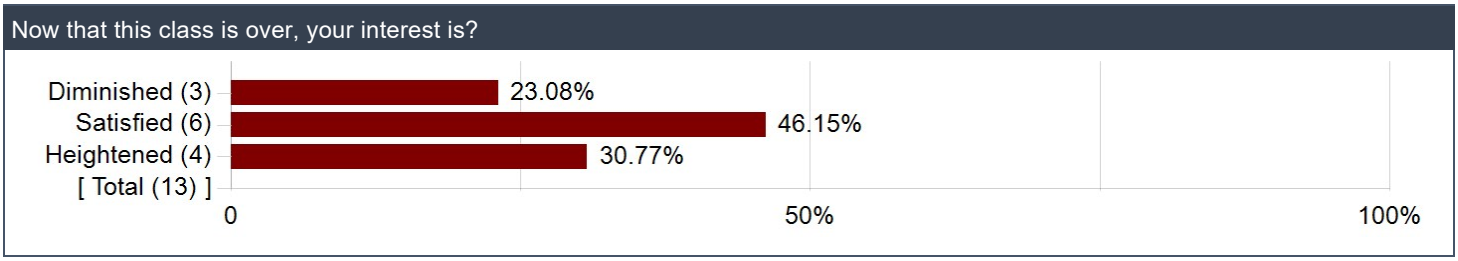


Prior to starting this class, your interest level was?

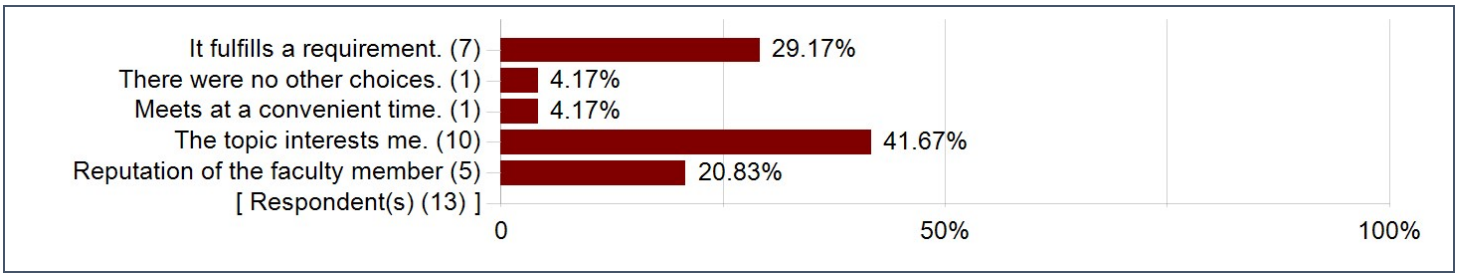
Prior to starting this class, your interest level was?



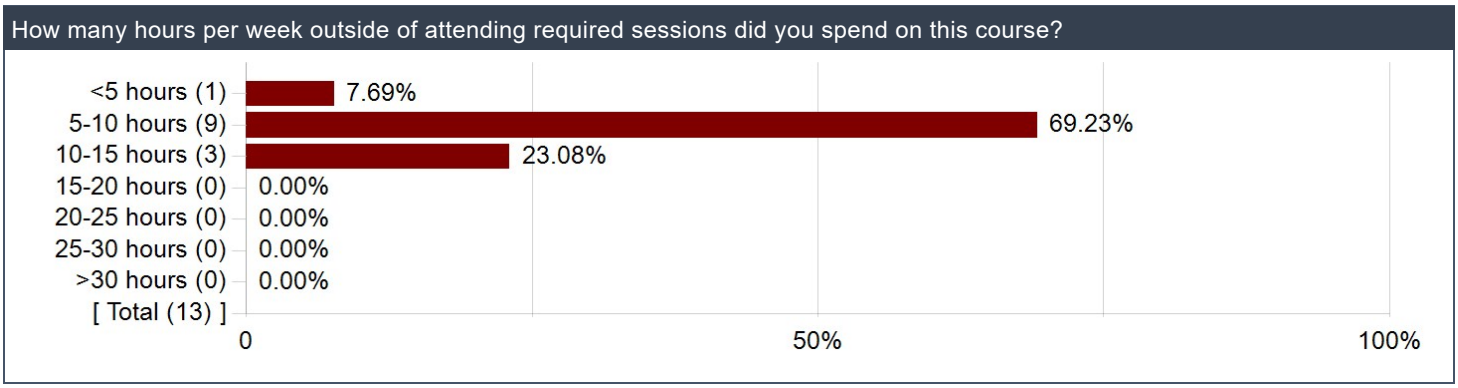
Now that this class is over, your interest is?



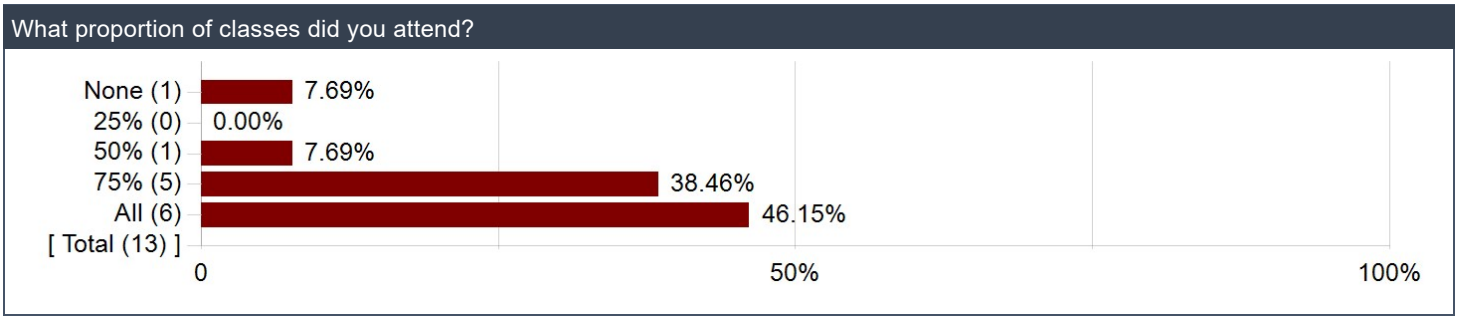
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
I did well in Elementary Logic but this was one of the most difficult courses I have ever taken at UChicago (maybe even the hardest one). But, with enough time and effort, it is doable and Professor Willer's lectures and the Sider textbook definitely helped my understanding.
Reasonable difficulty, not too hard if you've done well in elementary logic
It definitely helped to have taken proof based math here, but I found it to be a really appropriate challenge but never unreasonable. It's like a crash course survey in a bunch of foundational logic topics and if you ever wanted to challenge yourself more, this class gives you the basis for doing that.
I only took the intro level logic course a year ago so I wasn't very familiar with the ways models are defined (especially in regards with the interpretation function) and the different types of properties a relation can have. Familiarizing myself with those concepts while learning different semantics systems were a bit challenging. For me, it was not very difficult to develop a good amount of understanding for the course material but mastering it was much harder.
Insanely hard. Only take this course if you found Intro to Logic easy
It was hard, but I went to maybe 2 classes, so that's my own fault.
Very hard
I received an A in and found elementary logic very easy. This course, however, was one of the more difficult courses I have taken here. The content of this course doesn't really follow immediately from elementary logic and is relatively unique, so it's difficult to gauge the expected difficulty of the course based on performance in other classes.
The material was somewhat difficult, but still much easier than most math classes here. It was also graded pretty kindly. If you have background in proofs (beyond just elementary logic!!) you'll be totally cruising; if not, you might have to work a little harder, but you'll still do just as well.
Very straightforward from a math logic 1–2 background, but still stimulating and cool material.
I had a year of the 1600s and intro to logic and i found this hard. But, doable. The paper was probably the weirdest part.

PHIL 23413 1, FNDL 24308 1 - An Introduction to Martin Heidegger's Sein and Zeit - Instructor(s): Malte Willer

Project Title: **College Course Feedback - Winter 2022**

Number Enrolled: **16**
Number of Responses: **7**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Monday, April 4, 2022**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
key concepts of Heidegger's Being and Time
I learned how to read Heidegger better, and I got a better idea about how he has influenced the history of philosophy through a grasp of the architecture of Being and Time.
We learned about Being
Introduction to the main themes of the book, helpful in understanding 20th philosophy in general
I gained a deeper understanding of Being and Time, and better knowledge of Heidegger more generally.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
The handouts are very useful
The lectures reinforced the readings and were an opportunity to ask questions; the discussion sections were mostly more question–asking and discussion. Assignments forced one to make sure they understood well portions of the text, which I think was ultimately a help in getting a firm grasp on the text, at least at the beginning.
I loved this class. The material was fascinating, the lectures were engaging, and discussion section was very well organized, motivating great and helpful discussions. The writing assignments were a great and unique way to get students to engage with the whole book as opposed to select topics
Lectures and handouts were clear, assignments tested our knowledge of the readings
Professor Willer is a fantastic lecturer—-class was always interesting and left me wanting more. The assignments were all well–designed, but the short assignments in particular were very helpful in pushing me to think through the text.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%
I understood the purpose of this course and what I was expected to gain from it.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%
I understood the standards for success on assignments.	4.43	5.00	0.00%	0.00%	14.29%	28.57%	57.14%
Class time enhanced my ability to succeed in graded assignments.	4.43	5.00	0.00%	0.00%	14.29%	28.57%	57.14%
I received feedback on my performance that helped me improve my subsequent work.	4.43	5.00	0.00%	0.00%	14.29%	28.57%	57.14%
My work was evaluated fairly.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%
I felt respected in this class.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%
Overall, this was an excellent course.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	0.00%	100.00%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
I felt my learning was most bolstered when I was encouraged to ask questions, even very simple questions, that helped me to dig in and get a strong grasp of the structure of the project (Being and Time). Although I did not use the handouts (which mapped the readings) very much past the beginning section, I think they were a hugely helpful resource.
I thought Professor Willer was an excellent lecturer, and great and hearing and responding to questions in class. The handouts were also super helpful, and a great way to get your head around the broad–strokes of a given topic and to disentangle some of the more difficult material
Gave interesting lectures, was responsive to questions
His lecture style.

What could the instructor modify to help you learn more?

Comments
I'm not sure.
I really have nothing here. Loved the class
Assignmentes were difficult as they covered material not yet covered in class, was quite tedious and time–consuming (but ultimately helpful in forcing engagement with the readings)

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Presented lectures that enhanced your understanding.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%	0.00%
Facilitated discussions that were engaging and useful.	4.43	5.00	0.00%	0.00%	14.29%	28.57%	57.14%	0.00%
Stimulated your interest in the core ideas of the course.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Challenged you to learn.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Helped you gain significant learning from the course content.	4.43	5.00	0.00%	0.00%	14.29%	28.57%	57.14%	0.00%
Was available and helpful outside of class.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Motivated you to think independently.	4.43	5.00	0.00%	0.00%	14.29%	28.57%	57.14%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

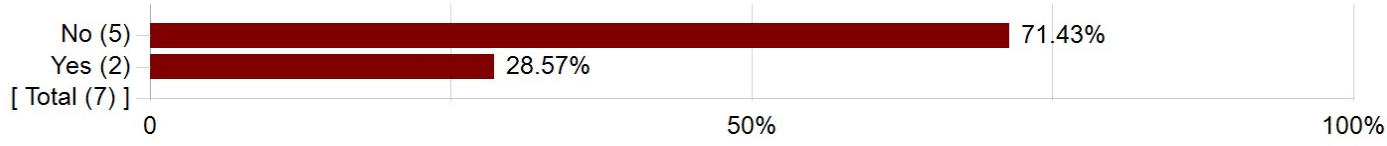
Comments
She is nice but brings way too much pressure. I definitely appreciate her seriousness but every time we convene it's as if students are put on trial.
Jenna Zhang
Jenna Zhang. Jenna was very motivated; she was always punctual and even brought homemade cookies twice. Yummy! She encouraged discussion in our discussion section, and made every Friday a little brighter with Heidegger. She also sometimes brought reference materials—other texts in dialogue with Being and Time. These were unfailingly interesting and helpful. I'm not sure Being and Time is her most familiar text, but she did help answer our questions and lead a fruitful discussion.
Jenna Zhang was awesome. Great at motivating discussion, answering questions, and keeping section engaging in general. Compared to other philosophy TA's I've had she was superb
Jenna Zhang
Jenna Zhang
Jenna Zhang

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%	0.00%
Gave you useful feedback on your work.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Stimulated your interest in the core ideas of the class.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%	0.00%
Challenged you to learn.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Helped you succeed in the class.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%
Was available and helpful outside of class.	4.71	5.00	0.00%	0.00%	14.29%	0.00%	85.71%	0.00%
Overall, this individual made a significant contribution to your learning.	4.57	5.00	0.00%	0.00%	14.29%	14.29%	71.43%	0.00%

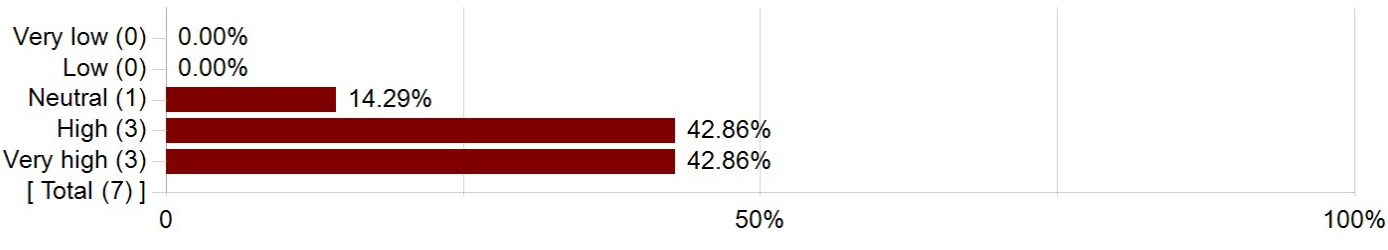
Is this class a requirement of some sort?

Is this class a requirement of some sort?

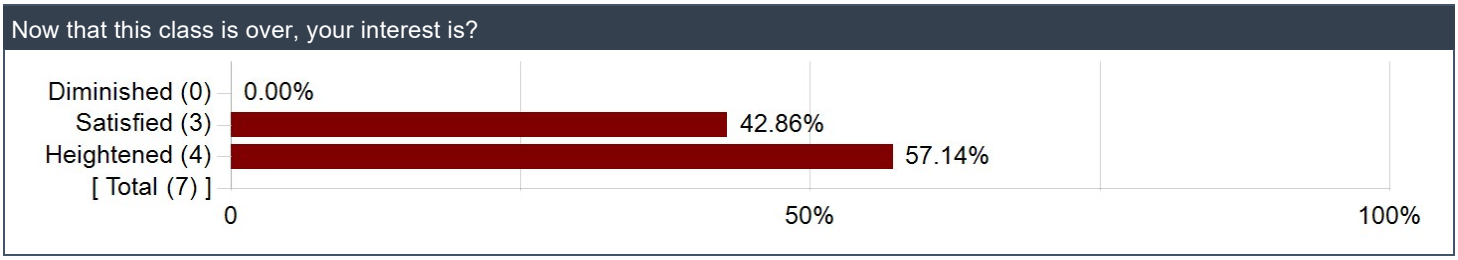


Prior to starting this class, your interest level was?

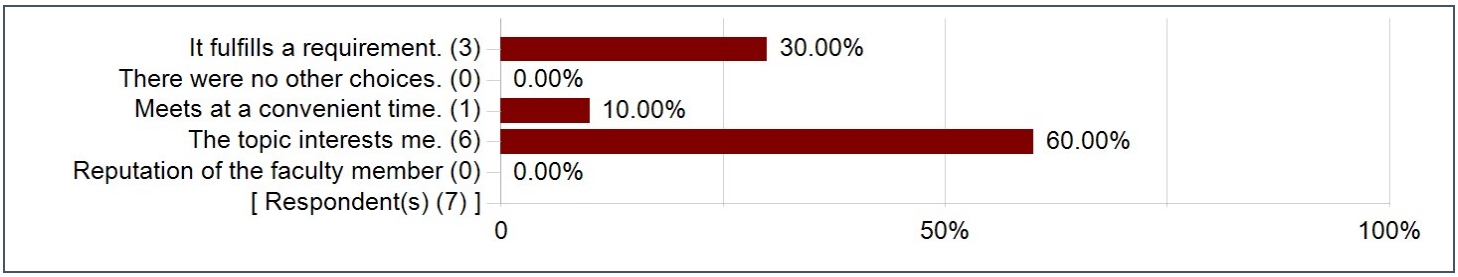
Prior to starting this class, your interest level was?



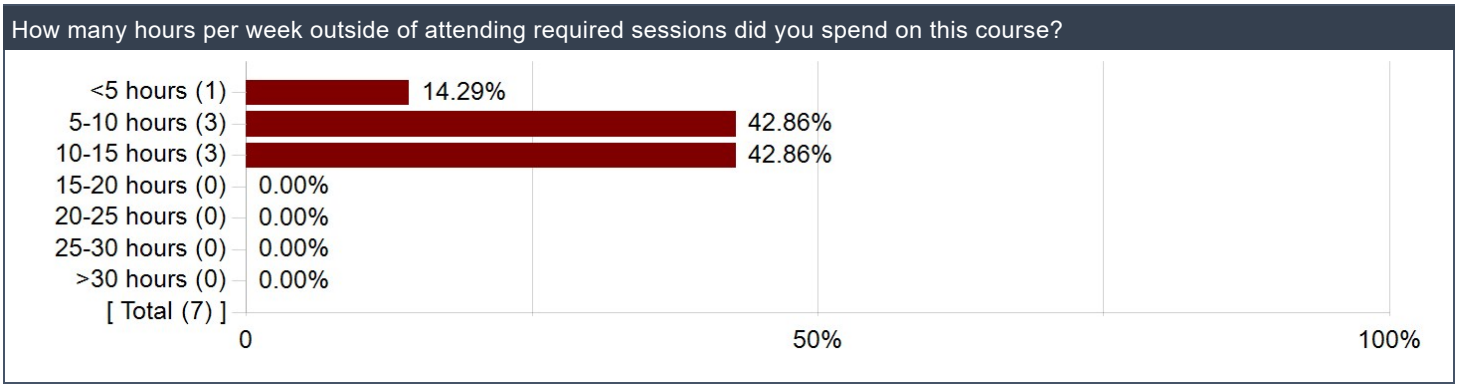
Now that this class is over, your interest is?



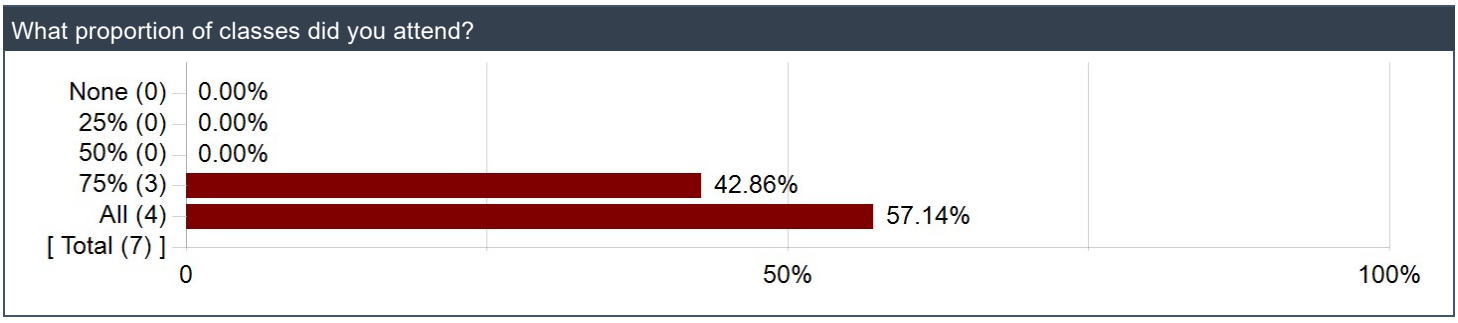
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
The reading was difficult but rewarding. This is a good introduction to Heidegger's style and concepts.
definitely challenging material, requires commitment and some genuine interest
A challenging course, but quite fun if you are curious about Heidegger

PHIL 22962 1, PHIL 32962 1 - The Epistemology of Deep Learning - Instructor(s) Anubav Vasudevan,Malte Willer

Project Title: **College Course Feedback - Spring 2021**

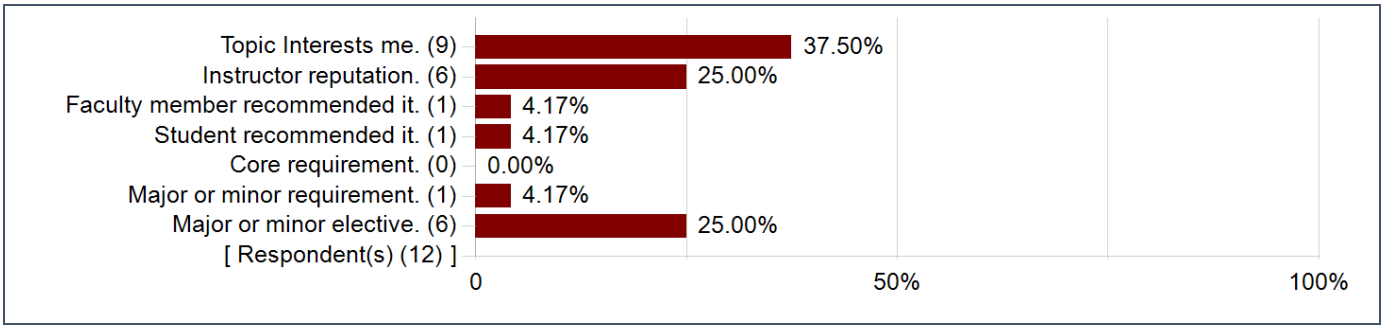
Number Enrolled: **29**
Number of Responses: **12**

Report Comments

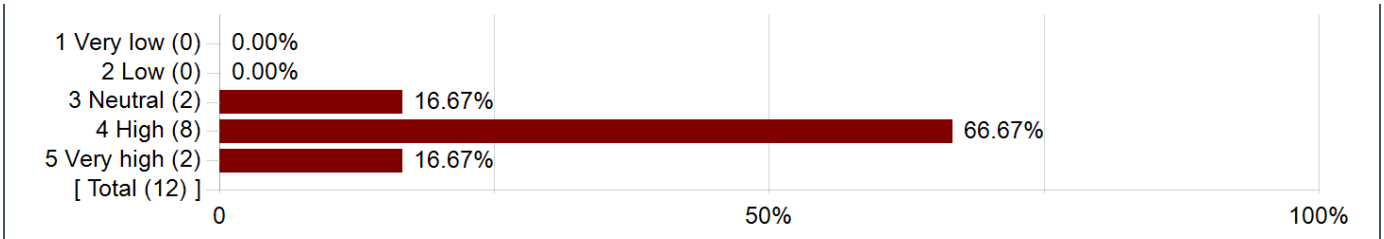
Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Monday, June 28, 2021**

Why did you choose to take this course? (Select all that apply)

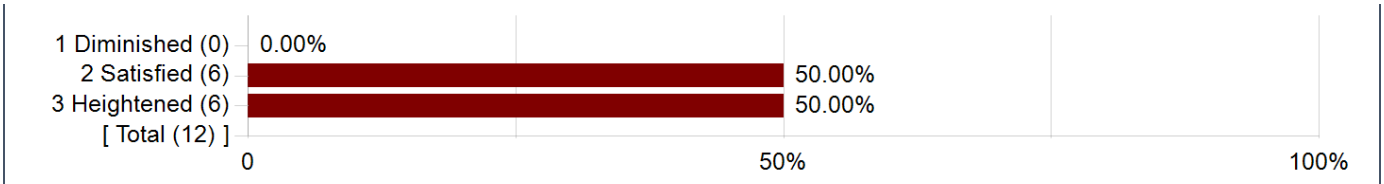


Prior to starting this class, your interest level was?



Statistics	Value
Response Count	12
Mean	4.00
Standard Deviation	0.60

Now that this class is over, your interest is?



Statistics	Value
Response Count	12
Mean	2.50
Standard Deviation	0.52

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How deep neuron networks work, and how we form knowledge, for example, problem of induction and what causal relations are.
I got to read some pretty important papers in the epistemology of deep learning. I've been really interested in deep learning since undergrad, but most courses cover ethics in social sciences and mechanics in sciences. This one actually covered my interests in the epistemic limits of this paradigm shift.
Understanding different lines of thought regarding AI and how to think about potential questions/problems neural networks might pose regarding
Oh man, so much. I think learning the details of how Neural networks actually work and notions of overfitting/fitting in statistics were the most valuable.
How neural nets function and the implication of this functionality on how we think about computing and the human mind.
This topic was totally new to me and I learned that there was much more overlap between systems basic enough for me to code and more complex philosophical questions.
This was a really great introduction to field of AI and the philosophical issues attached to it.
How neural networks work, and theoretical ways to crunch data and approach optimal predictive capabilities.
How computers can attempt to develop a more rigid understanding of the world as we do.
How to think about problems involving developments in artificial intelligence and language structure, and the nuances of knowledge.
The philosophy behind neural machines.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Lectures are helpful.
The python demos were awesome in understanding the inner workings of the neural networks.
Lectures were engaging and definitely learned a lot from them. Discussions were also super helpful, I wish we could have had more of them for undergrads.
Lectures were awesome, readings were great too.
Lectures were generally helpful, though sometimes the coding demonstrations were a bit dry in their buildup. The results of these demonstrations were largely very revealing and helpful.
The lectures were a bit long and dense at times, but both instructors were likable and engaging which helped hold attention.
Class lectures were where the bulk of the learning occurred. Jupyter Notebooks were great.
Lectures and readings
Lectures were everything.
For each lecture, the professors would compile a set of notes that were very helpful in following along.
The lectures were extremely helpful and the essays were given good feedback.

The Instructor(s) . . .

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Responses
Provided a syllabus that allowed you to plan your learning and study time effectively.	4.83	5.00	0.00%	0.00%	0.00%	0.00%	16.67%	83.33%	12
Explained clearly the course objectives and expectations.	4.83	5.00	0.00%	0.00%	0.00%	0.00%	16.67%	83.33%	12
Stimulated your interest in the core ideas of the course.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	12
Was available and helpful outside of class.	4.90	5.00	16.67%	0.00%	0.00%	0.00%	8.33%	75.00%	12
Overall, the instructor made a significant contribution to your learning.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	12

What aspect of the instructor's teaching contributed most to your learning?

Comments
Clear explanations
Being extremely knowledgeable about the topic, being able to explain concepts at low and high levels, and patience.
Explained concepts clearly in lectures
Malte's commentary and the problems that Anubav posed through lecturing on readings and through demonstrating through actual neural networks were very helpful in framing the core ideas of the course and made me think critically about what it means to be a mind and how understanding of computing modifies that meaning.
Anubav is very patient and approachable. Malte is a talented lecturer and is quite funny.
Professor Willer and Professor Vasudevan worked really well together and each came at the topics from different angles which was super
They were very good at lectures and responding to questions.
I liked the code notebooks that could help visualize the ideas discussed in a firm manner.
The lecture style and structure were very organized. Both Professor Vasudevan and Willer are very knowledgeable about the subject and do a great job of explaining the material.
The way that both instructors split up the topics was very helpful.

What could the instructor modify to help you learn more?

Comments
N/A
More class participation, or perhaps prereqs?
Two things: first, the dual instructor format may not have been the most helpful. Though Anubav and Malte both had very interesting perspectives and contributions, they often were not the most continuous and sometimes it felt like there was some uncomfortable tension between the two. Second, the coding demonstrations did produce interesting, relevant, and informative results, it often took a lot of very dry coding steps to get there. Understanding the coding was definitely important, but sometimes it felt like we were too deep into steps that were not particularly relevant.
N/A
I struggled to understand how the neural networks presented were actually coded; I think that an in–person setting, where I could easily stay after class to go over some things would be much more conducive to learning this topic
Posting notes before class would be helpful, although I understand some modifications are made after class before they are made public.

Remote Course Questions

How effective were the different modes of remote teaching in this course?

	Mean	Median	N/A	Very Ineffective	Ineffective	Neutral	Effective	Very Effective	Total Responses
Synchronous Lectures	4.82	5.00	0.00%	0.00%	0.00%	0.00%	18.18%	81.82%	11
Asynchronous (prerecorded) Lectures	5.00	5.00	90.00%	0.00%	0.00%	0.00%	0.00%	10.00%	10
Large Discussions (everyone in the class)	3.75	4.00	27.27%	0.00%	18.18%	9.09%	18.18%	27.27%	11
Small Discussions (zoom breakout rooms)	4.00	4.50	63.64%	0.00%	9.09%	0.00%	9.09%	18.18%	11
Short Quizzes	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11
Laboratories	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11
Timed Exams	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11
Written Work (take home exams, papers, problem sets, etc.)	4.64	5.00	0.00%	0.00%	0.00%	0.00%	36.36%	63.64%	11
Scheduled Faculty Office Hours	4.78	5.00	18.18%	0.00%	0.00%	0.00%	18.18%	63.64%	11
Scheduled TA Office Hours	4.56	5.00	18.18%	0.00%	0.00%	0.00%	36.36%	45.45%	11

Please elaborate on the above.

Comments
The assignment requirements were flexible enough to allow me to explore a topic of my interest with reasonable rigor.
Paper topics were fun and thought–provoking, and it was interesting to have different classmates push on claims from different directions.
All lectures are synchronous. I think it might be helpful to have a bit more of a discussion throughout the lecture, but otherwise everything was great.
The instructors and TA were very helpful.

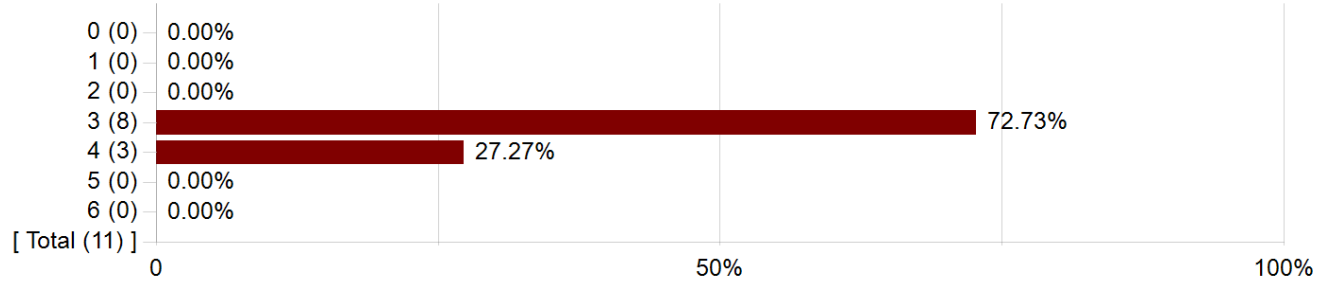
Did the instructor make adjustments to the course mid-quarter? If so, please comment on the effectiveness of those adjustments.

Comments
Nope, just stretching out the syllabus. This was helpful == less reading.
nope
N/a
N/A

Please describe any element of this course, including specific actions by the instructor, that improved your remote learning experience.

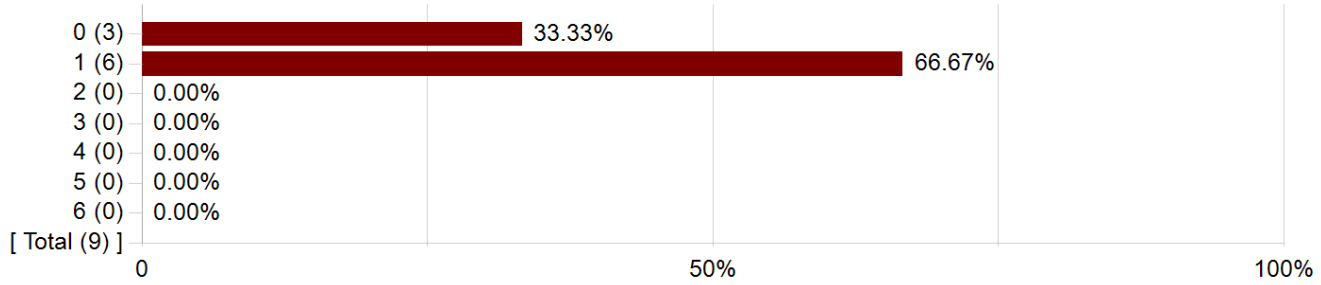
Comments
Python demos, and office hours.
Anubav and Malte's notes were super thorough and very helpful in recalling lecture material. It would have been nice to have the notes more in advance to lectures they would be used in, as I find that it helps to follow along during lecture more and facilitate note taking.
Being able to see the coding demonstrations through screen–sharing was cool.
The clearly constructed lecture notes were very helpful.

How many hours per week did you spend in lectures for this course (synchronous or asynchronous)?



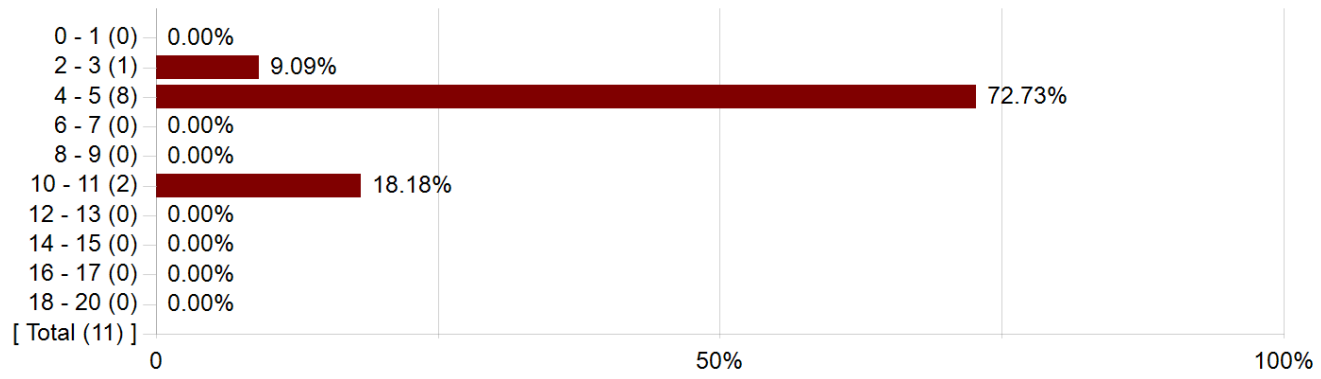
Statistics	Value
Response Count	11
Mean	3.27
Standard Deviation	0.47

How many hours per week did you spend in other scheduled activities for this course (labs, discussions, etc.)?



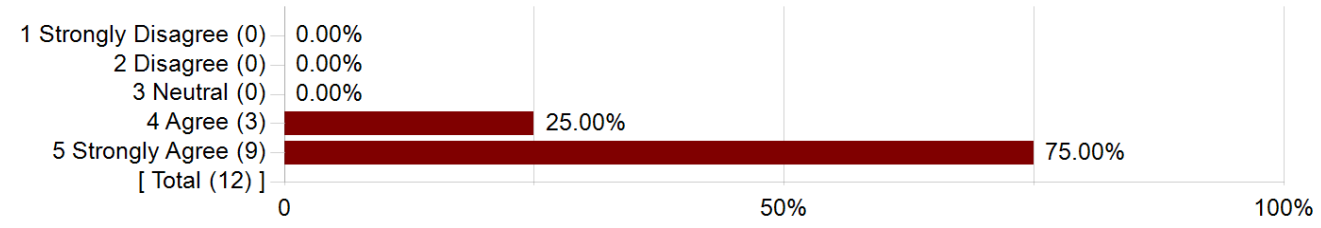
Statistics	Value
Response Count	9
Mean	0.67
Standard Deviation	0.50

How many additional hours per week did you spend on this course (reading, problem sets, writing, etc.)?



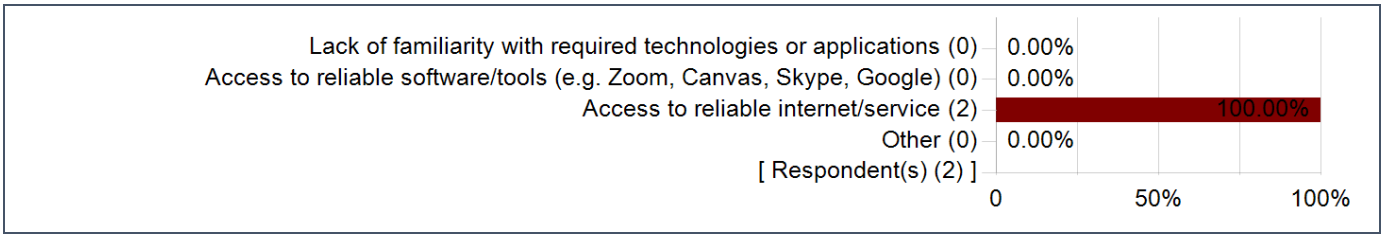
Statistics	Value
Response Count	11
Mean	5.09
Standard Deviation	2.55

The overall workload of the course was appropriate.

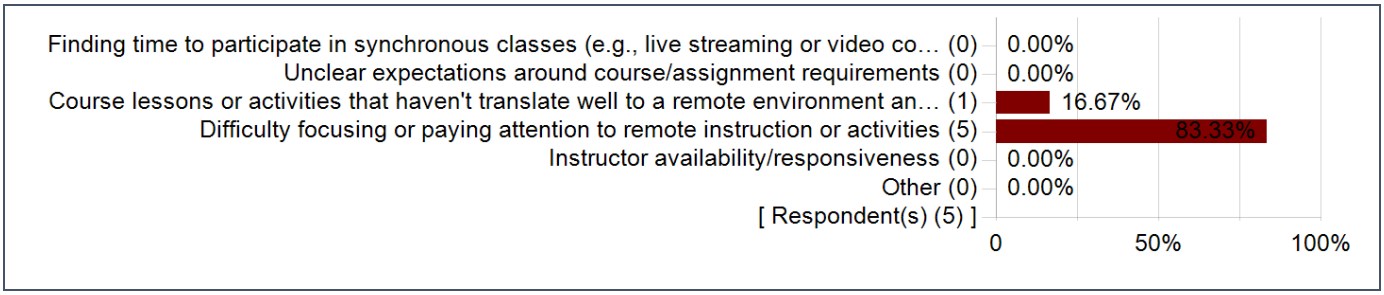


Statistics	Value
Response Count	12
Mean	4.75
Standard Deviation	0.45

Which of the following technological issues continue to be a challenge for you? (check all that apply)



Which of the following learning/educational issues continue to be a challenge for you? (check all that apply)



TA/CA/Intern Questions

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
TA's name is Andrew Stone. He will help us thinking through paper topics. Very helpful.
Andrew Stone. TA was awesome in office hours, I am a grad student so I didn't have section, but the TA was super helpful.
Andrew Stone was super helpful when it came to writing assignments for this course. I think it would have been nice to have more weekly discussions, as I think that could have facilitated more discussion around class topics, but I also understand that that probably wasn't Andrew's decision to make.
Andrew Stone. He gave good feedback on essays and led the small discussions groups before essays well.
Andrew Stone did a good job as a TA. Whenever I interacted with him he did he was helpful and nice.
Andrew Stone led some discussions (every week before papers were due) and provided very helpful feedback on papers.
Andrew Stone. Andrew was great. No suggestions for improvement.
Anubav Vasudevan
Andrew Stone. He was very knowledgeable and always had something useful to say about any topic/question thrown his way.
Andrew Stone. Andrew was an amazing TA. He did a great job of leading discussion sections and his grading comments were very clear. Andrew definitely helped me think through some of the major problems posed in the course and was very welcoming.
Andrew Stone

Assignments and Participation

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Responses
The assignments in the course were reasonable.	4.83	5.00	0.00%	0.00%	0.00%	0.00%	16.67%	83.33%	12
The assignments and classroom activities served the course objectives.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	12
Instructor’s feedback/comments on your assignments were clear, specific, and helpful.	4.92	5.00	0.00%	0.00%	0.00%	0.00%	8.33%	91.67%	12
Assignments were returned to you in a timely manner.	5.00	5.00	8.33%	0.00%	0.00%	0.00%	0.00%	91.67%	12
The class met regularly, on time, and for the entire period.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	12
If the class did not meet at the regularly scheduled time, were the changes and reasons behind them explained clearly.	5.00	5.00	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%	12
You were prepared for classes and attended regularly.	4.67	5.00	0.00%	0.00%	0.00%	0.00%	33.33%	66.67%	12

PHIL 24010 1 - Meaning and Reference - Instructor(s) Malte Willer

Project Title: **College Course Evaluation - Winter 2020**

Number Enrolled: **16**
Number of Responses: **10**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Friday, April 17, 2020**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How to technically construct arguments to do with this material. How older arguments to do with meaning/reference have relevance today.
I learned about different accounts of how names refer to things. We focused on the distinction between Millian and Fregean models.
I learned how to evaluate, refute, and understand complicated arguments within philosophy of language
Thorough (for a quarter–long class, at least) introduction to central topics in Philosophy of Language
Philosophy of meaning and reference
How to think of names from a different perspective and how names could further leads to bigger philosophical questions.
I learned to better conceptualize arguments and from there to think more critically about the various subjects taken up in class/papers.

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Every lecture critical, discussion sections are what you make of them
Lectures were very useful both for understanding the readings, and also developing our own arguments in response to the material.
The lectures and readings were the most helpful.
Professor Willer's lectures and lecture notes were consistently engaging and helpful, and provided both helpful background and insightful analysis
Lectures and handouts
The lectures and discussions are really inspiring, and challenge people to think deeper about names.
Lectures were great and the notes handed out in class were helpful guides through the readings.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%
I understood the purpose of this course and what I was expected to gain from it.	4.22	4.00	0.00%	0.00%	0.00%	77.78%	22.22%
I understood the standards for success on assignments.	4.00	4.00	0.00%	0.00%	22.22%	55.56%	22.22%
Class time enhanced my ability to succeed in graded assignments.	4.56	5.00	0.00%	0.00%	0.00%	44.44%	55.56%
I received feedback on my performance that helped me improve my subsequent work.	4.40	4.00	0.00%	0.00%	0.00%	60.00%	40.00%
My work was evaluated fairly.	4.44	5.00	0.00%	0.00%	11.11%	33.33%	55.56%
I felt respected in this class.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%
Overall, this was an excellent course.	4.60	5.00	0.00%	0.00%	0.00%	40.00%	60.00%

Additional comments about the course:

Comments
Some of the topics are hard, but it is really gratifying when you grasp them
Highly recommend.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	30.00%	70.00%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
Discussion, answering questions
Clear explanations of difficult arguments/texts. Really helpful notes. Really useful discussions in class, both about and going beyond the lecture material. These were also really helpful in terms of what to bear in mind when writing papers.
Professor Willer is fantastic at creating a classroom rapport. He is inviting yet rigorous, and always invites his students to debate. He has no problem sacrificing lecture time in favor of discourse and this makes his classes very engaging (although he is also a great, funny lecturer). He is also very available outside of class hours and is very helpful during office hours.
Professor Willer's extensive hand–outs and his willingness to devote time to addressing student's questions seriously were the most valuable aspects of his instruction.
Professor Willer structured his lectures to include responses from students about the arguments which were being read about and discussed. Though I did not participate as much as others in these back in forth exchanges about potential counterarguments, observing the process was beneficial in its own right.
His teaching style is a mixture of lecture and discussion, with a significantly greater emphasis on discussion relative to the majority of the other professors in the department (I can think of only two others that have a similar ratio)—I strongly prefer this model of teaching (philosophy is, after all, best when done collaboratively via argument and counterargument—when we think together, that is)
Professor Willer challenges us to engage in discussions and helps us understand the papers better with clear handouts.
Lectures and office hours. Probably most helpful was the time spent in class answering questions and arguing with the various philosophers.

What could the instructor modify to help you learn more?

Comments
not much!
Sometimes we could get off topic in discussion
Zero complaints/constructive criticisms
Nothing! Professor Willer is amazing.
Discussion sections should have been more organized— overall this was the only part of the class that didn't serve a purpose.

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.60	5.00	0.00%	0.00%	0.00%	40.00%	60.00%	0.00%
Presented lectures that enhanced your understanding.	4.60	5.00	0.00%	0.00%	0.00%	40.00%	60.00%	0.00%
Facilitated discussions that were engaging and useful.	4.60	5.00	0.00%	0.00%	10.00%	20.00%	70.00%	0.00%
Stimulated your interest in the core ideas of the course.	4.40	4.50	0.00%	0.00%	10.00%	40.00%	50.00%	0.00%
Challenged you to learn.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Helped you gain significant learning from the course content.	4.50	4.50	0.00%	0.00%	0.00%	50.00%	50.00%	0.00%
Was available and helpful outside of class.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Motivated you to think independently.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.80	5.00	0.00%	0.00%	0.00%	20.00%	80.00%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.70	5.00	0.00%	0.00%	0.00%	30.00%	70.00%	0.00%

What aspects of the TA's teaching contributed most to your learning?

Comments
Discussion section and response to emails
useful feedback for essays
Thom's discussion section leading and his provision of extensive feedback on written assignments
Tom often had insightful answers to questions, especially from more recent philosophers, though sometimes a lack of confidence/organization decreased the quality of instruction. This decreased as the quarter progessed.
The discussion sessions
Tom's tangents were helpful and his lecture in class was good.

What could the TA modify to help you learn more?

Comments
Tom could be more prepared for the discussion sessions so that he might have clearer answers for the questions.
more organized and coherent presentation of the materials. Also, if he spoke with more confidence!
Be more confident! Tom's understanding of Kaplan and the shortcomings of predicativism showed me that he is incredibly knowledgeable about this subject, but I think he often got in is own way. Also, juuling in discussion was distracting
Second guessed himself too much. Tended to get pretty off topic. Explanations were generally more confusing.
Including structure to the discussion section and making attendance mandatory.
He could calm down, he seemed nervous, though he knew the material and will probably grow out of this.
Clearer exposition, stronger command of course content, more planned discussion sections, more content that would be useful for the assignments

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	2.67	3.00	11.11%	33.33%	44.44%	0.00%	11.11%	0.00%
Gave you useful feedback on your work.	4.25	4.00	0.00%	0.00%	11.11%	44.44%	33.33%	11.11%
Stimulated your interest in the core ideas of the class.	3.33	3.00	0.00%	11.11%	66.67%	0.00%	22.22%	0.00%
Challenged you to learn.	3.63	3.50	0.00%	0.00%	50.00%	37.50%	12.50%	0.00%
Helped you succeed in the class.	3.25	3.00	0.00%	22.22%	33.33%	22.22%	11.11%	11.11%
Was available and helpful outside of class.	4.00	4.00	0.00%	0.00%	33.33%	22.22%	33.33%	11.11%
Overall, this individual made a significant contribution to your learning.	3.11	3.00	0.00%	33.33%	33.33%	22.22%	11.11%	0.00%

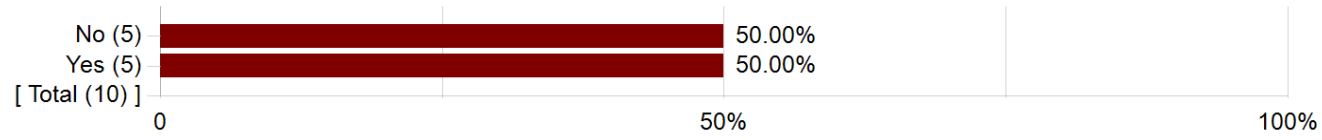
Additional feedback to the TA/CA/Intern:

Comments
Thanks Tom!

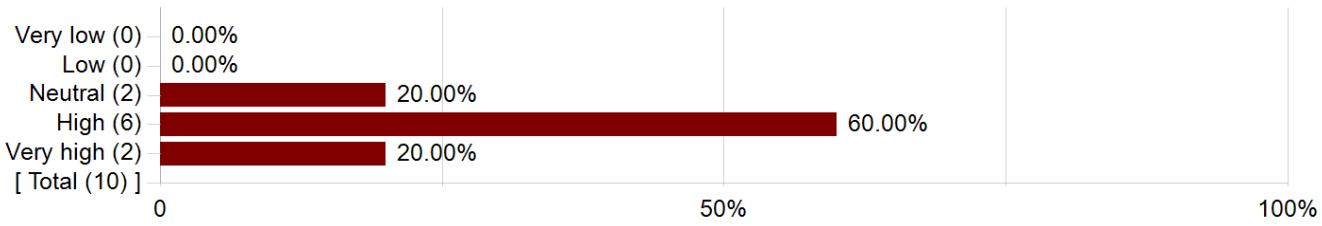
How much did the following elements of the course contribute to your learning gains?

	Mean	Median	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Laboratory Experience	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Field Trips	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Library Sessions	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Review Sessions	3.00	3.00	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Writing Seminars	N/A	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

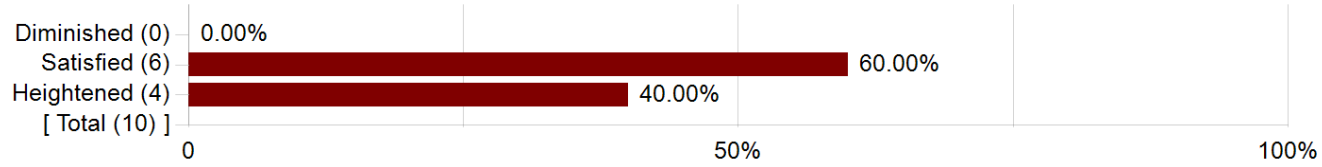
Is this class a requirement of some sort?

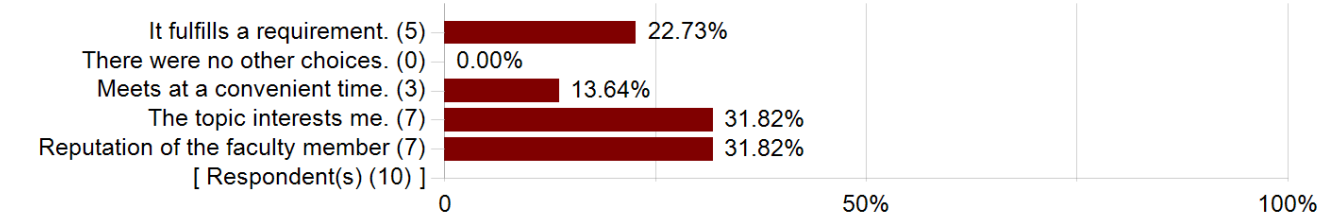


Prior to starting this class, your interest level was?

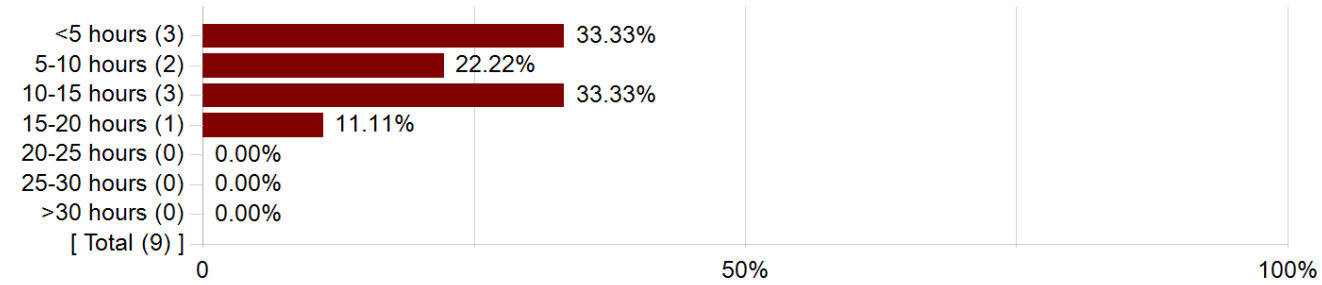


Now that this class is over, your interest is?

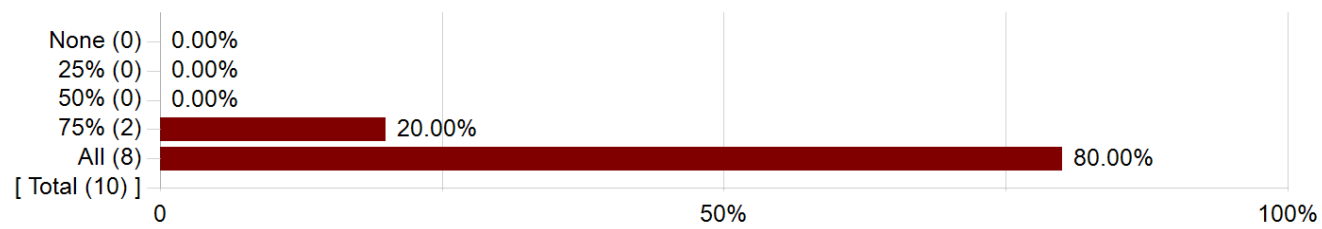




How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
I wish I had significantly more background. Conceptually extremely difficult, hands down the hardest philosophy class I've ever taken. Worth it though, just don't expect it to be easy
Difficult, but doable! Professor Willer pushes his students to succeed
Quite a difficult class – different way of thinking than what I've previously studied in philosophy classes.
This was slightly harder than an average philosophy class, speaking as someone who has taken enough courses to complete the major. The subject matter requires some subtlety.
This class certainly had challenging elements and moments, and the papers require a substantial amount of time (re–reading, thinking, drafting and re–drafting), but I don't think my limited background in philosophy harmed me in any way
Fair.

THE UNIVERSITY OF CHICAGO

PHIL 20100 1, HIPS 20700 1, PHIL 30000 1 - Elementary Logic (Autumn 2018) - Instructor(s): Malte Willer

Number Enrolled: **111**
Number of Responses: **52**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Wednesday, April 21, 2021**

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The Course

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How to do proofs in sentential and predicate knowledge. I really feel comfortable doing these now. Evaluating truth of sentences in sentential and predicate logic. Transcribing sentences (I still find this to be pretty hard).
How to use predicate logic and sentential logic to think about validity of arguments
Predicate logic proofs; how to do transcriptions for tricky things like "unless"
The basics of predicate and propositional logic.
How to manipulate as well as understand logical symbols; a sense of how logical languages are built and the philosophical questions that arise in the process.
1. Basic skills of elementary logic 2. How incredibly difficult elementary logic actually is.
Some fundamental concepts of valid arguments, terms used in arguments, sentential logic, predicate logic
Knows logic generally. Very useful.
I learned how to use two different formal systems, sentential and predicate logic, to represent natural language arguments and to demonstrate their validity or lack thereof.
Logical proofs
The basics of sentential and predicate logic.
Logic intuition for proofs and arguments
Validity of arguments, how to use deduction
I'd say that natural deduction strategies and proofs were the most important things learned for the completion of course work.
sentential and predicate logic
Learned how to think about proving things logically and, to some extent, how this relates to more general thinking and arguing
This is the most thorough waste of time I have ever been required to engage in. Please for the love of god remove it from the philosophy major requirements.
Fundamentals of logic, deductive reasoning
Basics of logic
Walking out of this course knowing how to apply different forms of logic and constructing arguments after having no idea beforehand is definitely a net gain.
How to do logic proofs
how to do natural deduction proofs, better understanding of what constitutes a good argument and what logical fallacies are
Logic
I learned the syntax and semantics of a couple formal logic systems. I improved my ability to think in the rigorous, computer-y terms of formal language.
Logic proofs, sentential and predicate logic
I learned how to teach myself content that I once thought I could not learn, and I learned how to break down my own logic in philosophy essays.
The style of thinking I learned in this class has been very important to my intellectual growth.
predicate and sentential logic natural deduction
I think even though the class was on courage it was more a course on exploring valuation and how, generally, one is able to be virtuous, through a lens of courage
Predicate logic and the primitive rules that apply to both PL and SL.
That I will not be a logician
This course provided the requisite background understand to read formal logic and understand its discursive use in other classes.
I learned how to better analyze and make sense of arguments.
Sentential and predicate logic
I learned basic tools and concepts for logical thought.
basic elementary logic skills

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Lectures introduced the material and built up a background. These were pretty thorough at a basic level. The assignments were more challenging and tested whether we could use the ideas we learned in the lectures in more complex cases. Discussions helped make me more comfortable with the material through more examples.
Great lectures. Discussion sections were pretty useless. Assignments were really useful for putting it into practice
Homework is actually where I learned the most, I think. Lectures were good, and OH were really helpfl
The discussion section was good for practicing problems and improving my understanding of the material.
I feel like just doing the homework assignments contributed the most to my learning. The lectures were good but I feel I learned the most just by working through the problems.
Assignments forced me to think (for a very long time) about logic.
Attending lectures is pretty helpful because just reading the slides doesn't make sense sometimes. Discussion sessions help to reinforce what I learned in class.
Lectures are very clear.
The lectures explained what was to be done and the discussion sections provided an opportunity to practice doing it, as did the psets.
Good lectures, difficult problem sets
Lectures are extremely useful and pretty necessary if you want to do well.
Both the lectures and homework assignments were useful.
Lectures and assignments were pretty helpful. However, it was most helpful to do practice problems from Teller and do some of the Teller readings
Lectures and discussion sections were very helpful and clear. The homework assignments were also good at being challenging and staying true to the material presented in lecture.
lectures were phenomenally organized and clear (though the amount of content was at times challenging)
Helped me in reasoning out my thinking in other classes as well.
Learned most from lectures, reading, and reviewing materials.
I found both lectures, TA discussions, and assignments all helpful as different layers of understanding arose from each in sequential order.
Lectures and Discussion sections explained the topics well
discussions were the most helpful, powerpoints helpful as well, homeworks were good practice but too hard sometimes
Lectures were clear
Lecture introduced key concepts and defined the logical languages we used, and also included some examples. Discussion focused on solving strategies.
Malte's lectures were great, he explained the information clearly
I found the one-on-one help from TAs was most helpful. Lectures were significantly less difficult than the problems in the homework.
mostly lectures, definitely need to do some work on your own though to figure this stuff out
Discussions were great and informative.
Assignments presented interesting problems that challenged what you knew.
Lectures weren't that different from presentations but OH and TA is helpful outside of class
The lectures provided an introduction to the material, but the assignments were where most of the learning was done due to the nature of the material.
The online powerpoints and reading helped with reviewing materials. The most helpful thing were the discussions because you could really apply and see if you actually understand what you learned in lectures.
discussion
The assignments and discussion section contributed the most in fortifying my understanding of the material.
lectures slides were useful, discussion sections were also very helpful

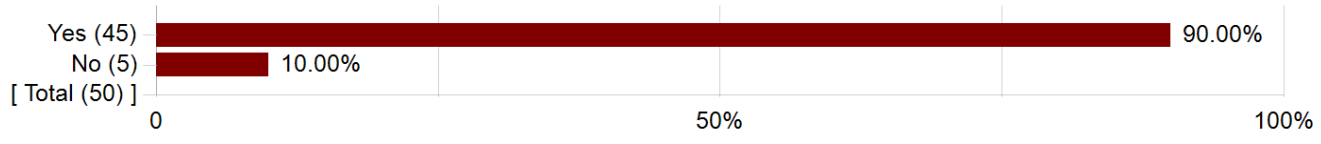
	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.40	4.00	1.96%	0.00%	0.00%	5.88%	47.06%	45.10%
I understood the purpose of this course and what I was expected to gain from it.	4.16	4.00	1.96%	1.96%	7.84%	5.88%	39.22%	43.14%
I understood the standards for success on assignments.	4.33	4.00	3.92%	0.00%	1.96%	5.88%	47.06%	41.18%
Class time enhanced my ability to succeed in graded assignments.	3.94	4.00	3.92%	3.92%	9.80%	11.76%	33.33%	37.25%
I received feedback on my performance that helped me improve subsequent work.	3.82	4.00	3.92%	1.96%	5.88%	25.49%	37.25%	25.49%
My work was evaluated fairly.	4.14	4.00	1.96%	0.00%	5.88%	9.80%	47.06%	35.29%
I felt respected in this class.	4.31	4.00	3.92%	1.96%	0.00%	7.84%	43.14%	43.14%
Overall, this was an excellent course.	3.82	4.00	1.96%	3.92%	9.80%	13.73%	43.14%	27.45%

Additional Comments about this course:

Comments
I liked the course and feel like I definitely got something out of it. I think it could have been interesting to have an assignment or a part of the class that went more deeply into some of the philosophical puzzles related to the material. I appreciated the humor in the lectures.
This course is extremely difficult, and I couldn't enjoy it. Nonetheless, the professor was excellent, and it is probably best that everyone suffer through elementary logic, given the importance of the subject. This course made the best of a subject that can be extremely challenging and frustrating (at least for me).
The no-curve grading system in the class is pretty brutal
The criteria for A is way too high, should have curves more often.
This course was at its best when it got furthest from its goals. Its goal was to train students in the basics of how to evaluate arguments symbolically. Learning how to do this is not very fun or very interesting to most people, not to mention somewhat challenging. However, it serves as the basis for much more interesting work, such as actually evaluating arguments or thinking about how to build better systems for evaluating arguments. We got tantalizingly close to these more interesting thoughts on a few occasions, but we always went back to the mechanics. That is fine for an introductory course, if maddening at times, but it would be nice if we could do some of those interesting things with the basics we've learned in class.
This course is difficult for the sake of being difficult, as is analytic philosophy as a whole. I gained absolutely nothing from it.
The instructor was great. However, the material is so dry and dense that it was definitely not an excellent course. It should not be mandatory.
it was all very technical and boring and nitpicky, but I guess that's to be expected from the topic. Still, not very enjoyable for me personally, although sometimes the natural deduction proofs could be satisfying
In a few places during lecture, Malte seemed to subscribe to the idea that learning logic helps you improve your reasoning and spot fallacies. If that was a goal, the ultra-formal method he chose is a very wrong way to get there. Logic was cool, especially as a kind of mathematical thinking for humanities majors, but it wasn't something that'll help me in everyday life (unless I get so confused by an argument that I feel a need to transcribe it and translate it and then evaluate it...)
There is far too much emphasis on trivial syntax issues in the grading. If someone demonstrates that they understand the concepts, they should be able to achieve a decent grade. My problem is that the grading did not always reflect this.
Professor Willer sometimes makes comments which are intended to be humorous but makes students feel stupid/dumb. For example when he indicates how some things should be obviously understood by X point in the quarter or if we don't understand something, we will fail! For students who are already out of their comfort zone with the topic, these are not encouraging.
I found the course very challenging, but I truly enjoyed. I struggled a lot in terms of grading (I feel the graders are pretty harsh), but I truly did enjoy the class and feel like I learned a lot.
Lots of fourth year philosophy majors and grad students in the class

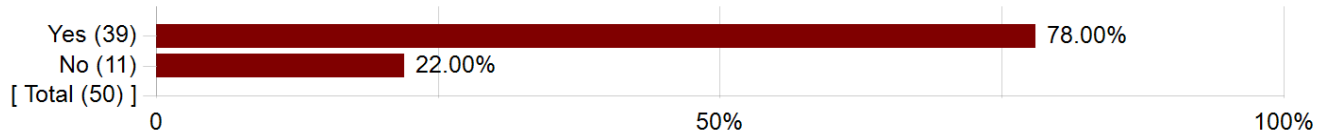
I would recommend this course to highly motivated and well-prepared students

I would recommend this course to highly motivated and well-prepared students



I would recommend this course to anyone interested in the topic

I would recommend this course to anyone interested in the topic



The Instructor

Thinking about your time in class, what aspect of the instructor's teaching contributed most to your learning?

Comments
He's very thorough. Relies heavily on the slides, which he provides online. This helped with being able to review the material.
Prof Willer was really good at walking us through logic and not skipping any steps. He was also really good at answering questions during lecture, and always took the time to give a good answer.
Professor Willer was very good at getting students involved, and I think this helped everyone learn much better
The lecture was helpful, explaining the rules, the heuristics and the reasoning behind the rules helped. The recommended practice problems encouraged me to practice more and directed my focus.
I think the professor did a good job. As I said, I appreciated the humor in the lectures and feel like in general the class was well structured and that the lectures were clear and easy to follow. Also he was very available outside of class.
Thorough reviews of homework assignments were useful for review.
He knows the material very very well. Could answer any questions that you throw at him. Pretty quick at thinking. Basically, a good, knowledgeable professor. Also, he cracks some good jokes too.
Encouraged class participation and when students asked questions was able to help them discover the answer for themselves through discussion without detracting from lecture
Very clear and humorous.
Making dry subjects enjoyable.
His lectures were really great.
Malte Willer was an excellent lecturer. He gave clear presentations interspersed with humor which helped to add some life to the sometimes dull material.
Good, funny lectures
Very good lecturer, highly knowledgable about topic
Clear examples in the lectures which we could reference later for guidance on homework examples.
Good lectures that were pretty entertaining
Lecture format was great, but it didn't seem like what he was saying was adding to the slides
Professor Willer is a very entertaining lecturer - his humor added much to sometimes dry material. He was routinely very good at explaining through his slides.
Malte was a great lecturer! Incredibly helpful and clear
He was good at explaining concepts and was really kind and fun, which made it much easier to pay attention during lectures and made the class enjoyable. He generally presented the material very clearly
Malte was fine.
explained things well, took time to answer questions
Malte is a passionate and funny lecturer who makes the most of this material. His lectures and his syllabus are very well organized. He is very friendly and helpful outside of class as well.
His relaxed demeanor and willingness to answer any and all questions was very helpful. Also making lecture semi-interactive at times was engaging.
He didn't just read off of the slides and would go beyond what was on the slides
funny and good powerpoints
Lectures
Malte prevented an hour and twenty minute lecture from ever getting boring while explaining abstract concepts very clearly.
Malte was helpful and precise in introducing key concepts. He answered questions well and spoke with humor.
Lectures
His slides were very thorough and covered the basics in a clear way.

he knows what he's talking about. and he provides a lot of context for the conclusions he draws.
Lecture slides were very helpful in learning and examples given on the material was also helpful
Examples on the slides.
Prof. Willer was very thorough in his teaching of the material. It felt like everything was covered and covered well.
Malte was great. He really tried to have people participate in class. He also has a great sense of humor which makes lectures slightly more interesting.
Not a bad professor but also not exceptional in any way,
He is a very nice guy, trying very hard to make this dry material a little more bearable.
Really funny guy
He was a very clear and informative lecturer.
Examples discussed during lectures were useful

What could she/he modify to help you learn more?

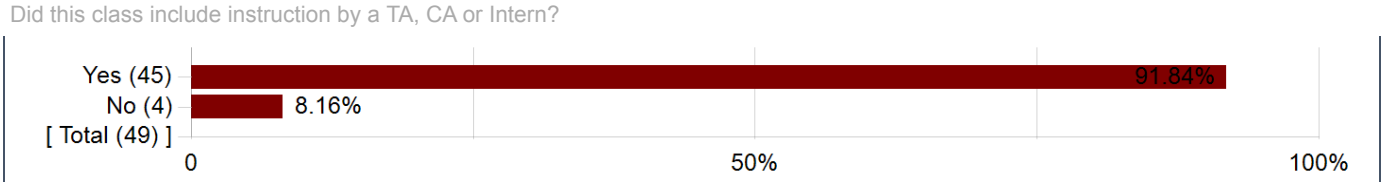
Comments
Nothing.
Maybe more example problems during lectures. Certain types of problems on the hw were never gone over in class.
More precise definitions... make it all more mathematical? Sometimes there was some imprecision with, e.g., what exactly we were and were not allowed to do under primitive natural deduction rules, which made some HW more stressful/confusing than it had to be
The homework assignments were significantly harder than the practice problems and examples in class. It was hard to find material to look at that would help push me in the right direction on the homework.
Even though they're kind of annoying maybe a "clicker" system so that students could electronically respond to questions in lecture in real time might have made sense.
More example deductions in powerpoints might make assignments easier.
He tends to talk a bit too much sometimes, which doesn't retain my attention for a long time. Something about him walking frequently across the stage, from left to right and vice versa, is sometimes distracting but that's not a huge problem or basically, it might be just my problem
Very good already.
Not much
Nothing, it all was very helpful.
I think Professor Willer might spend fewer class days discussing proof strategies, which, while important, take up a lot of time and were covered in TA sessions. This would allow him to get deeper into some of the more interesting material to which he alluded.
More difficult proofs in class
Nothing too much. Maybe have exercises that he recommends to do.
Incorporate more information off the slides, use the board to run through more demonstrations and talk through some problems
More examples done in lecture could be helpful for some of the proofs/transcriptions.
Certain parts of the homework assignments and some of the requirements for proofs were convoluted and seemed to require already knowing what the answer was, rather than requiring looking at lecture slides and material and logically coming to an answer. There were some things that even the TA's did not know the right answers to without much thought and deliberation and discussions with Malte.
Make the homework difficulty more similar to the problems presented in lecture.
This class would have been a lot more enjoyable and educational if we had spent more time on fewer topics.
Possibly including a review sheet before the final with practice problems would be helpful (though I know Teller problems are a good resource too).
More practice problems in class
class should start later, could be nicer over emails, and could make it more interesting
More practice
It's probably the nature of the course that he wasn't doing much more than reading off the slides. Still, maybe there's a better way to do it.
Logical entailment explanation
He could have a more engaging lecture that covers content as difficult as the homework.
the class moves through the material at a very fast pace. I don't know what to do about that though
More example problems to help with the pset problems.
No snide comments about understanding the material please. And more examples that are not on the slides.
Sometimes the examples on the slides weren't the most helpful - I wonder if a few less long proofs that demonstrated one or a few concepts instead of a lot at once would have been better. That said, I get not wanting to cover all the homework material on the slides.
Provide more examples.

The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	4.64	5.00	1.96%	0.00%	0.00%	1.96%	31.37%	64.71%
Presented lectures that enhanced your understanding.	4.38	5.00	1.96%	1.96%	0.00%	7.84%	37.25%	50.98%
Facilitated discussions that were engaging and useful.	3.90	4.00	16.00%	2.00%	6.00%	20.00%	26.00%	30.00%
Stimulated your interest in the core ideas of the course.	3.92	4.00	2.00%	4.00%	8.00%	14.00%	38.00%	34.00%
Challenged you to learn.	4.29	4.00	2.00%	2.00%	2.00%	8.00%	40.00%	46.00%
Helped you gain significant learning from the course content.	4.33	5.00	2.04%	2.04%	2.04%	10.20%	30.61%	53.06%
Was available and helpful outside of class.	4.32	4.00	24.00%	0.00%	2.00%	6.00%	34.00%	34.00%
Motivated you to think independently.	4.04	4.00	6.00%	2.00%	2.00%	22.00%	32.00%	36.00%
Worked to create an inclusive and welcoming environment.	4.20	4.00	2.00%	2.00%	0.00%	16.00%	38.00%	42.00%
Overall, this instructor made a significant contribution to your learning.	4.24	4.00	2.00%	2.00%	2.00%	12.00%	36.00%	46.00%

The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?



What aspects of the TA's teaching contributed most to your learning?

Comments
He did lots of helpful example problems in discussion section
Leading discussion section
Very helpful in explaining things. I appreciate him going through problems during the discussion sessions because that really helps me to understand the materials more.
Office hours. Suggested exercises always helpful
He is very helpful outside of class, and he is an expert in logic.
He was very helpful.
He was polite, knowledgeable, and accommodating.
Discussion section
He is very hard-working and accessible by office hours and email
Very accessible, very willing to make time to help
Molly did not have an organized approach to discussion and therefore it did not contribute to learning
Molly was an amazing TA - she always went above and beyond with providing additional resources and structuring discussion sections.
Availability during office hours and willingness to answer questions were extremely helpful.
She was very helpful and nice to students. She was good about recognizing that time in discussions is limited and thus hand-picking what to go over that she thought would be most useful to us
Molly seems like a great TA to have in any philosophy class but this one.
open schedule, willingness to help
During discussion and office hours, Julian was helpful in all aspects and patient while insightful.
He was able to explain the topics in a different way, which helped
really understood the material and presented it well; discussions definitely saved me
Office hours were helpful
Julian did a good job of listening to what we found challenging and explaining those concepts.
Julian was kind, helpful, and focused on giving us the strategies to succeed! He broke down confusing aspects as much as possible and clarified standards for assignments.
Discussion section
She was always available to meet outside of class, which was really helpful for me, as a student to whom the content did not come easily.
He explained a lot of the stuff from lectures and took us through complicated proofs
Doing example problems during discussion helped in learning.
Meeting with me outside of discussion section.
Helpful office hours
Molly Brown always went over the homework in depth and made sure that everything was understood well before moving on. Molly was also approachable and was helpful outside of discussion section. I preferred Molly's instruction to Prof. Willer's.
Julian was great! I was really struggling to understand some concepts in the class and he was very responsive. He was more than willing to work with me and my terrible schedule and I was able to do better towards the end of the class. He also hosted a review session for the final which I feel was really useful.
He was very present and very willing to be helpful outside of class and was very base level with the studnts.
Carlos is a really nice guy and super helpful clarifying concepts.
She provided great examples and clarified questions from the homeworks.
Everything, she's literally the best, helps and answers all questions and always gets back to you, go to her office hours!

What could she/he modify to help you learn more?

Comments
He was not very good at answering questions, or seeing what the class was struggling with, so we'd often all be staring blankly at him and he'd have no clue how to help us. ALso, many of the problems he chose to go over were the easiest of the material/redundant, so we rarely actually did problems that helped/challenged us.
Clearer explanations of proofs and concepts, but overall still quite helpful
Nothing
Good already.
Nothing, he was great!
Julian did the best anyone could have under the circumstances of the course.
Better understanding of course content
He gets a little flustered which makes it difficult to learn from him
Nothing really
Organize discussions, do more problems beforehand, just be more generally prepared ahead of time
Nothing!
Sometimes, Julian explained ideas with reference to concepts we hadn't learned.
She sometimes wouldn't have thought through alternative ways of doing things or thinking about things, so when students were thinking about something differently, which happened a lot in this class, she wouldn't be able to pinpoint where the difference was and how it related to the broader concept.
seemed a bit disorganized at times, late a few times to discussion
Prepare what to teach us before the discussion section instead of just Q&A structure. Prepare proofs before class to present-- Often we would copy a proof from the board only to be told that it was not correct after all. After week 2, I did not once leave discussion thinking I now understood something better than before attending.
This might be the place where a review guide of sorts could come from instead of Malte, but otherwise not much.
Nothing, he was great
Not sure that Julian was always great at answering questions that reflected deeper misunderstandings. Lecture didn't deal with this either, but a few people seemed to have trouble with how to approach the generative semantics of a formal language/just getting into the headspace of formal logic.
Maybe be a little better prepared to answer questions about hardest questions on PSets
She was great
Carlos is great!
Talk about the homework during discussion section.
There were times when Molly would be a little harsh when speaking about some of the more offbeat incorrect answers to the homework (mostly expressing confusion at how someone could have that answer) - as someone who often had those answers, I wonder if Molly could be a little gentler with respect to that, as it could be alienating. But that only happened once or twice - otherwise, Molly was a great TA.
I feel he grades kinda harshly, but I might be biased because I feel I put a lot of effort into the class and my grades didn't always show it.
nothing, she's great

TA/CA or Intern

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Facilitated discussions that supported your learning.	4.15	4.00	6.82%	0.00%	11.36%	2.27%	40.91%	38.64%
Gave you useful feedback on your work.	4.13	4.00	9.09%	0.00%	4.55%	9.09%	47.73%	29.55%
Stimulated your interest in the core ideas of the course.	3.93	4.00	9.09%	2.27%	6.82%	15.91%	36.36%	29.55%
Challenged you to learn.	4.17	4.00	6.82%	2.27%	4.55%	9.09%	36.36%	40.91%
Helped you succeed in the class.	4.21	4.50	6.67%	4.44%	4.44%	4.44%	33.33%	46.67%
Was available and helpful outside of class.	4.38	5.00	6.67%	0.00%	6.67%	4.44%	28.89%	53.33%
Overall, the TA/CA made a significant contribution to your learning.	4.00	4.00	4.55%	2.27%	11.36%	6.82%	38.64%	36.36%

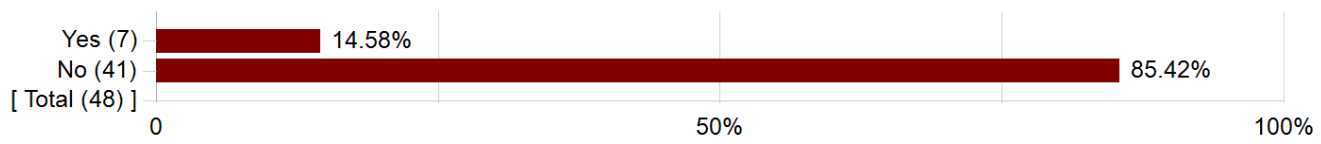
Additional feedback to the TA/CA/Intern:

Comments
Keep doing you, Julian.
I really appreciated that Julian set up extra office hours and was always willing to help
More helpful than the professor. Systemic methods for solving problems that were helpful
Julian did a great job! He was very dedicated and really wanted us to learn. I wouldn't have learned as much without him!

Additional Course Elements

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?



How much did the following elements of the course contribute to your learning gains?

	Mean	Median	N/A	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain
Laboratory Experience	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Field Trips	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Library Sessions	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Review sessions	3.75	4.00	70.37%	0.00%	3.70%	7.41%	11.11%	7.41%
Writing Seminars	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Other course elements not mentioned above:

Comments
We had very very difficult HW assignments every 2 weeks.

Student Information

Is this class a requirement of some sort?

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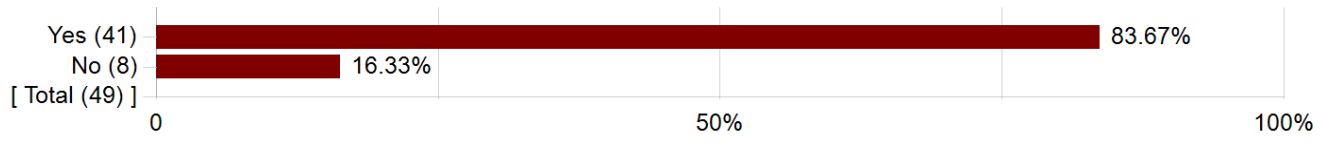
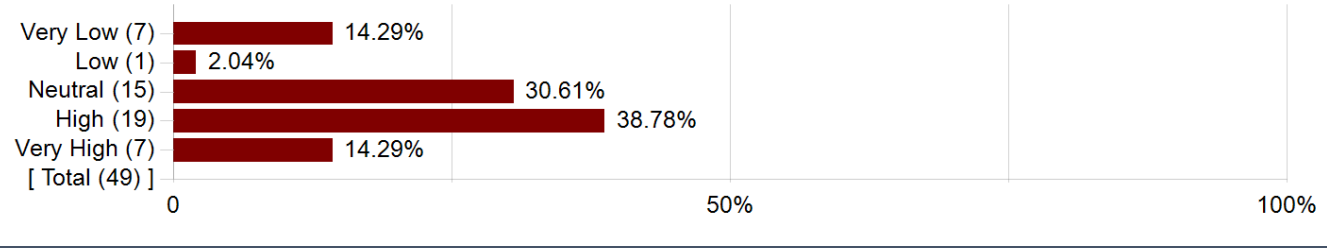
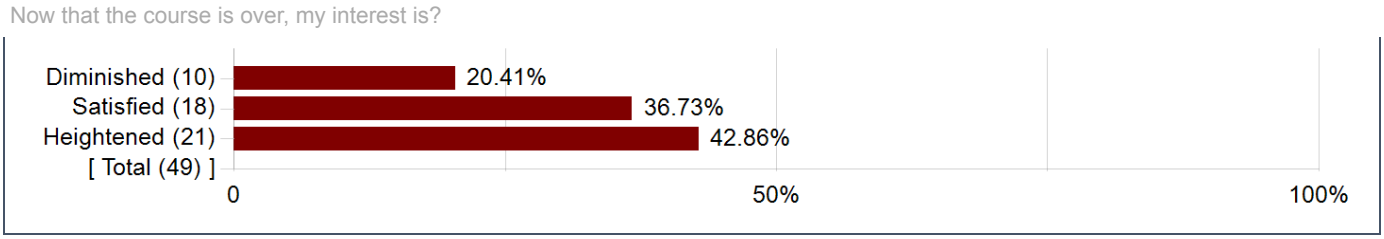


Prior to starting the class, my interest level was?

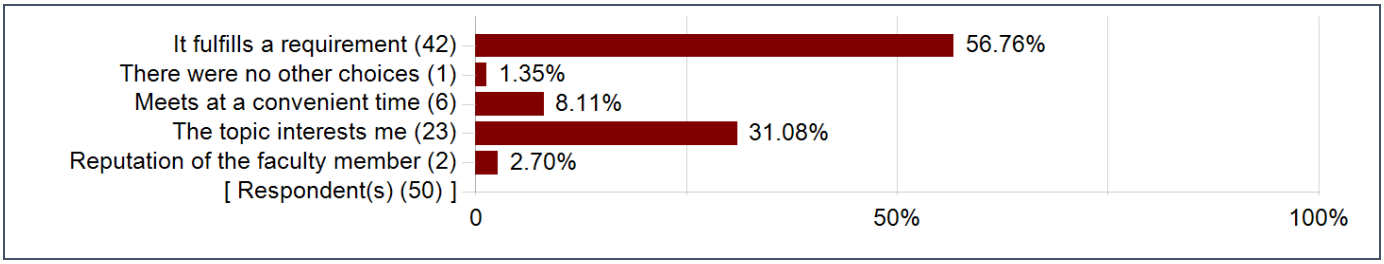
Prior to starting the class, my interest level was?



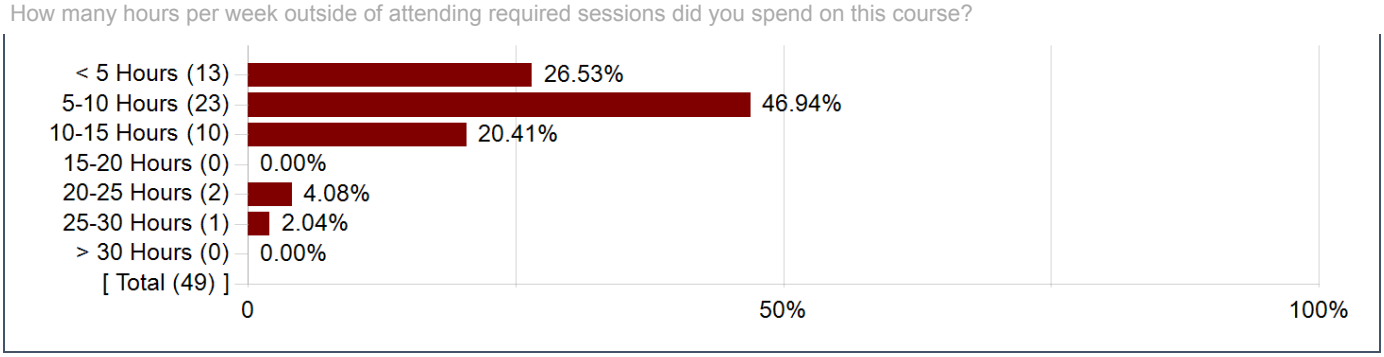
Now that the course is over, my interest is?



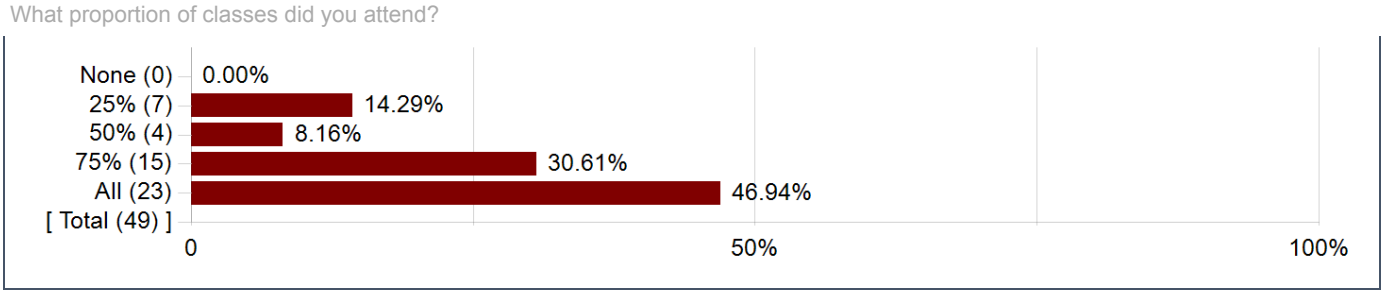
Why, primarily, did you take this course over others?



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
It was not very difficult, but I've done a little math, and so was used to both basic logic and proofs generally
Very difficult, but I had no background in the topic.
I have some background in proofs/logic and this class was harder than I expected but not too hard.
I had no background in logic and this course was exceptionally difficult. This was probably the most challenging and frustrating course I had taken since Calc III.
No prior experience in logic, computer science background helped quite a bit. Accessible material for sure, assigned readings great for beginners
Generally easy, but the grading is very harsh.
The class requires effort, but if you take the time to internalize the material, it really isn't very hard.
This was one of the more challenging courses I have taken at this university. Doing the natural deductions (which resemble mathematical proofs) requires some level of inventiveness. Practice helps, but it essentially comes down to creativity and puzzle assembly, both of which are hard, if not impossible,to teach.
Analytic philosophers have no souls this class is proof save yourself, dear reader.
EXTREMELY DIFFICULT. This should not be a required course for the major. It was insanely difficult and required a ton of self-teaching and collaboration.
It was fine
There's a lot of overlap between this class and some linguistics requirements, namely Syntax and Semantics. If I didn't have background in math or the math-ier side of humanities, I might've gotten lost very quickly. Since I have that background, most of the class was fun problem-solving and not hard. Malte is also very right that it's easy to fall behind and not catch up. The class gets much harder over the course of the quarter.
Tough course, learned a lot though.
it's hard if you suck at math/ that sort of thinking (like me), but if you hang with it it will click. there are strategies and tricks that will help you through the proofs
Very challenging
I'm a Philosophy major and I'm not the best in math, though I enjoy it. I found the course very challenging, but I was very interested in it so I was more than willing to put in the time and effort. I feel if you're really good at math (i.e. at proofs), then you will have an advantage.

Please identify the name of the TA/CA/Intern you are commenting about.

Comments
Julian Grove
Molly Brown
Carlos Cisneros
Julian Grove
Julian Grove
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Carlos Cisneros
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THE UNIVERSITY OF CHICAGO

PHIL 24010 1, PHIL 34010 1 - Meaning and Reference (Autumn 2017) - Instructor(s): Malte Willer

Number Enrolled: **28**
Number of Responses: **8**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Tuesday, April 20, 2021**

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The Course

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
I sort of know what a name is now. The course really challenged me to think critically about an argument. Definitely one of the more challenging philosophy courses I have taken.
Russel's method of analyzing language, Frege's mentality about language; Kripke's intuitions about possible world and the laws that govern contingency and necessity. Also the cluster theory of names/descriptivism. Some troubling results about Superman
Semantics will blow your mind
- History of a debate in phil. of language that starts with Frege's response to Mill and reaches into the 80s-90s. - Applications of logic to the philosophy of language - A general survey of analytic philosophy of language
How to think about meaning in language
Great overview of the debate between Fregeans and Millians on proper names. Learned a lot about how to read and understanding arguments in the philosophy of language.
I got a very in-depth look at a core problem in philosophy of language. I also gained insight into how philosophers of language do philosophy of language.

Describe how aspects of this course (lectures, discussion, assignments, etc.) contributed to your learning.

Comments
Lecture was clear as were the notes.
Papers were very helpful, also the handouts were key! Lectures were very insightful and enlightening
I can make more nuanced arguments now
#NAME?
Class lectures
Lectures mostly explained the reading assignments - this could get a bit tedious, however for the more difficult readings (Frege) it was very helpful.
Lectures, discussions, and papers were each very good at helping me understand the material at hand, comparing and integrating different perspectives, and critically responding to particular arguments.

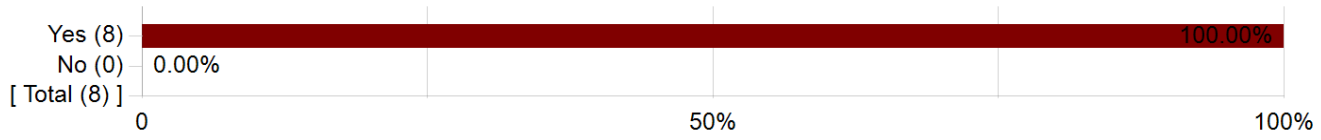
	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
I understood the purpose of this course and what I was expected to gain from it.	4.88	5.00	0.00%	0.00%	0.00%	0.00%	12.50%	87.50%
I understood the standards for success on assignments.	4.38	5.00	0.00%	0.00%	0.00%	25.00%	12.50%	62.50%
Class time enhanced my ability to succeed in graded assignments.	4.63	5.00	0.00%	0.00%	0.00%	12.50%	12.50%	75.00%
I received feedback on my performance that helped me improve subsequent work.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
My work was evaluated fairly.	4.50	5.00	0.00%	0.00%	0.00%	12.50%	25.00%	62.50%
I felt respected in this class.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Overall, this was an excellent course.	4.88	5.00	0.00%	0.00%	0.00%	0.00%	12.50%	87.50%

Additional Comments about this course:

Comments
Had a lot of fun. Great professor, really funny. Great TA
Some of the readings were hard to grasp but definitely made sense after lecture

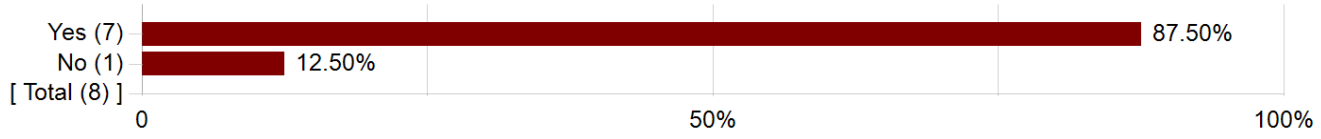
I would recommend this course to highly motivated and well-prepared students

I would recommend this course to highly motivated and well-prepared students



I would recommend this course to anyone interested in the topic

I would recommend this course to anyone interested in the topic



The Instructor

Thinking about your time in class, what aspects of the instructor's teaching contributed most to your learning?

Comments
Great professor. Great grasp of the material. Funny
Office hours were incredibly helpful. Also, lectures, chalk board diagrams, and how he asked the class questions and tried to get us to use our intuitions to push back against the theories being given us/engage with them was very helpful
I benefited most from meeting with Malte during office hours to clarify questions I had because even lectures could sometimes go over my head, but he was very helpful and accommodating
#NAME?
Clear lectures
Handouts! Wiler makes beautiful handouts! They are like gifts from the gods! He's a pretty clear lecturer too.
Malte is a down-to-earth professor who really makes the material come alive. I especially enjoyed how Malte not only guided us through unpacking the material, but also periodically checked in as to whether we were still convinced of the argument and prodded us to push back if not. Malte did a great job of weaving discussion into lecture. I got a tremendous amount of very helpful feedback on essays. I also loved how he encouraged us to attend adjacent clubs and workshops, and the number of women he included on the syllabus.

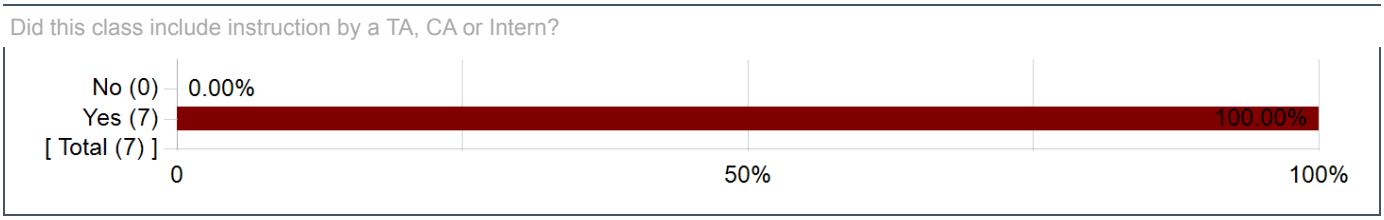
What could she/he modify to help you learn more?

Comments
Not much
Less readings, and checking to make sure we actually fully understood them...it was easy to 1) not know what was going on at all 2) know what was going on at a very up-close level, but not understand how it relates to the big picture
One thing that was hard to do was to finish an essay by class time AND read 50+ pages. Perhaps that could be sorted out?
#NAME?
It would have been nice to have more supplementary reading for the students with more philosophy background
Malte is fantastic, I'm honestly not sure what else I could ask for.

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	4.88	5.00	0.00%	0.00%	0.00%	0.00%	12.50%	87.50%
Presented lectures that enhanced your understanding.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Facilitated discussions that were engaging and useful.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
Stimulated your interest in the core ideas of the course.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Challenged you to learn.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Helped you gain significant learning from the course content.	4.88	5.00	0.00%	0.00%	0.00%	0.00%	12.50%	87.50%
Was available and helpful outside of class.	5.00	5.00	12.50%	0.00%	0.00%	0.00%	0.00%	87.50%
Motivated you to think independently.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Worked to create an inclusive and welcoming environment.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
Overall, this instructor made a significant contribution to your learning.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

The Teaching Assistant, Course Assistant, Intern

Did this class include instruction by a TA, CA or Intern?



What aspects of the TA's teaching contributed most to your learning?

Comments
Helpful over email.
Leading discussion
Meeting outside of discussion section to talk about papers!
#NAME?
Always answering questions
Andrew has been the best philosophy CA I've had in my four years here. He was clearly invested in helping us understand the material and grow as thinkers and writers. Before each discussion section, he would ask us to send along questions we had. That was tremendously helpful, since it helped us make the most of our limited section time by targeting on particular parts of the material to either clarify or challenge. He was very responsible and and available outside of class, and he also sent along helpful resources for paper-writing.

What could she/he modify to help you learn more?

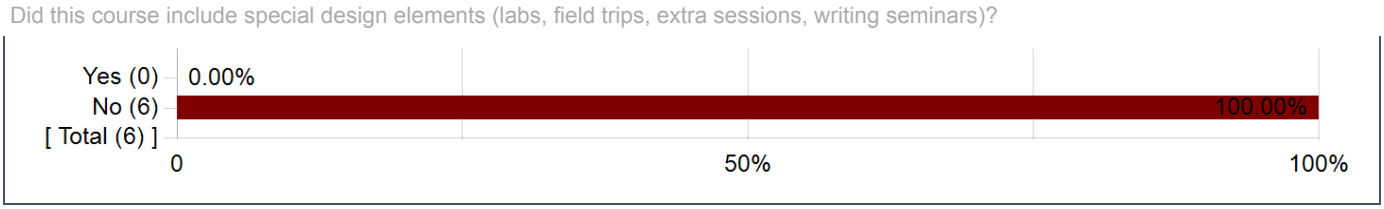
Comments
Discussion could be more structured.
#NAME?
Go beyond the material in discussion section, not just rehash it
Andrew is really fantastic, I don't think he needs to change anything.

TA/CA or Intern

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Facilitated discussions that supported your learning.	4.57	5.00	0.00%	0.00%	0.00%	0.00%	42.86%	57.14%
Gave you useful feedback on your work.	4.57	5.00	0.00%	0.00%	0.00%	14.29%	14.29%	71.43%
Stimulated your interest in the core ideas of the course.	4.29	5.00	0.00%	0.00%	0.00%	28.57%	14.29%	57.14%
Challenged you to learn.	4.43	5.00	0.00%	0.00%	0.00%	14.29%	28.57%	57.14%
Helped you succeed in the class.	4.71	5.00	0.00%	0.00%	0.00%	0.00%	28.57%	71.43%
Was available and helpful outside of class.	4.57	5.00	0.00%	0.00%	0.00%	14.29%	14.29%	71.43%
Overall, the TA/CA made a significant contribution to your learning.	4.57	5.00	0.00%	0.00%	0.00%	0.00%	42.86%	57.14%

Additional Course Elements

Did this course include special design elements (labs, field trips, extra sessions, writing seminars)?

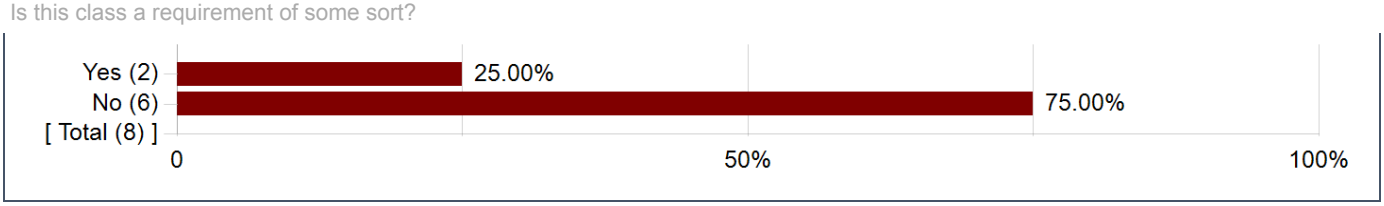


How much did the following elements of the course contribute to your learning gains?

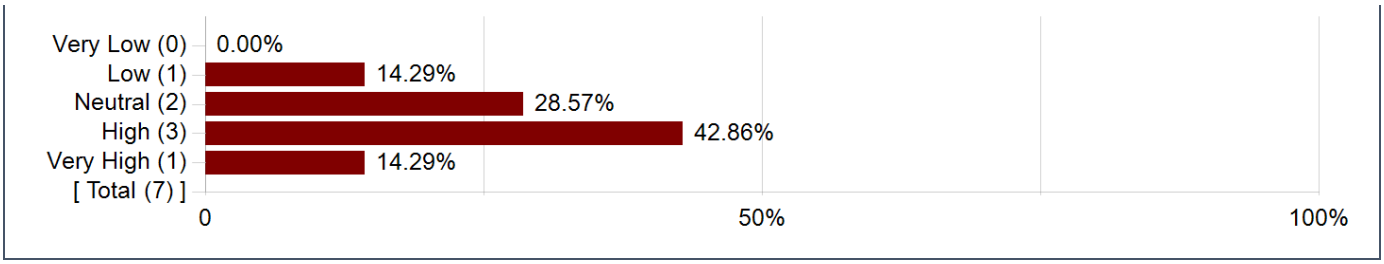
	Mean	Median	N/A	No Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain
Laboratory Experience	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Field Trips	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Library Sessions	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Review Sessions	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Writing Seminars	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Student Information

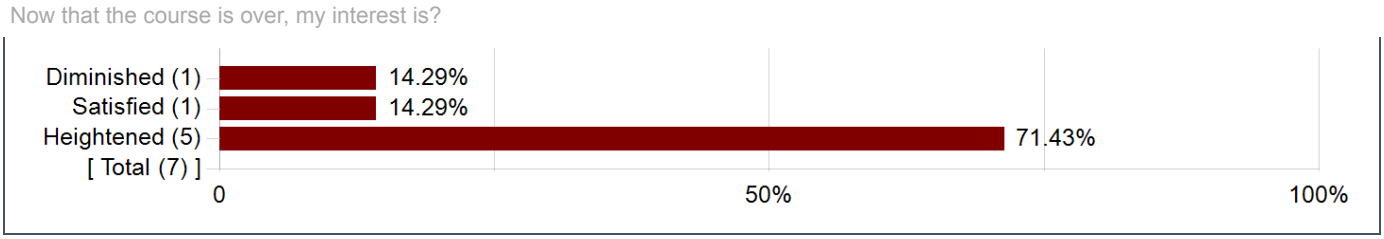
Is this class a requirement of some sort?



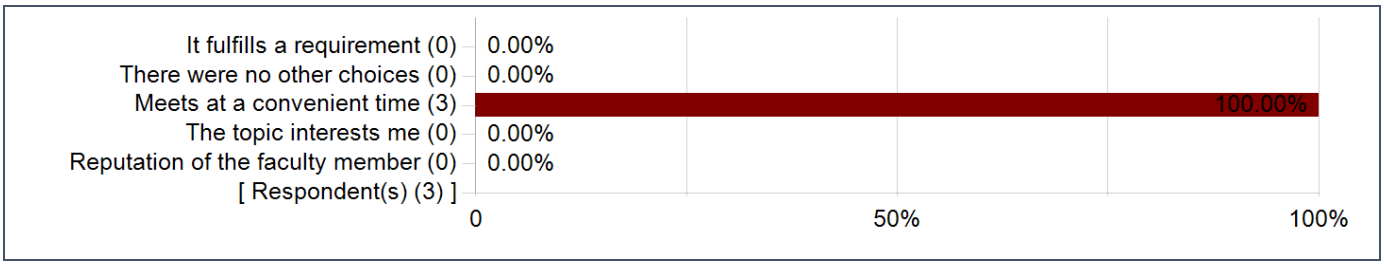
Prior to starting the class, my interest level was?



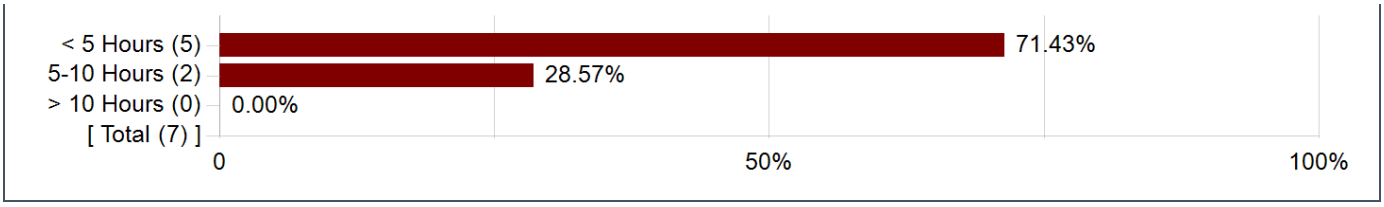
Now that the course is over, my interest is?



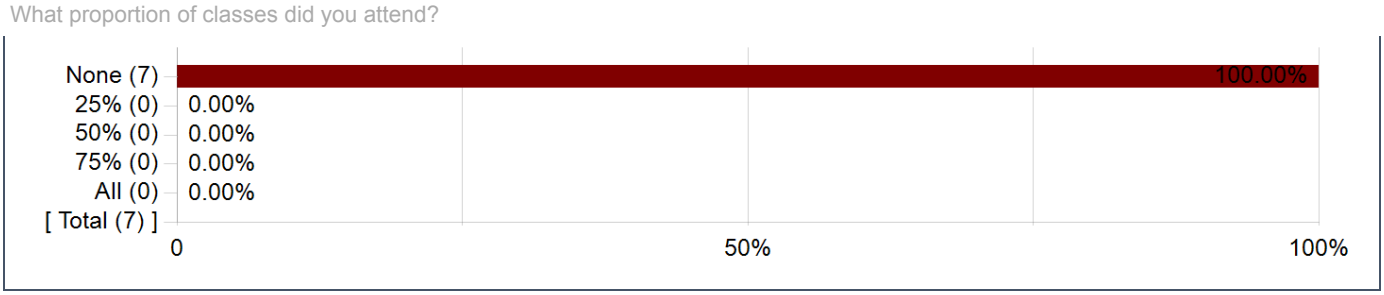
Why, primarily, did you take this course over others?



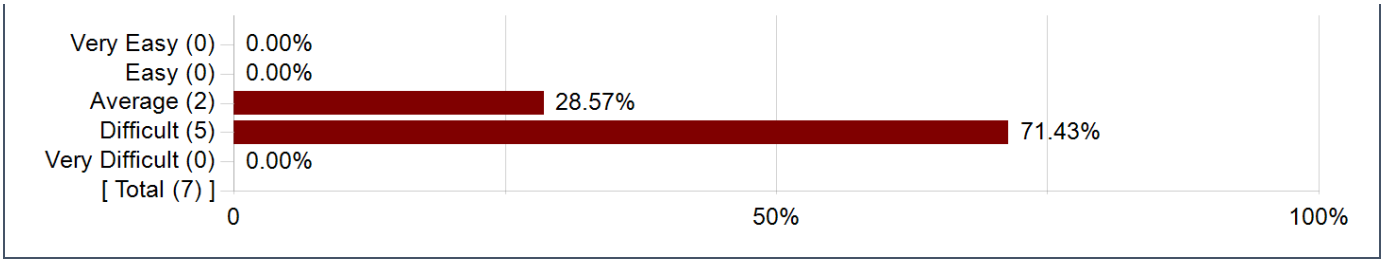
How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.



Please identify the name of the TA/CA/Intern you are commenting about.

Comments
Andrew Pitel
Andrew Pitel
Andrew Pitel
Andrew patel
Andrew Pitel
Andrew Pitel

What could she/he modify to help you learn more?

Comments
Discussion could be more structured.
#NAME?
Go beyond the material in discussion section, not just rehash it
Andrew is really fantastic, I don't think he needs to change anything.

THE UNIVERSITY OF CHICAGO

PHIL 29425 1, PHIL 39425 1 - Logic for Philosophy (Spring 2017) - Instructor(s): Malte Willer

Number Enrolled: **16**
Number of Responses: **5**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Tuesday, April 20, 2021**

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What were the instructor's strengths? Weaknesses?

Comments
Malte is an incredibly gifted teacher of difficult material. Very fun guy as well.
Malte is quite clear, and has a knack for explaining difficult concepts.
Wonderful
Willer is fantastic. He covers a lot of material, and covers it in depth, but if you do the reading it is manageable.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

Comments
Gilly was one of the best few TAs I've had here. His sections and office hours were always helpful, he was understanding about our workloads and tailored his sections to our needs, and he knows the material backwards and forwards.
Gilad is good at explaining things
Very helpful in office hours, contributed really interesting things to class discussion

What, if anything, what would you change about this course and why?

Comments
Logic at 9 AM is a terrible, terrible idea. Attendance was pretty pathetic in general.
I would add more metaphysics, and less natural language analysis.
It would have been nice to go beyond the lecture material in the discussion section, instead of just working through practice problems

Is there any topic in this course that you wished you had had previous background in?

Comments
This is a class that pushes you to you to your limits. If you received anything below an A in Elementary, you should not even consider taking it. I have not taken Intermediate, but I think it would've been helpful preparation.
Should take the recommended prerequisites

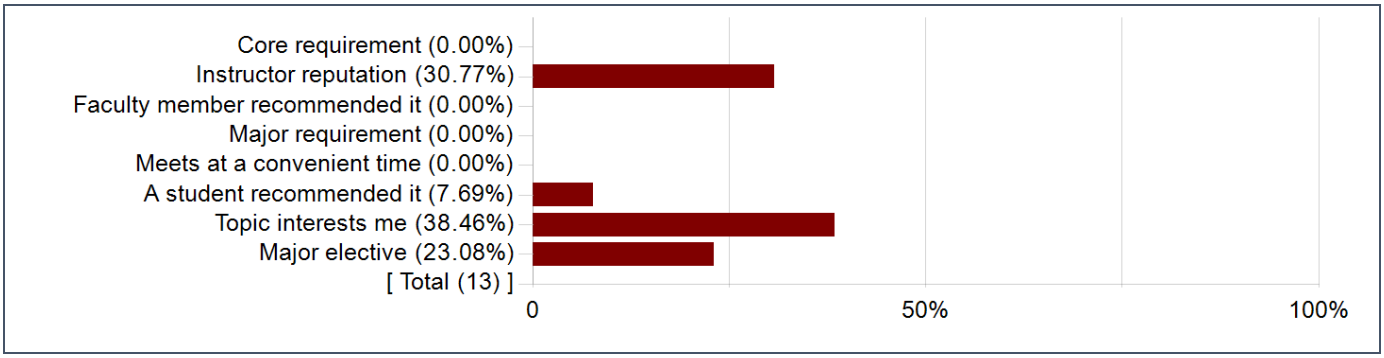
Which texts were most useful?

Comments
Sider is a phenomenal textbook
Sider's book is one I am probably going to keep around for a while.
Sider
Sider

How has this course contributed to your education?

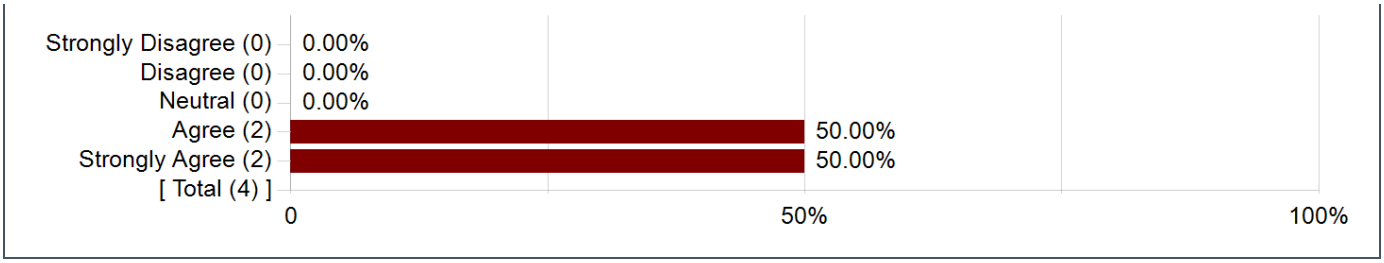
Comments
Taught me a ton of logic - can't believe how much I've learned in ten weeks
It has taken things I have wanted to learn about formally for years, and, in making me do exercises in them, caused me to actually learn them more deeply.

Why did you take this course?



In summary, I had a strong desire to take this course

In summary, I had a strong desire to take this course

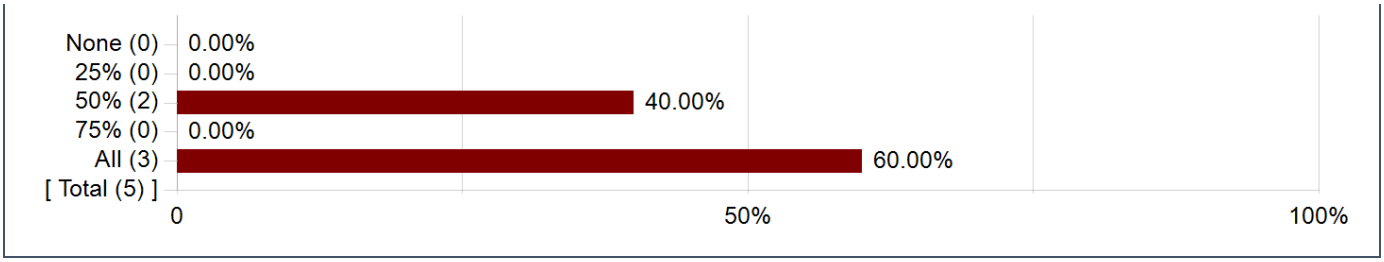


How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
5.00	12.00	25.00

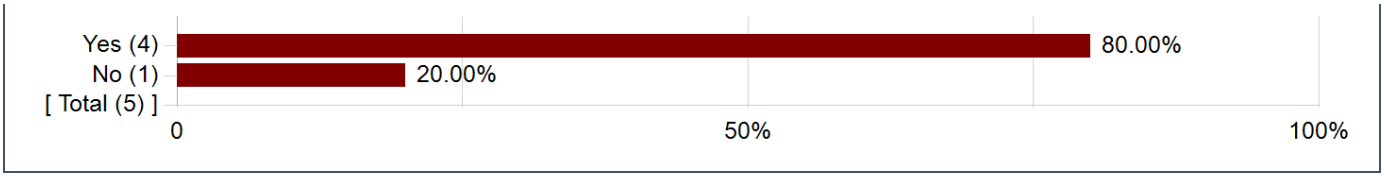
What proportion of classes did you attend?

What proportion of classes did you attend?



Were the time demands of this course reasonable?

Were the time demands of this course reasonable?



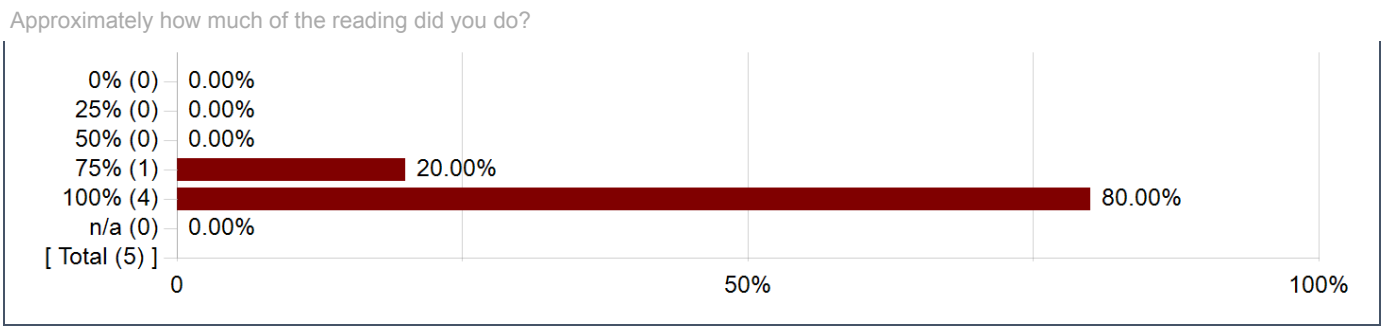
The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%
Presented clear lectures.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%
Held my attention and made this course interesting.	4.60	5.00	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%
Stimulated and facilitated questions and discussions.	4.60	5.00	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%
Responded well to student questions.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Was available outside of class.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Was helpful during office hours.	5.00	5.00	20.00%	0.00%	0.00%	0.00%	0.00%	80.00%
Motivated independent thinking.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Made me want to take another course from him or her.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

The Readings

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fulfilled the objective of the course.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%
Were reasonable in number.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Were appropriately difficult.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%

Approximately how much of the reading did you do?



The Assignments

	Mean	Median	N/A	Not at all	A little	Some	A lot	A great deal
How helpful were the lectures and discussions in preparing for exams and completing assignments?	4.60	5.00	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%
How appropriately were the requirements of the course proportioned to course goals?	4.40	4.00	0.00%	0.00%	0.00%	0.00%	60.00%	40.00%
How well did the requirements contribute to the goals of the course?	4.60	5.00	0.00%	0.00%	0.00%	20.00%	0.00%	80.00%
How timely and useful was feedback on assignments and exams?	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
How fairly were the assignments graded?	4.60	5.00	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%

Overall

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course met my expectations.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%
This course provided me with new insight and knowledge.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
This course provided me with useful skills.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%
The content of this course was presented at an appropriate level.	4.60	5.00	0.00%	0.00%	0.00%	0.00%	40.00%	60.00%
I put my best effort into this course.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
The class had a high level of morale/enthusiasm.	4.80	5.00	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%

The Teaching Assistant(s)

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were available outside of class.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Were helpful with assignments.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

The Discussion Sessions, Problem Sessions, Writing Tutorials

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were well coordinated with this course and contributed to it.	4.40	4.00	0.00%	0.00%	0.00%	0.00%	60.00%	40.00%
Provided well-designed materials.	4.50	4.50	20.00%	0.00%	0.00%	0.00%	40.00%	40.00%

THE UNIVERSITY OF CHICAGO

PHIL 20724 1 - Counterfactuals (Autumn 2016) - Instructor(s): Malte Willer

Number Enrolled: **9**
Number of Responses: **4**

Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Tuesday, April 20, 2021**

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What were the instructor's strengths? Weaknesses?

Comments
Malte is a clear, organized, and insightful lecturer. But his greatest strength is his willingness to discuss and listen to students' thoughts and opinions. He is very good at stirring discussion, asking the right questions, and encouraging students to speak.
Malte was a class act. He was very well prepared for class, structured the class well and was genuinely understanding if a student was having difficulties of any sort outside of class. The material may not have been universally appealing, but he still did a good job with it.
Extremely knowledgeable but not always able to get the knowledge across. The note sheets were very helpful in clarifying the (often confusing) readings but I still feel like I missed a lot of small details which were never mentioned in class but became very relevant in assignments. Very friendly and approachable though so I felt like I could go to him for help easily.
Malte was great! He clearly cared about all of his students a great deal. He provided clear, thoughtful explanations of both formal concepts and the philosophical stakes of our discussions. He also has a great sense of humor!

What were the teaching assistant's or writing intern's strengths? Weaknesses?

Comments
N/A

What, if anything, what would you change about this course and why?

Comments
Skip the Kratzer. one week seemed too short to understand it and connect it with Lewis
Since small details of the text were so important for the essays and problem sets it would help if we went over each reading more closely in class instead of having a general lecture/discussion where we don't really reference the text directly.
Maybe cut out the Chisholm.

Is there any topic in this course that you wished you had had previous background in?

Comments
No, but a basic understanding of logic and probability definitely helped, especially with some of the later stuff.
Literally any logic background. I did not take Elementary Logic (or any other logic course) before taking this and a lot of the symbols/terms used were completely new to me.

Which texts were most useful?

Comments
All of them.
Counterfactuals

Which least?

Comments
Chisholm

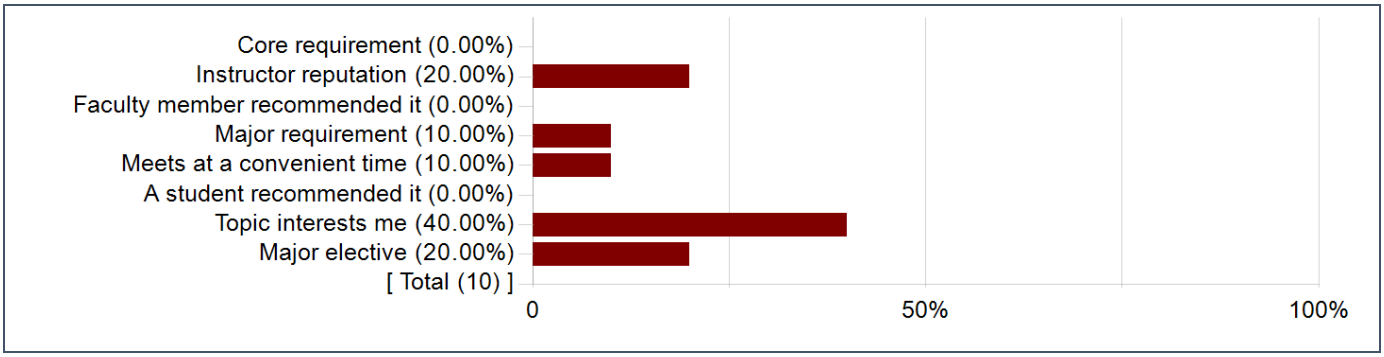
How productive was class discussion?

Comments
very helpful
Class discussion was ok. I feel like some students did not have the technical background necessary to take this course. I also feel like not everyone did an honest job completing the readings.
The occasions where we discussed ideas/cases (such as the Caesar in Korea case and the discussion about world similarity with the Nixon example) which also later appeared in the readings were very interesting and helpful.
Discussion was productive. Almost everyone in the class participated regularly, and seemed genuinely interested in the material.

How has this course contributed to your education?

Comments
I feel like the paper assignments and homework helped me learn how to write on more technical subjects in philosophy.
The extreme attention to detail and systematic thinking needed for the course is something my other reading-based classes have not really required. Also now I can overanalyze conditional statements in painful detail and annoy all my friends.
It has given me a taste of the philosophy of language.

Why did you take this course?



In summary, I had a strong desire to take this course

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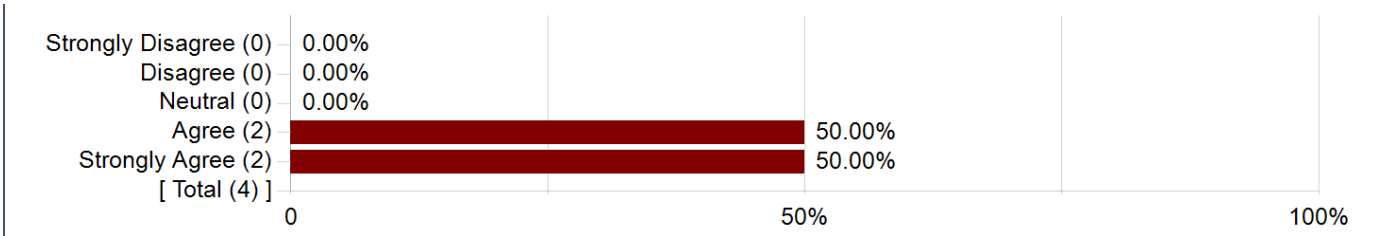
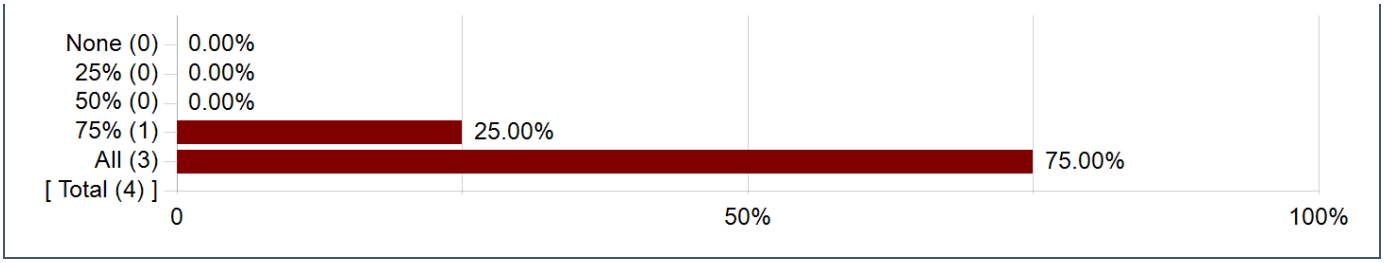


How many hours per week did you spend on this course?

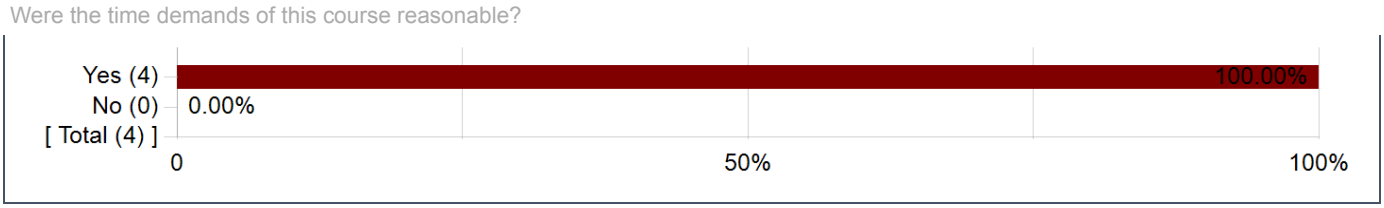
Low Answer	Average Answer	High Answer
6.00	6.67	8.00

What proportion of classes did you attend?

What proportion of classes did you attend?



Were the time demands of this course reasonable?



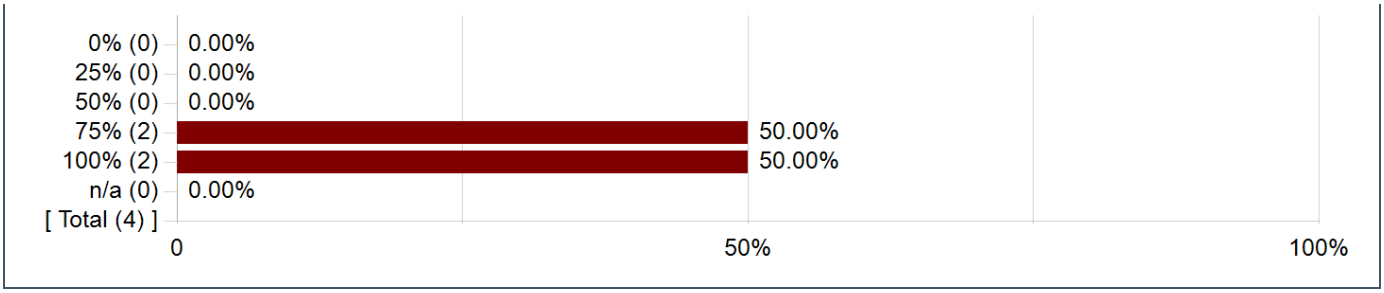
The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Presented clear lectures.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Held my attention and made this course interesting.	4.25	4.00	0.00%	0.00%	0.00%	0.00%	75.00%	25.00%
Stimulated and facilitated questions and discussions.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
Responded well to student questions.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
Was available outside of class.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Was helpful during office hours.	5.00	5.00	25.00%	0.00%	0.00%	0.00%	0.00%	75.00%
Motivated independent thinking.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Made me want to take another course from him or her.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

The Readings

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fulfilled the objective of the course.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Were reasonable in number.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Were appropriately difficult.	5.00	5.00	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Approximately how much of the reading did you do?



The Assignments

	Mean	Median	N/A	Not at all	A little	Some	A lot	A great deal
How helpful were the lectures and discussions in preparing for exams and completing assignments?	4.25	4.50	0.00%	0.00%	0.00%	25.00%	25.00%	50.00%
How appropriately were the requirements of the course proportioned to course goals?	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
How well did the requirements contribute to the goals of the course?	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
How timely and useful was feedback on assignments and exams?	4.50	5.00	0.00%	0.00%	0.00%	25.00%	0.00%	75.00%
How fairly were the assignments graded?	4.50	5.00	0.00%	0.00%	0.00%	25.00%	0.00%	75.00%

Overall

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course met my expectations.	4.50	4.50	0.00%	0.00%	0.00%	0.00%	50.00%	50.00%
This course provided me with new insight and knowledge.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
This course provided me with useful skills.	4.75	5.00	0.00%	0.00%	0.00%	0.00%	25.00%	75.00%
The content of this course was presented at an appropriate level.	4.50	4.50	0.00%	0.00%	0.00%	0.00%	50.00%	50.00%
I put my best effort into this course.	4.25	4.50	0.00%	0.00%	0.00%	25.00%	25.00%	50.00%
The class had a high level of morale/enthusiasm.	4.50	5.00	0.00%	0.00%	0.00%	25.00%	0.00%	75.00%

The Teaching Assistant(s)

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were available outside of class.	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Were helpful with assignments.	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

The Discussion Sessions, Problem Sessions, Writing Tutorials

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were well coordinated with this course and contributed to it.	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Provided well-designed materials.	N/A	N/A	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

College Course Evaluations

PHIL 24015: Modality

Section 00 - Spring 2016

Instructor(s): Willer Malte
Identical Courses: PHIL 34015, LING 24015, LING 34015
Number Enrolled: 14
Number of Responses: 5

Evaluation Comments

What were the instructor's strengths? Weaknesses?

- Malte is GREAT. He is brilliant and brings some much appreciated levity to the course with jokes and stories about Germany and rivers. I have zero complaints about him as an instructor - he works hard to make difficult course material clear, dedicated extra time to additional tutorials for those of us who struggled with the material, and he's just really good at what he does. Despite my gripes about this class, I still encourage people to take a course with him. Seriously.
- Malte is a really fantastic professor, truly one of the best. He presents exceptionally clear and dynamic lectures, and gives out really detailed handouts that are lifesavers. This material was very technical at times, but Malte tried (successfully, at least most of the time) to tie the issues back to broader issues in philosophy. He is incredibly helpful in office hours, and goes above and beyond to try and help out students.
- Malte is amazing. He is a hilarious genius that everyone should take a class with.
- Malte is a really great teacher. He should have been more up front about the fact that the course was predominantly a linguistics course. This was not uninteresting but the assignments were very difficult and the philosophy students were at a disadvantage since many of the notational conventions and concepts were unfamiliar, which made things even more difficult.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

- Andrew came to discussion sections prepared with example to discuss and was always available for extra help. Great guy.

What, if anything, what would you change about this course and why?

- Some of the reading and assignments require some non-trivial technical skills. Some of the course was devoted to learning the basics of modal logic, but other technical devices such as the lambda calculus, a good working knowledge of formal compositional semantics, or familiarity with the basic practices of mathematical logic, were sometimes required to do the assignments completely effectively and get the most out of the reading. This was a strength of the course in the sense that it had some work with 'brass tacks' and required learning concrete skills. However, it could have been clearer from the outset that these skills would be so useful. A student with only basic knowledge of propositional logic can survive the course, but only with a lot of extra effort, and will not get as much out of it as someone with more training in mathematical logic or linguistic semantics. Don't water it down, just leave a fair warning!
- To me it felt like this class was targeting a few too many demographics, and a few of us ended up struggling and falling behind. The course had a mix of philosophy students, linguistics students, and (linguistics?) grad students. It seemed as if linguistics and grad folks had a much easier time with the content, and I think that might have to do with familiarity with jargon and basic concepts covered. Grading was fair, which made up for the fact that some of the assignments were pretty difficult. I'm not sure how to fix this. I understand that making things easier might make the course a bit less valuable for the students who struggled less. Maybe express stronger prerequisites? At the end of the quarter I feel like I didn't know what I had gotten myself into.
- I got the sense that it was difficult to strike a balance so that the class was appropriately difficult for a pretty broad range of students: philosophy PhD students, linguistics PhD students, and undergraduates with varying levels of exposure to linguistics and/or philosophy. I think Malte tried to make up for this by having both psets and essays, and giving pretty generous curves on the psets. I was a philosophy undergrad taking the course, and it was very difficult/frustrating at times. But it was well worth it; I really learned a lot and gained a lot of confidence in my ability to work within formal systems.
- Maybe do a little more straight-up metaphysics? Most of what we did was on the border between philosophy and linguistics, but I wouldn't have minded taking some time to get a little more plainly philosophical about (say) the ontological status of possibilia
- I would have preferred to have learned a bit more about the philosophy of Modality - authors like Kripke and Kaplan would have been a nice addition to the syllabus. However, the whole course was really interesting and I am glad I learned some 'nitty gritty' linguistics like dynamic semantics. So I don't know exactly what I would have taken out, but that would have been a nice way to bring in some more philosophy.

Is there any topic in this course that you wished you had had previous background in?

- Maybe more rigorous logic. Elementary logic didn't feel like sufficient preparation.
- Maybe some linguistics, but it wasn't totally necessary as long as you were willing to put some time into learning it.
- Linguistics

Which texts were most useful?

- Malte's handouts and Portner
- Kratzer, Stalnaker, Lewis, Portner, MacFarlane
- The Portner was really helpful. Malte's handouts were very very helpful as always.

Which least?

- Some of the papers we read were a little too dense.
- All were good
- The Condoravdi was really difficult since it, like some of the other papers, was written (or so it appeared) specifically for linguistics.

How productive was class discussion?

- It depended on the day. This was tough stuff.
- Very productive when it happened, though the class was mostly lecture-style, which was necessary given how difficult this material was.
- Extremely

How has this course contributed to your education?

- It's given me a bit of background in formal semantics, and encouraged me to pursue more technical areas of philosophy. It has taught me that I'm capable of learning (and working within) mathematical systems, given enough time and effort. I also see modality everywhere now, for better or worse.
- This course has contributed greatly to my education - if not to my G.P.A.! It will probably be one of the most memorable courses I took in college, and it did give me a lot of confidence in doing very difficult formal philosophy.

Why did you take this course?

Core requirement	0 / 0%
Instructor Reputation	4 / 80%
Faculty member recommended it	0 / 0%
Concentration Requirement	0 / 0%
Meets at a convenient time	0 / 0%
A student recommended it	0 / 0%
Topic interests me	4 / 80%
Concentration elective	3 / 60%

In summary, I had a strong desire to take this course

Strongly Agree	3 / 60%
Agree	2 / 40%
Neutral	0 / 0%
Disagree	0 / 0%
Strongly Disagree	0 / 0%

How many hours per week did you spend on this course?

Low Answer	5

Average Answer	7.7
High Answer	10

What proportion of classes did you attend?

All	5 / 100%
75%	0 / 0%
50%	0 / 0%
25%	0 / 0%
None	0 / 0%

Were the time demands of this course reasonable?

Yes	3 / 60%
No	2 / 40%

The Instructor

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	0%	0%	0%	0%	20%	**80%**
Presented clear lectures.	0%	0%	0%	0%	20%	**80%**
Held my attention and made this course interesting.	0%	0%	0%	0%	40%	**60%**
Stimulated and facilitated questions and discussions.	0%	0%	0%	0%	20%	**80%**
Responded well to student questions.	0%	0%	0%	0%	20%	**80%**
Was available outside of class.	20%	0%	0%	0%	0%	**80%**
Was helpful during office hours.	40%	0%	0%	0%	0%	**60%**
Motivated independent thinking.	0%	0%	0%	0%	20%	**80%**

The Readings

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fulfilled the objective of the course.	0%	0%	0%	20%	0%	**80%**
Were reasonable in number.	0%	0%	0%	20%	0%	**80%**
Were appropriately difficult.	0%	20%	0%	20%	20%	**40%**

Approximately how much of the reading did you do?

	N/A	None	25%	50%	75%	100%
	0%	0%	0%	0%	**60%**	20%

The Assignments

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0%	0%	0%	0%	20%	**80%**
How appropriately were the requirements of the course proportioned to course goals?	0%	0%	20%	0%	**60%**	20%
How well did the requirements contribute to the goals of the course?	0%	0%	20%	0%	20%	**60%**
How timely and useful was feedback on assignments and exams?	0%	0%	0%	0%	0%	**100%**
How fairly were the assignments graded?	0%	0%	0%	0%	0%	**80%**

Overall

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course met my expectations.	0%	20%	0%	20%	20%	**40%**
This course provided me with new insight and knowledge.	0%	0%	0%	0%	20%	**80%**
This course provided me with useful skills.	0%	0%	0%	0%	20%	**80%**
The content of this course was presented at an appropriate level.	0%	0%	0%	**40%**	**40%**	20%
I put my best effort into this course.	0%	0%	0%	0%	40%	**60%**
The class had a high level of morale/enthusiasm.	0%	0%	0%	20%	**60%**	20%

The Teaching Assistant(s)

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were available outside of class.	**40%**	0%	0%	0%	20%	**40%**
Were helpful with assignments.	20%	0%	0%	0%	**60%**	20%

Discussion Sections, Problem Sessions, Writing Tutorials

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were well coordinated with this course and contributed to it.	0%	0%	0%	0%	**80%**	20%

Provided well-designed materials.	**40%**	0%	0%	0%	**40%**	20%

College Course Evaluations

PHIL 24010: Meaning and Reference

Section 00 - Winter 2016

Instructor(s): Willer Malte
Identical Courses: PHIL 34010
Number Enrolled: 24
Number of Responses: 11

Evaluation Comments

What were the instructor's strengths? Weaknesses?

- Malte is a really wonderful professor. He gave informative and engaging lectures on what could have been really dry topics. His handouts on the readings were great. He's clearly brilliant, but still managed to present the material at a sufficiently introductory level. He is also hilarious, which made the 9am class time somewhat tolerable. Very helpful in office hours, too. Malte is the best professor I've had at this school, and I imagine that any class he teaches would be fantastic.
- Malte is very enthusiastic, humorous, and always provides lively lectures on the texts. He does a great job creating handouts that elucidate the main premises and arguments of the texts we read. I felt that I was able to understand the texts significantly more after we covered it in class. Malte also did a great job of giving students a chance to participate and ask questions. He always responded well to questions, giving each question thorough answers that enriched our understanding further. The only weakness is that he sometimes asks difficult questions to answer on the spot since the texts are often very dense. However, he is always encourages us to provide our own opinions and examples.
- Malte is super. Managed to clarify some super dense and complex material while maintaining a sense of humor and levity. This class was challenging, but I really enjoyed it. Found myself thinking about the material beyond the context of this course.
- Malte is intelligent, hilarious, and very organized. He is great at explaining complicated ideas and breaking them down. Overall, one of the best professors I've had at Chicago.
- Malte is an engaging and instructive lecturer. Very clear explanation of readings and good answers to student questions. However, the lectures usually went straight down what the handouts in class said, it would be nice to bring up new material for lectures.
- The teacher was both extremely well prepared and highly motivated. His handouts were extremely helpful and combined perfectly with his teachings. For some prof who give handouts you feel there's no need/desire to go to class. With Prof. Willer however, both were really instructive. I really can't think of no weakness. Wished all professors we like him.
- He has an immense depth of knowledge on the topic.
- Malte is a truly excellent teacher. There are few like him. He obviously puts a lot of work into his teaching and cares deeply about his students' learning. His handouts for the readings are extremely helpful and enable class discussion to get beyond the basics of the readings to some truly interesting terrain. I did not at all expect to enjoy this course much, based on the subject matter, but Malte made it engaging and rewarding. Also, he's funny.
- Professor Willer is a great lecturer and we always covered a lot of material. He was good at provoking discussion without letting it take over the class, so we could really engage with the issues without falling behind on the material. Perfect balance of lecture and discussion. I would strongly recommend him as a professor.
- BEST LECTURE PACKETS I'VE EVER SEEN course material extremely difficult, and moved through at a rapid pace. That might not be a weakness, but it was very hard to keep pace.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

- Josh was very friendly and approachable, and willing to devote the discussion sections to whatever we found most difficult that week. I sometimes got the impression that he was just as confused by some of the intricacies of readings as we were, though.
- Josh was very approachable and provided another perspective on the texts during our discussions. These often gave us more opportunities to discuss the texts and develop our own views, which was very helpful for the essays. He was also helpful during one on one meetings, and he made time for students outside of class. He was at times vague on what he was looking for in the papers, which could be frustrating at times.
- Josh was very helpful and available. Sometimes he let discussion go off on a tangent though, and I wished he would redirect us back to the topic discussed.
- Very good at explaining concepts.
- Josh was very helpful during office hours and discussion sections for explaining concepts we were unclear on in class. However, discussion sometimes seemed empty or unmotivated when nobody came with questions beforehand.
- N/a
- n/a
- Josh was really helpful and did an especially good job of grading papers and giving lots of helpful feedback.
- Good at dwelling on basic material, but maybe kept it too basic.

What, if anything, what would you change about this course and why?

- Nothing- it was a really interesting course that I thoroughly enjoyed.
- I would add in weekly discussion posts to supplement class participation. The readings for this course are very interesting but also difficult. It might be beneficial to give students another

option for discussing the texts without the time constraints of class time. This way, students have more time to think about the text and to try to understand it on their own.

- Nothing
- More discussion of post-Kripke philosophy of language and more recent descriptivist responses to Naming and Necessity.
- Absolutely nothing!
- It moved rather quickly so I would have preferred a somewhat slower pace in order to fully process each theory before moving onto the next.
- The TA discussion sections, and the lectures, were at a disjointed pace, the former too slow, and the latter to fast. Some cohesion would be appreciated.

Is there any topic in this course that you wished you had had previous background in?

- No- although I could see how not having some basic knowledge of formal logic would have made a couple of the readings tricky.
- Formal logic, especially the notations used. However, this isn't crucial to understanding the course.
- Malte does a good job of presenting any necessary background info.
- Logic
- Modal logic and possible worlds semantics. I still believe the problem of transworld identity poses severe issues for Kripke's modal argument in Naming and Necessity, however the background required to discuss it was not adequately covered in class.
- No
- It would have been helpful to have a better understanding of basic logic philosophy.
- No.
- Knowing some logic would have been helpful, but it wasn't too hard to pick it up as the course went along
- Yeah, philosophy of language. I've had more background in logic than most others I think, having taken intermediate, and I was still struggling to grasp the material.

Which texts were most useful?

- All of Frege and Russell, Kripke's Naming and Necessity
- All of them
- All of them, but probably Frege in particular.
- Naming and Necessity, I really liked the viewpoint put forth in Strawson but it was not sufficiently explored in the rest of the course's material.
- Frege, Mill, and Kripke were the most useful since they seem to be the major players in the discipline.
- Probably Kripke and Frege and Russell.

Which least?

- None- they all added nicely to the trajectory of the course. That said, Kaplan was pretty painful.
- None; all were useful
- Some of the Frege articles (The Concept, for example) were unnecessary. I think the course could cut out Kripke's "Puzzle About Belief" and the Saul article without losing too much value.
- n/a
- Maybe the Kaplan, being as it was so dense and huge and abstruse

How productive was class discussion?

- Very productive- Malte did a great job of encouraging contributions from most of the class and keeping discussion on topic.
- Class discussion was fairly productive. There was always a fair bit of discussion, and these often helped to clear up confusions and examine more nuances in the readings.
- Very
- Very productive, Malte was good at engaging students wishing to present their own arguments and providing explanations when students were unclear on concepts.
- Very helpful to discuss more in depth themes we didn't have time to cover in class
- Class discussion was often productive since the professor was very good at addressing concerns and fleshing them out in order to help clarify difficult topics.
- Very!
- Quite productive
- Often tangential to the problem. Lecturing was a superior use of time.

How has this course contributed to your education?

- It has given me a good handle on various theories of meaning, and introduced me to some really interesting questions in philosophy of language that I would never have otherwise

thought of.

- This course gave me an introduction to the philosophy of language, which I hadn't been exposed to at all before. It made me think about our everyday language use on a deeper level than I had ever considered it. I feel like I have a good grasp on the major theories of language, and it broadened my general knowledge of philosophy.
- Exposed me to some very cool theories, helped me recognize an interest in philosophy of language.
- This course forced me to think a lot more critically and logically
- I now know what I"m really saying when I say things.
- Overall background in philosophy for future PhD in philo
- It provided me with a very different approach to understanding language/meaning/reference than I previously had.
- Crash course philosophy of language.

Why did you take this course?

Core requirement	0 / 0%
Instructor Reputation	2 / 18%
Faculty member recommended it	0 / 0%
Concentration Requirement	1 / 9%
Meets at a convenient time	3 / 27%
A student recommended it	1 / 9%
Topic interests me	8 / 73%
Concentration elective	6 / 55%

In summary, I had a strong desire to take this course

Strongly Agree	5 / 46%
Agree	5 / 46%
Neutral	1 / 9%
Disagree	0 / 0%
Strongly Disagree	0 / 0%

How many hours per week did you spend on this course?

Low Answer	3
Average Answer	6
High Answer	10

What proportion of classes did you attend?

All	8 / 73%
75%	3 / 27%
50%	0 / 0%

25%	0 / 0%
None	0 / 0%

Were the time demands of this course reasonable?

Yes	11 / 100%
No	0 / 0%

The Instructor

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	0%	0%	0%	0%	9%	**91%**
Presented clear lectures.	0%	0%	0%	0%	0%	**100%**
Held my attention and made this course interesting.	0%	0%	0%	0%	27%	**73%**
Stimulated and facilitated questions and discussions.	0%	0%	0%	9%	18%	**73%**
Responded well to student questions.	0%	0%	0%	0%	9%	**91%**
Was available outside of class.	18%	0%	0%	9%	9%	**64%**
Was helpful during office hours.	**46%**	0%	0%	0%	9%	**46%**
Motivated independent thinking.	0%	0%	0%	0%	27%	**73%**

The Readings

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fulfilled the objective of the course.	0%	0%	0%	0%	0%	**100%**
Were reasonable in number.	0%	0%	0%	9%	9%	**82%**
Were appropriately difficult.	0%	0%	0%	9%	9%	**82%**

Approximately how much of the reading did you do?

	N/A	None	25%	50%	75%	100%
	0%	0%	0%	0%	36%	**46%**

The Assignments

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0%	0%	0%	0%	18%	**82%**

How appropriately were the requirements of the course proportioned to course goals?	0%	0%	0%	0%	9%	**91%**
How well did the requirements contribute to the goals of the course?	0%	0%	0%	0%	9%	**91%**
How timely and useful was feedback on assignments and exams?	0%	0%	0%	0%	9%	**91%**
How fairly were the assignments graded?	0%	0%	0%	0%	18%	**82%**

Overall

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course met my expectations.	0%	0%	0%	0%	9%	**91%**
This course provided me with new insight and knowledge.	0%	0%	0%	0%	18%	**82%**
This course provided me with useful skills.	0%	0%	0%	0%	36%	**55%**
The content of this course was presented at an appropriate level.	0%	0%	0%	9%	0%	**91%**
I put my best effort into this course.	0%	0%	0%	0%	36%	**64%**
The class had a high level of morale/enthusiasm.	0%	0%	0%	9%	18%	**73%**

The Teaching Assistant(s)

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were available outside of class.	27%	0%	0%	0%	9%	**64%**
Were helpful with assignments.	**36%**	0%	0%	0%	27%	**36%**

Discussion Sections, Problem Sessions, Writing Tutorials

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were well coordinated with this course and contributed to it.	0%	0%	0%	27%	27%	**46%**
Provided well-designed materials.	**27%**	0%	0%	18%	**27%**	**27%**

College Course Evaluations

PHIL 29425: Logic for Philosophy

Section 00 - Winter 2015

Instructor(s): Willer Malte
Identical Courses: PHIL 39425
Number Enrolled: 11
Number of Responses: 3

Evaluation Comments

What were the instructor's strengths? Weaknesses?

- Strengths: *His lectures were very well organized, enthusiastic, efficient at conveying a large amount of info in a limited time period, and managed to include time for discussion of philosophical issues in the already logic-packed lecture. *He was good at responding to student questions/ideas during lecture. *The HW assignments were well-designed to facilitate learning the material. No real weaknesses.
- Malte is a phenomenal professor. Presented clear lectures and can be quite funny. However, he is a little unapproachable and it was sometimes difficult to tell when he was being sarcastic and when he was being serious. Overall though, one of the best philosophy professors I've had here.
- Extremely knowledgeable in logic and formal semantics. High expectations, which can be good and bad.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

- Readily available and responded quickly.

What, if anything, what would you change about this course and why?

- Nothing. This is definitely the class I have learned the most in in college so far!
- Focus more on the applications of the material. The course tended to focus too much on proving validities in various logical systems rather than actually applying these systems to philosophical problems and investigating their implications - in other words, more PHILOSOPHY in order to distinguish this from merely some sort of advanced logic course.
- Nothing.

Is there any topic in this course that you wished you had had previous background in?

- Modality.

Which texts were most useful?

- Sider's "Logic for Philosophy" is an outstanding textbook
- There was only one.

Which least?

- There was only one.

How productive was class discussion?

- Pretty productive.
- Very helpful for helping us do the homework.

How has this course contributed to your education?

- gave me an overview of the various kinds and uses of logic, which will be quite helpful for future philosophy courses
- Gave me the technical skills to work in philosophy.

Why did you take this course?

Core requirement	0 / 0%
Instructor Reputation	1 / 33%
Faculty member recommended it	0 / 0%
Concentration Requirement	0 / 0%
Meets at a convenient time	0 / 0%
A student recommended it	0 / 0%
Topic interests me	2 / 67%
Concentration elective	3 / 100%

In summary, I had a strong desire to take this course

Strongly Agree	3 / 100%
Agree	0 / 0%
Neutral	0 / 0%
Disagree	0 / 0%
Strongly Disagree	0 / 0%

How many hours per week did you spend on this course?

Low Answer	5
Average Answer	15
High Answer	20

What proportion of classes did you attend?

All	2 / 67%
75%	1 / 33%
50%	0 / 0%
25%	0 / 0%
None	0 / 0%

Were the time demands of this course reasonable?

Yes	3 / 100%
No	0 / 0%

The Instructor

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	0%	0%	0%	0%	0%	**100%**
Presented clear lectures.	0%	0%	0%	0%	0%	**100%**
Held my attention and made this course interesting.	0%	0%	0%	0%	0%	**100%**
Stimulated and facilitated questions and discussions.	0%	0%	0%	0%	0%	**100%**
Responded well to student questions.	0%	0%	0%	33%	0%	**67%**
Was available outside of class.	0%	0%	0%	0%	33%	**67%**
Was helpful during office hours.	0%	0%	0%	0%	33%	**67%**
Motivated independent thinking.	33%	0%	0%	0%	0%	**67%**

The Readings

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fulfilled the objective of the course.	0%	0%	0%	0%	0%	**100%**
Were reasonable in number.	0%	0%	0%	0%	0%	**100%**
Were appropriately difficult.	0%	0%	0%	0%	33%	**67%**

Approximately how much of the reading did you do?

N/A	None	25%	50%	75%	100%
0%	0%	0%	0%	33%	**67%**

The Assignments

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0%	0%	0%	0%	0%	**100%**
How appropriately were the requirements of the course proportioned to course goals?	0%	0%	0%	0%	33%	**67%**
How well did the requirements contribute to the goals of the course?	0%	0%	0%	0%	0%	**100%**
How timely and useful was feedback on assignments and exams?	0%	0%	0%	0%	0%	**100%**
How fairly were the assignments graded?	0%	0%	0%	0%	0%	**100%**

Overall

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course met my expectations.	0%	0%	0%	0%	33%	**67%**
This course provided me with new insight and knowledge.	0%	0%	0%	0%	0%	**100%**
This course provided me with useful skills.	0%	0%	0%	0%	0%	**100%**
The content of this course was presented at an appropriate level.	0%	0%	0%	0%	0%	**100%**
I put my best effort into this course.	0%	0%	0%	0%	0%	**100%**
The class had a high level of morale/enthusiasm.	0%	0%	0%	0%	**67%**	33%

The Teaching Assistant(s)

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were available outside of class.	0%	0%	0%	0%	0%	**100%**
Were helpful with assignments.	0%	0%	0%	0%	0%	**100%**

Discussion Sections, Problem Sessions, Writing Tutorials

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were well coordinated with this course and contributed to it.	0%	0%	0%	0%	33%	**67%**
Provided well-designed materials.	0%	0%	0%	0%	33%	**67%**

College Course Evaluations

PHIL 24025: Reference and Description

Section 01 - Autumn 2014

Instructor(s): Willer Malte
Identical Courses: PHIL 34025
Number Enrolled: 8
Number of Responses: 5

Evaluation Comments

What were the instructor's strengths? Weaknesses?

- Malte Willer organized the class discussions and the readings perfectly. He was able to keep discussions productive and on topic while clarifying difficult readings. Overall one of the best professors I have had at this University.
- No weaknesses. Very knowledgeable.
- Malte really knows the subject and presented very clear lectures
- Malte Willer is fantastic! He is extremely clear, personable and helpful outside of class. Even when we were slogging through some really difficult and dense material, he was able to make it comprehensible in lecture. As a teacher he was open to inquiries, questions, objections, etc. and never seemed to foreclose the possibility of alternative interpretations or conclusions about the text that contradicted his reading. In fact, he often seemed interested in discussing those more, and did a lot to get the whole class chiming in. He always made himself to student inquiries, both inside and outside regular office hours. He's funny too, often times he would chime in with an anecdote or personal reflection and those were pretty fun. No weaknesses.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

- N/A
- n/a

What, if anything, what would you change about this course and why?

- Nothing.
- Nothing.

Is there any topic in this course that you wished you had had previous background in?

- I wish I had a little more familiarity with some of the philosophical terminology. A lot of the readings take for granted that you have a working knowledge of a lot of philosophy vocabulary. When this is not the case, it takes forever to untangle what is being said.
- 2D semantics.
- no

Which texts were most useful?

- All of the texts were very well selected to the development of the subject.
- All of them.
- Kripke
- They were all pretty useful.

Which least?

- None.
- none.

How productive was class discussion?

- Extremely useful in understanding the readings.
- Mostly lecture.
- Fairly productive. We were given a good deal of freedom to discuss whatever concerned/interested us. This led to a lot of interesting discussions, which Malte steered very well. The only downside to this was that by the end of the quarter when we had moved on to the hardest stuff, very few people were discussing. They had interesting things to say so it wasn't much a problem.

How has this course contributed to your education?

- It introduced me to a fascinating field that I had no idea existed. I have a feeling that a lot of the puzzles brought to light in class will haunt me forever.
- Expanded my knowledge of the philosophy of language.
- I really enjoyed this class, it was quite technical but interesting and different from other philosophy courses
- I feel like I've gotten a really solid introduction to a whole field of philosophy and a good range of important thinkers.

Why did you take this course?

Core requirement	0 / 0%
Instructor Reputation	2 / 40%
Faculty member recommended it	0 / 0%
Concentration Requirement	1 / 20%
Meets at a convenient time	1 / 20%
A student recommended it	0 / 0%
Topic interests me	5 / 100%
Concentration elective	5 / 100%

In summary, I had a strong desire to take this course

Strongly Agree	3 / 60%
Agree	2 / 40%
Neutral	0 / 0%
Disagree	0 / 0%
Strongly Disagree	0 / 0%

How many hours per week did you spend on this course?

Low Answer	5
Average Answer	7.1
High Answer	10

What proportion of classes did you attend?

All	5 / 100%
75%	0 / 0%
50%	0 / 0%
25%	0 / 0%
None	0 / 0%

Were the time demands of this course reasonable?

Yes	5 / 100%
No	0 / 0%

The Instructor

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Organized the course clearly.	0%	0%	0%	0%	0%	**100%**
Presented clear lectures.	0%	0%	0%	0%	20%	**80%**
Held my attention and made this course interesting.	0%	0%	0%	0%	0%	**100%**
Stimulated and facilitated questions and discussions.	0%	0%	0%	0%	0%	**100%**
Responded well to student questions.	0%	0%	0%	0%	0%	**100%**
Was available outside of class.	20%	0%	0%	0%	0%	**80%**
Was helpful during office hours.	20%	0%	0%	0%	0%	**80%**
Motivated independent thinking.	0%	0%	0%	0%	0%	**100%**

The Readings

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fulfilled the objective of the course.	0%	0%	0%	0%	0%	**100%**
Were reasonable in number.	0%	0%	0%	0%	0%	**100%**
Were appropriately difficult.	0%	0%	0%	0%	0%	**100%**

Approximately how much of the reading did you do?

N/A	None	25%	50%	75%	100%

	0%	0%	0%	0%	20%	**80%**

The Assignments

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0%	0%	0%	0%	0%	**100%**
How appropriately were the requirements of the course proportioned to course goals?	0%	0%	0%	0%	0%	**100%**
How well did the requirements contribute to the goals of the course?	0%	0%	0%	0%	0%	**100%**
How timely and useful was feedback on assignments and exams?	0%	0%	0%	0%	0%	**100%**
How fairly were the assignments graded?	0%	0%	0%	0%	20%	**80%**

Overall

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course met my expectations.	0%	0%	0%	0%	20%	**80%**
This course provided me with new insight and knowledge.	0%	0%	0%	0%	0%	**100%**
This course provided me with useful skills.	0%	0%	0%	0%	0%	**100%**
The content of this course was presented at an appropriate level.	0%	0%	0%	0%	0%	**100%**
I put my best effort into this course.	0%	0%	0%	0%	20%	**80%**
The class had a high level of morale/enthusiasm.	0%	0%	0%	0%	40%	**60%**

The Teaching Assistant(s)

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were available outside of class.	**100%**	0%	0%	0%	0%	0%
Were helpful with assignments.	**100%**	0%	0%	0%	0%	0%

Discussion Sections, Problem Sessions, Writing Tutorials

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Were well coordinated with this course and contributed to it.	0%	0%	0%	0%	40%	**60%**
Provided well-designed materials.	20%	0%	0%	0%	**40%**	**40%**

Division: HUMANITIES **Department:** PHIL

PHIL 20721-00 Dynamic Semantics

Quarter: Autumn 2012 **Instructor:** Willer Malte

Number of Responses: 7
Number Enrolled: 18

Cross-listings: PHIL 30721, LING 20721, LING 30721

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

Malte is the best. Occasionally he would trail off and it would be clear that not everyone was understanding him, but mostly his presentation of the material was clear and complete. His asides are always the best and I loved his choice of examples.

I loved Malte!! He is an incredible lecturer and a great guy. He`s brilliant, funny, patient, and seems to care a lot about his students and the material. I wish he taught more undergrad classes, because I would take them almost regardless of the content. At the beginning of the year I sometimes thought he would give too long of an answer to easy questions during discussion section, but besides that I can`t think of any weaknesses. He`s very understanding about extensions and always willing to answer questions, even if they might be stupid. He has a great accent and keeps everyone`s attention during class with his funny examples.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

What, if anything, what would you change about this course and why?

Nothing

I wish that there would be some easy `practice problems` between homeworks to get the hang of constructing different frameworks - I felt like I was jumping in the deep end with building logical forms, DRSs, etc. Even if these problems were optional I think they wouldve really helped me.

the structure of the course was pretty confusing. the readings and the problem sets didn`t line up very coherently.

Is there any topic in this course that you wished you had had previous background in?

I had taken logic, so that was fine, but I think logic should be a requirement (at least some kind of logic)

I wish I had taken the logic prerequisite seriously - some background in philosophy or linguistics would definitely help.

all the different types of logic.

Which texts were most useful?

Heim Veltdman Van der Sandt (Also the lecture handouts)

Yalcin, Heim, Veltman, Kamp

Which least?

?

To be honest I still haven`t read Neale but I`m sure it will be interesting when I get to it..

How productive was class discussion?

Most of the time it was pretty productive

Very! I like having mixed grad/undergrad sections

How has this course contributed to your education?

Greatly!

I now have a whole new logical framework for thinking about language, conversation, and truth.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

Core requirement	0 (0%)
Instructor reputation	2 (50%)
Faculty member recommended it	0 (0%)
Concentration requirement	0 (0%)
Meets at a convenient time	0 (0%)
A student recommended it	0 (0%)
Topic interests me	4 (100%)
Concentration elective	1 (25%)

In summary, I had a strong desire to take this course. (circle one)

Strongly Disagree				Strongly Agree
1	**2**	**3**	**4**	**5**
0 (0%)	0 (0%)	0 (0%)	4 (100%)	0 (0%)

How many hours per week did you spend on this course?

Low Answer: 6 Average Answer: 9.4 High Answer: 15

What proportion of classes did you attend?

None: 0 (0%) 25%: 0 (0%) 50%: 0 (0%) 75%: 1 (20%) All: 4 (80%)

Were the time demands of this course reasonable?

Yes: 4 (80%) No: 1 (20%)

THE INSTRUCTOR

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
Organized the course clearly.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	4 (80%)

Presented clear lectures.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)
Held my attention and made this course interesting.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)
Stimulated and facilitated questions and discussions.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
Responded well to student questions.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)
Was available outside of class.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	4 (80%)
Was helpful during office hours.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	4 (80%)
Motivated independent thinking.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)

THE READINGS

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
Fulfilled the objective of the course.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
Were reasonable in number.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	2 (40%)	2 (40%)
Were appropriately difficult.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	4 (80%)	0 (0%)

	N/A	None	25%	50%	75%	100%
Approximately how much of the reading did you do?	0 (0%)	0 (0%)	0 (0%)	1 (25%)	2 (50%)	1 (25%)

THE ASSIGNMENTS

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
How appropriately were the requirements of the course proportioned to course goals?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (40%)	3 (60%)
How well did the requirements contribute to the goals of the course?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
How timely and useful was feedback on assignments and exams?	0 (0%)	0 (0%)	0 (0%)	1 (20%)	2 (40%)	2 (40%)
How fairly were the assignments graded?	0 (0%)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	3 (60%)

OVERALL

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
This course met my expectations.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	3 (60%)
This course provided me with new insight and knowledge.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	4 (80%)
This course provided me with useful skills.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	3 (60%)
The content of this course was presented at an appropriate level.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	2 (40%)	2 (40%)
I put my best effort into this course.	0 (0%)	0 (0%)	0 (0%)	2 (40%)	0 (0%)	3 (60%)
The class had a high level of morale/enthusiasm.	0 (0%)	0 (0%)	0 (0%)	1 (20%)	0 (0%)	4 (80%)

THE TEACHING ASSISTANT(S)

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
Were available outside of class.	2 (67%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)
Were helpful with assignments.	2 (67%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
Were well coordinated with this course and contributed to it.	1 (33%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	1 (33%)
Provided well-designed materials.	2 (67%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)

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Division: HUMANITIES **Department:** PHIL

PHIL 24010-00 Meaning and Reference

Quarter: Winter 2012 **Instructor:** Willer Malte **Number of Responses:** 10
Number Enrolled: 23

Cross-listings: PHIL 34010

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

Strength: Highlight on the essential materials, make difficult reading comprehensible, pacing of the class, very knowledgeable and able to bring out the general context and implications of each article, very humorous Weakness: Some of the questions he asks in class is a bit difficult to answer on spot

Malte is an excellent professor. Gives extremely clear lectures that digest the reading and express the subtleties of each particular theory of reference. He obviously cares very much about each individual student, and seemed to make an effort to interact with everyone personally. Constantly concerned about our understanding of the material—he even had a mid-course evaluation to get our feedback about what was working and what wasn`t.

Great at explaining complicated texts in a way that was easy to understand. Funny and interesting lecturer.

Out of all the professors I have had at the University of Chicago, Malte is the one who really exceeds expectations as far as really trying to teach the best course possible goes. He is a very clear and engaging lecturer, his powerpoints are extremely helpful, he handles responding to student questions very well, and he encourages discussion from everyone in the room. plus he himself ordered a person to come in and talk to us about the course midway through, and definitely acted on the feedback we gave. I could not see Malte teaching anything but a good class

The course was organized extremely clearly and the early readings led into Kaplan wonderfully. Prof. Willer is funny, enthusiastic, and extremely smart, and has a very positive attitude toward students. I wish he had made some attempt to connect the course topics to larger questions in philosophy as a whole -- literally the only time he mentioned any philosopher other than those we were assigned to read was in the first or second week when we discussed whether Frege was a Platonist.

Professor Willer is a very good lecturer. His presentation of the material was clear and well orgaznied, and the power points were extremely effective. He also had a good sense of humor, which made class enjoyable. He was very attentive to students` needs, and when he found participation in the discussion was uneven, he did his best to encourage other students to speak. He always looked a little disappointed when the class didn`t show as much enthusiasm about the material as he thinks it deserves.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

The TA provided me with much insight into the course material, because he offers a viewpoint that is closer to the students and somehow helped me connect better with Malte`s more boiled down version in class. Of course the contribution from other undergraduates also helped with the process.

Clark did a great job being fair to material that we found out late in the course he personally found unconvincing.

Clark was an extremely committed TA. He gave very thorough and helpful comments on assignments, and always ran discussion from a sheet of important points to cover which he compiled

from the lectures. Our discussions were often helpful, but sometimes I felt they went on too long, or didn`t completely reach the core of an issue. Overall, Clark was really great, and very approachable outside of class/discussion.

Pure awesome.

Clark could be a bit slow in section, but on the whole he was very friendly and very interested in the material and helping us to get a better grasp of some important parts of it. His comments on papers were also very helpful

Clark was a good discussion leader. I thought his choice of topics to discuss were always very interesting, but he allowed us to talk about pretty much anything we found interesting or problematic in the texts. We usually ended up in a very good discussion. I very much enjoyed section. His comments on papers were also always very detailed and helpful.

What, if anything, what would you change about this course and why?

What happened to the stop sign post at the beginning of the class? Shouldn`t meaning and reference be more than just language? I don`t even speak English most of the time, so I have a hard to relating the course material to my real life. Maybe including one article not about language will be more cool.

Getting to Kaplan earlier would have made the course less frustrating, as he was the only sane author we read after Frege. Maybe the course was too well-organized: because it was so perfectly focused, we virtually never connected what we were doing to the larger history of philosophy -- and to me this gets to the heart of what is so wrong with analytic philosophy of language (at least the authors we read).

I think some of the readings were a tad long and difficult, but MAlte`s ppts explained them well. Otherwise nothing

I think the pacing was great. The set-up of one reading per class was very effective.

Is there any topic in this course that you wished you had had previous background in?

Not really, the materials covered does not demand much formal training in logic. Though some of the Latin used in class is a bit confusing, not because I don`t understand the concept, but I just don`t understand what the `um`-ness is with `designatum`. So better review your Latin grammar.

No, the course was introductory-level.

Russell, and probably better understanding of modal-logic

Logic

No, but I could see how not having a background in first-order logic and even modal logic could have made things difficult at times

Which texts were most useful?

Kripke sees problems in everything yet solves none, very useful for writing paper

Kaplan, all of Frege

Kripke

Frege, Russell, Kripke

Naming and Necessity, Freg, Putnam, Strawson

Frege, Russell, Kaplan

Which least?

Frege

Putnam, Kripke`s "A Puzzle about Belief". I would say Naming and Necessity too (I hate it), except that it`s so influential we had to read it, plus Kripke somehow manages to slip a couple of interesting points in by mistake.

None really, there were a bunch of readings but they were all useful

Strawson, Putnam

How productive was class discussion?

Not really productive. I only vaguely remember what the other students said in class.

Helpful enough, though we often dwelled on points that I thought were decidedly not the most interesting ones available.

Fairly.

Depended on who felt like talking that day. Discussion was either fascinating or excruciating.

Very when the ight people asked the right questions, but sometimes people would go off on their own little tangents, or ask questions that weren`t all that interesting/relavant.

In the beginning participation was pretty uneven, with always the same students speaking. But Willer tried his best to increase participation, and by the end, more and more students were contributing. Sometimes we discussed one thing for a little too long. I also wished Willer had opened up discussion a little more for alternate points of view on the material. We never really touched on the assumptions of the subject matter we were discussing, something we did do in section and which I found very interesting.

How has this course contributed to your education?

Essential for anyone who is interested in philosophy in general

I feel like I now have a basic grasp of the foundations of analytic philosophy`s view of linguistic meaning. Unfortunately it also confirmed my negative stereotypes of analytic philosophy of language: that it almost totally lacks a critical awareness of its place within the history of philosophy.

Great introduction to active topics in philosophy of language.

Made me really interested in philosophy of language, which I knew nothing about before

Good background in some central issues in analytic philosophy of language, gave me some useful tools for doing future philosophy in this area and other areas as well

I`ve paid my dues to analytic philosophy and now I never want to read or talk about any of these people again. Except maybe Frege.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

Core requirement	0 (0%)
Instructor reputation	1 (17%)
Faculty member recommended it	0 (0%)
Concentration requirement	1 (17%)
Meets at a convenient time	0 (0%)
A student recommended it	0 (0%)
Topic interests me	6 (100%)
Concentration elective	3 (50%)

In summary, I had a strong desire to take this course. (circle one)

Strongly Disagree				Strongly Agree
1	2	3	4	5
0 (0%)	0 (0%)	0 (0%)	3 (43%)	4 (57%)

How many hours per week did you spend on this course?

Low Answer: 4 Average Answer: 6.5 High Answer: 10

What proportion of classes did you attend?

None: 0 (0%) 25%: 0 (0%) 50%: 0 (0%) 75%: 1 (17%) All: 5 (83%)

Were the time demands of this course reasonable?

Yes: 7 (100%) No: 0 (0%)

THE INSTRUCTOR

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
Organized the course clearly.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
Presented clear lectures.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
Held my attention and made this course interesting.	0 (0%)	0 (0%)	0 (0%)	1 (14%)	1 (14%)	5 (71%)
Stimulated and facilitated questions and discussions.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (57%)	3 (43%)
Responded well to student questions.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	6 (86%)
Was available outside of class.	3 (43%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	3 (43%)
Was helpful during office hours.	5 (71%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	1 (14%)
Motivated independent thinking.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)	5 (71%)

THE READINGS

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5

Fulfilled the objective of the course.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	6 (86%)
Were reasonable in number.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	6 (86%)
Were appropriately difficult.	0 (0%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)	6 (86%)

	N/A	None	25%	50%	75%	100%
Approximately how much of the reading did you do?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	6 (86%)

THE ASSIGNMENTS

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	6 (86%)
How appropriately were the requirements of the course proportioned to course goals?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)	5 (71%)
How well did the requirements contribute to the goals of the course?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	6 (86%)
How timely and useful was feedback on assignments and exams?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
How fairly were the assignments graded?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)	5 (71%)

OVERALL

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
This course met my expectations.	0 (0%)	0 (0%)	0 (0%)	1 (14%)	2 (29%)	4 (57%)
This course provided me with new insight and knowledge.	0 (0%)	0 (0%)	1 (14%)	0 (0%)	2 (29%)	4 (57%)
This course provided me with useful skills.	0 (0%)	0 (0%)	0 (0%)	2 (29%)	2 (29%)	3 (43%)
The content of this course was presented at an appropriate level.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)	5 (71%)
I put my best effort into this course.	0 (0%)	0 (0%)	0 (0%)	1 (14%)	2 (29%)	4 (57%)
The class had a high level of morale/enthusiasm.	0 (0%)	0 (0%)	0 (0%)	1 (14%)	4 (57%)	2 (29%)

THE TEACHING ASSISTANT(S)

	Strongly Disagree					Strongly Agree

	N/A	1	2	3	4	5
Were available outside of class.	2 (29%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)	4 (57%)
Were helpful with assignments.	1 (17%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (83%)

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
Were well coordinated with this course and contributed to it.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (43%)	4 (57%)
Provided well-designed materials.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (29%)	5 (71%)

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Division: HUMANITIES **Department:** PHIL

PHIL 20100-00 Elementary Logic

Quarter: Autumn 2011 **Instructor:** Willer Malte

Cross-listings: CHSS 33500, HIPS 20700, PHIL 30000

Number of Responses: 99
Number Enrolled: 116

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

Prof. Willer is very clear and direct in his lectures.

He has trouble answering student`s questions- not sure if it`s because he doesn`t understand what they`re asking or if he`s just lazy.

strengths: good lecturer, funny weaknesses: went too fast sometimes, didn`t always explain everything

Malte is funny, sharp, and likeable: he often plays the smarter-than-thou professor, which is amusing. And indeed, he definitely knows his logic. He still, however, has a lot to work on until he`s a great teacher (now he`s good). For one, often if someone asked a question which was premised on a false assumption, he`d often reply that with an I don`t understand/ you`re wrong instead of spelling out and showing what was incorrect about the asker`s thinking. To make the class more interesting, I think that he could have had the class logically break down the arguments of outside texts/ videos - just taking stuff from the internet would hold the classes attention, serve as a break during lecutre Also, he could hold the class after 9 am.

I really can`t speak well or ill of the professor, since I didn`t for better or worse, take the subject seriously

He obviously knew what he was talking about, but was ineffective at conveying his insights to the class. His lectures were confusing.

I thought Pr. Willer did a very good job trying to engage us during class, but he had to, unfortunately, battle it`s early hour. I appreciated that his lectures were so clear and that he posted them since I would have been lost had I not been able to return to them. I also liked his jokes.

Malte was very good at explaining and was good with humor. He had trouble holding my attention however. Overall, he was a positive attribute for the class but not much.

Great instructor.

Willer Malte is knowledgeable of Logic; he is witty and willing to engage student questions.

Professor Wille knows the material very well and is extremely competent. He is able to explain it in a meaningful manner, and with great clarity.

No real weaknesses.

Amazingly funny and entertaining. Made me actually enjoy the 9 AM lecture. Provided very good examples and explanations. Fantastic.

Malte is the best! Clear lectures, pretty entertaining, very knowledgable.

Malte was awesome, his course is hard, but he is funny and knowledge, so class is always a treat,

even at 9:00 am.

He was very condescending and clearly did not understand the general student`s difficulty in grasping the subject material. A lot of the homework he assigned us was busy work that he didn`t have to grade (the TA`s did) and thus he had no problem piling it on. He also didn`t pace the course well and loaded the most challenging material in the last two weeks.

Malte was a very lively lecturer, with a great sense of humor. The way he led us through natural deductions by asking us what the next step should be instead of simply writing them all out was, I think, very effective. His weaknesses mostly concern the way he structured the course, rather than his presentation of the material (see next question).

he never really says anything you can`t read off the powerpoint, so i stopped going to class and just used ppts, which were posted on chalk, + Teller. personally, i thought this improved my class experience because i no longer had to get up at 9AM.

Professor Willer is an engaging lecturer, and an informative one. Always clearly knew what he was talking about, could illustrate with jokes and examples, but never strayed from the topic at hand. He does have an accent, but he never ventured into intelligibility. With logic, which-ironically-so often strays into confusion, this is a valuable quality.

This is a class that requires a lot of independence outside of the classroom. Professor Willer did as good of a job as possible at attempting to condense the readings into intelligible powerpoints, and he presented them clearly. There were no weaknesses on his part.

I thought the class was well organized and the content was presented clearly. The lecture slides were extremely helpful and I thought in general Prof. Willer was excellent.

Malte was funny and engaging as a lecturer, and his accent is awesome. My only critique - and this goes more to the content of the course than to him as a lecturer - is that he stuck to very technical training and didn`t really motivate the material with interesting philosophy that much.

clear presentation, organized

Malte was very good at making the material relevant and explaining why expansions of the logical systems we used were necessary. He could have however done a better job in lectures preparing us for homework assignments.

Definitely knew what he was talking about, an expert no doubt. Humorous. Not the best speaker.

Malte could be a really funny lecturer, though it was--and still is--a struggle to understand just why any of this matters.

Malte Willer is a fantastic lecturer considering he taught one of the most perfunctory topics in Philosophy. The course material is only somewhat interesting, but his occasional wisecracks made the class more enjoyable. He`s very clear and he provides excellent examples. He even walks us through more difficult concepts in the course, often taking a proof and doing it step-by-step on the powerpoint for us making things much clearer.

For material this technical not grading on a curve is basically insane. If he wants to be a jerk about distributing grades, that`s fine, but it should still be based on a curve, not an expectation that the only way to get an A is to get a 94% in the class

He presented a good lecture, and tried to keep things interesting. The assignments could be very difficult.

The online component of the class was organized very well, I enjoyed it immensely.

Professor Malte is a fantastic instructor who presented his lessons clearly, had well-designed lectures, and had the charisma to appeal to his students and keep them excited about the subject.

Malte was a great instructor. Even with a topic seemingly as dull as logic, he somehow was able to grab my interest, even though I have absolutely no interest in logic. He presented the material very well that it was almost unnecessary to do the Teller readings. As for weaknesses, there weren`t any.

Boring lectures, boring material. I learned nothing the entire quarter besides syntax of a particular local language and its semantics. Never gonna use it, not interesting of philosophically compelling. If you like/are good at math and want to actually learn logic and take on fun thinkers like Gödel, this is NOT the class for you.

Malte is organized but doesn`t respond well to comments and questions. Sometimes he brushes them off or says something unrelated.

Good teacher, demands far too much

Professor Willer made really clear power points presenting the material. He`s hysterical and would often use humorous examples in order to keep our attention while illustrating his points. However, since Professor Willer posted his slides on chalk, their wasn`t really much incentive to come to class other than Professor Willer`s humor.

One of the chillest of the chill bros

Professor Willer is funny and does a good job keeping the class moving, but the format of the large lecture is not conducive to engagement, participation, or attendance

Malte`s class structure was incredibly organized and very clear. I`m hard-pressed to think of a criticism other than the 9am class time, which he had no control over.

Instructor kept to the schedule, got through all the material, and even had time to crack some jokes. That said, the material is pretty dry, and satirical interludes don`t really change that.

Good Teacher, did a great job of explaining things, pretty good job of showing why they mattered. Funny, made me regret skipping class. The assignments were a bit weird on difficulty some times (periodically really easy, sometimes bizarrely hard).

What were the teaching assistant's or writing intern's strengths? Weaknesses?

Cheiu was very nice, but sometimes her practice problems were much too difficult.

Chieu is a little awkward when presenting, but she clearly understands the material and is awesome one-on-one. She`s fabulous.

No real weaknesses.

Amos was awesome. Really nice and approachable. Did a great job giving good example problems in discussion sections and answering questions.

Nic was amazing he answered every question and certainly helped with the topics in class and those presented on the homework.

Knew that some students didn`t understand the material but refused to offer much help anyway. Nic was almost as condescending as Malte Willer.

Nic was very good at explaining things. He was very patient and never got frustrated when a student didn`t understand, even if the concept he had to explain was really simple or obvious. I can`t really think of any weaknesses.

Always available, helpful at explaining material

i had chieu, who gave us handy summaries of laws every week. also very accessible by email and always replied quickly to my questions--great TA

Nate Zuckerman was a fantastic TA. He promptly responded to my (many) emails about the homework with patience,and clearly despite the difficulty of expressing logical thoughts via email.

Chieu was the best teaching assistant that I have had at this university. She always made herself available, went above and beyond in the tutorials, and responded to emails with thorough and thought-out responses. She is a great teaching assistant.

Nate is very helpful and available. For every question I asked he replied in detail and with consideration.

Nate was fine on grading, and in discussion section. He explained things well when questions came up, though the format of the course didn`t really provide a large role for him.

very considerate, enthusiastic

Nate was extremely helpful and knowledgable. He also made the assignment interesting and relevant and did so in a way that still encouraged our own endeavor to solve the problems. He did not just give us the answers but he made i clear that we could find them

Nate was an excellent TA, very patient, very expressive in explaining complicated things.

I talked with Nic like two times, and both times his responses were basically what you would want a TA to respond with.

He was very helpful, knowledgeable, available. Provided critical assistance with the course.

Amos Browne`s TA sessions could have been better organized, and I felt he could have done more to be accessible to his students. My greatest complaint, however, is that he very rarely provided feedback on the homework and simply marked points off, which made it very difficult to study from my homework when the final rolled around.

Definitely helped with the homework. Though sometimes his correction on the homework were absolutely unreadable and I had no idea what he was saying. He also seemed to be a tough grader. I would most definitely say that the homework was unfairly graded in this class.

I liked my teaching assistant Amos Browne. He is a good guy and knowledgable.

Chieu was a great TA. She provided very useful review sheets and always came up with interesting problems for us to work on. She was good at answering students questions clearly and very available outside of class.

Chieu is shy, but very good at explaining, very helpful, and enthusiastic about the subject

Amos was fine, I just felt like the discussion sections were pretty pointless, so I didn`t attend many.

I rarely attended discussion because it was on Friday afternoon, but my TA was very helpful when I did speak to her. I`d recommend her. Her accent did make her a little hard to understand, but since you can just write out all the problems in logic, wasn`t a huge issue.

strengths: willing to help, thorough weaknesses: gave almost no partial credit and no feedback on assignments

My TA Chieu, was excellent - she worked hard for us and was always confident in her answers.

Chieu made amazing materials for our discussion section. I felt really lucky to get her hand outs each week. She did a good job on working through problems with you one-on-one, but I was sometimes a little lost by her explanations. It`s clear that she has a huge working knowledge of logic and deduction, but since I was just starting out, it could sometimes be a little overwhelming. Overall though, I`m glad to have been under her guidance.

My TA was great. Really helped me through the class.

Awesome TA. I loved Chieu.

Nick was super helpful to student questions and frustrations. He is a very fair grader. Moreover, though he is extremely good at logic, he displays a rare humility that is quite inviting to students who may not have a natural affinity for the subject.

wouldn`t have understood this course without him.

What, if anything, what would you change about this course and why?

A little slower. The first few weeks were very simple, and then it quickly accelerated to very difficult.

Make it really an introductory course. This was supposed to be a "fun course" and ended up taking way too much time.

I would make the final exam reflective of the work we did the entire rest of the quarter.

I would make the homework less challenging and occur more frequently earlier in the quarter so there is less pressure at the end.

n/a

not give homework over thanksgiving break.

The grading schema. The grading on the hw is strange, with the massive proofs being worth relatively little points, while the much simple true/false questions can lose you tons of points of the smallest of errors. It made it much easier to do poorly on the hw`s.

Probably spend a bit less time on the early sections of the course in order to work more on natural deduction.

More/ more involved problem sets.

Make it easier, and no Thanksgiving assignment please.

Pace the course curriculum better or eliminate some more complicated aspects at the end of the course.

In specific, I think we should have spent more time doing interpretations (instead of natural deduction; there are only so many examples you can do). I realized that many people, myself included, did not understand how to apply quantifiers to a conditional in an interpretation, which we never went over in class. I had a friend in Mathematical Logic explain it to me, and I learned more from him in five minutes than I did in an hour and a half of lecture. In general, I think the demands were a little too high for a philosophy requirement. Most of the things we learned were irrelevant to anything I would do in philosophy. I lamented the fact that I had to spend so many hours doing proofs when my time could be better spent reading Nietzsche.

make sure that the level of difficulty on the homework was the same as the level of difficulty in his lectures (huge divide between what we learned in class and what we were expected to do in the homework)

no complaints, it`s perfect as is

Nothing-the homeworks were quite difficult, but that is because the course work was difficult.

I would have appreciated if there weren`t a million people in the class.

Increase the student/lecture ratio

It would have been helpful to have the lecture slides in advance of the lecture so that we could make

notes on the slides themselves during the class, but it`s not a big deal.

I`d like it if this course either moved more quickly or if there was more discussion of when it should be skipped in favor of more advanced logic courses. We moved too slowly for my tastes, though others might disagree.

I would have changed the way homework was assigned. More assignments that don`t take as much time would have been more useful. Instead of spending every other sunday on logic homework I think I would feel more comfortable with those skills taught if we had homework at least once a week.

I would get rid of all the PHIL majors.

It would be nice to learn about something other than just the skill of solving proofs and deciphering statements.

Grading scale

I wish we had an actual textbook. It was difficult to do all of the readings online.

The meeting time was too early in the morning, and I would have had more (shorter) assignments spaced out more evenly.

The course was more difficult than anticipated and moved at a faster pace than I was comfortable with. After speaking with my counselor, I realized that I was not alone in expressing this sentiment. I would have appreciated more support from my TA, and would have appreciated slightly less challenging assignments. Even after dedicating a fair amount of time to rereading lectures and the text and practicing proofs, I still found the homework rather daunting. Also, each homework assignment is worth 12% of the grade, and this system leaves little margin for error.

I would make the discussion sections mandatory. I`m not sure, but it felt weird just having lectures and having homework and having nothing to be responsible for, seemingly.

Remove it from the required classes for philosophy. it is truly pathetic in what it offers. or, if it is kept, restructure it entire to think more ABOUT logic and what sort of a philosophical project that is, instead of SLOWLY building up a weak useless predicate logic that I will never refer to again....

Nothing.

Make it not a major requirement

Since the slides were available online, there wasn`t really any incentive for students to come to class or to stay awake once they got there. I don`t know if this is really a bad thing – having the slides available online made it a lot easier to learn the material – but it`s definitely somewhat problematic. Also, having this class at 9:00AM doesn`t make much sense – since Logic is a major requirement, most of the students taking the class aren`t excited enough by the material to stay awake during a 9:00AM lecture. The problem is exacerbated by the fact that most philosophy majors are used to having later classes since Logic occurs earlier than every other philosophy class I`ve seen.

smaller with more focus on specific student issues

I`d put it a bit later in the day. I definitely slept through a few classes.

Homeworks were too difficult, I think, considering that most people were taking the class simply as a major requirement. Particularly the natural deductions were often far too complicated. I think a greater number of natural deductions honing in on particular tools rather than a few gigantic sprawling ones would have been a more appropriate exercise.

I did not like having a inclass final with no inclass midterm. The course should either have a midterm, or a take-home final.

maybe more, smaller assignments

Omit it from the philosophy curriculum

Is there any topic in this course that you wished you had had previous background in?

Logic

no

Logic

No

Not really

No. The information is self-contained in the Teller readings.

Nope

Nope.

No, but having taken Math 11200 and 11300 was actually really useful to the class. I think other students could benefit from experience in that class before taking this one.

Logic.

No.

Proofs

Negative

No.

Mathematics

Not really.

no

No

Not really, did a good job of introducing the basis of the field.

no

No

It would have been nice to have had more experience with proofs or logic generally (though it is an introduction and teaches you all you need).

Logic :D

Formal Logic.

Natural deduction.

No

Nope

Logic in general.

Which texts were most useful?

I found Teller very useful.

Teller. Chieu`s handouts were great.

Teller

teller and class notes

Only had the Teller text and lecture notes.

Lecture PowerPoint slides

Teller is free (!) and has a free solutions manual.

Teller "Modern Logic primer"

Teller was very useful, and conveniently free.

Teller is good.

Teller was the only text. Good choice (free, online - can`t go wrong), but it wasn`t really necessary. I stopped regularly doing the reading when I realized it was covering almost exactly what was in the lectures. It was good as a reference, though. The posted slides also kind of operated as a text, and they were similarly useful for reference when doing homework.

Teller

the answer key to the teller book

Teller.

Teller was useful more so for Predicate Logic

Teller

Teller - A Modern Formal Logic Primer

Teller was the only text. Didn`t really use it

The Teller Primer was useful.

None

teller, Chieu`s handouts

Teller`s A Modern Formal Logic Primer was quite useful, though not nearly as much as Malte`s class slides.

The professors lecture notes, which was really all you needed.

teller

None of them were useful

Teller, the only book for the class, was way more useful that the lectures.

The Teller was actually a good textbook--do the practice exercises!!! They teach you how to solve different types of proofs and use certain strategies really well.

I didn`t read them.

Teller

The text book.

Which least?

None

N/A

N/A.

Teller.

Teller

Teller

Teller, he is a pretentious idiot who was a pain to read.

n/a

see above

Ditto above.

n/a

Only one book.

none

Teller

How productive was class discussion?

Most of it was a bunch of blowhards who wanted to sound intelligent by using words like "the scope of the existential quantifier." Don`t listen to your peers, they`ll just confuse you.

Not really applicable, there were just lectures.

There wasn`t any class discussion. Professor Willer often asked questions, but no one ever answered them.

Soyle boyle

I had an 8:30 am discussion - terrible idea. Attendance wasn`t enforced, and very few people showed up. It was somewhat useful when we went over homework problems, but mostly just to catch small errors with another set of eyes.

Helpful

We didn`t have a discussion, only a lecture. The tutorial sections tended to be very productive because, having the 830am section, I was one of only a few students that regularly attended. Therefore it was very useful for me.

Not very.

Class discussion was pretty helpful.

n/a it was a lecture

At times was productive.

somewhat

There wasn`t really any. Definitely a lecture format.

Non-existent, but it was an early lecture class. The professor periodically tried to motivate discussion with little success.

n/a

there was no discussion

There wasn`t any class discussion.

Not very.

very

No class discussion to speak of.

not at all. Malte`s lectures are great, but the questions in class were the badness

Went to discussion for help with homework and didn`t even get that much help.

N/A

How has this course contributed to your education?

I have a strong understanding of a mathematical approach to Logic. I`m glad I took this course.

Logic is inherently interesting. Just didn`t think this class would be so freaking time consuming for a "fun class."

It has helped me appreciate the usefulness of logic as something that gives coherence to philosophy.

Has given me a deep appreciation for logical and level thinking.

Better at math and logic and interested in learning more logic

better grasp of logic

I learned way more logic than will ever be useful to me in philosophy.

i definitely recommend it, i had a lot of fun learning how to do the proofs and solving the problems, even if they will never be useful to me again.

Much more awareness of predicate and sentential logic

Although I feared taking the class, because I don`t have a background in math/logic/any proof-related work, I was able to do well and learn a lot.

Solid understanding of logic (not like booom or hot as it would appear on ign)

I got a more formalized version of symbolic logic than I`ve picked up in my math classes, which was useful in its way. I wouldn`t recommend the course to anyone with a strong math background, though -- the ideas aren`t new, and the formalism can be picked up quickly from reading.

helped me think in a logical way

It`s taught me the basic skills of formal logic, and made me excited to take future logic classes. These skills also help my writing skills dramatically in that I can now evaluate my own arguments systematically as I form them.

I got a requirement out of the way.

I`ve got a background in symbolic logic. --but this did nothing to make me a more logical thinker or person.

It gave me invaluable skills to understand logical arguments.

introduced me to elementary logic

This course has equipped me with the basic tools for analyzing the logical structure of arguments.

Not the philosophy I wanted to learn. Still may be useful though.

not at all. i am angry. should have done a real philosophy or real math class, not the worst of both worlds.

Helped me with clear thinking.

Having some knowledge of formal logic is good for any philosophy major. Taking the class also contributed to the goal of having a well-rounded education to some extent – even though it was still a philosophy class, it had more similarities to a math class than to most philosophy classes.

exposed me to a new field

I feel more well-equipped to understand logic and argumentation.

Made me more interested in Logic, have a basic grasp on a lot of different logical tools.

better understanding of logic for use in all areas

It has lowered my GPA

Its the hardest class I`ve taken at uchicago.

I`m glad I took this class. Logic was a whole new way of thinking for me, and now I can spot the construction of arguments in some of my readings. I wish I had taken it second year rather than so late in my fourth year.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

Core requirement	3 (10%)

Instructor reputation	2 (7%)
Faculty member recommended it	0 (0%)
Concentration requirement	27 (90%)
Meets at a convenient time	3 (10%)
A student recommended it	2 (7%)
Topic interests me	30 (100%)
Concentration elective	4 (13%)

In summary, I had a strong desire to take this course. (circle one)

Strongly Disagree				Strongly Agree
1	**2**	**3**	**4**	**5**
2 (4%)	1 (2%)	13 (25%)	21 (40%)	15 (29%)

How many hours per week did you spend on this course?

Low Answer: 1 Average Answer: 7.20754716981 High Answer: 40

What proportion of classes did you attend?

None: 1 (2%) 25%: 6 (11%) 50%: 7 (13%) 75%: 20 (36%) All: 22 (39%)

Were the time demands of this course reasonable?

Yes: 49 (88%) No: 7 (13%)

THE INSTRUCTOR

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
Organized the course clearly.	0 (0%)	0 (0%)	0 (0%)	3 (5%)	17 (31%)	35 (64%)
Presented clear lectures.	0 (0%)	0 (0%)	1 (2%)	6 (11%)	15 (27%)	33 (60%)
Held my attention and made this course interesting.	0 (0%)	3 (5%)	6 (11%)	15 (27%)	15 (27%)	16 (29%)
Stimulated and facilitated questions and discussions.	9 (16%)	4 (7%)	8 (15%)	10 (18%)	9 (16%)	15 (27%)
Responded well to student questions.	3 (6%)	1 (2%)	6 (11%)	7 (13%)	15 (28%)	22 (41%)
Was available outside of class.	19 (35%)	2 (4%)	0 (0%)	5 (9%)	8 (15%)	21 (38%)
Was helpful during office hours.	35 (65%)	1 (2%)	0 (0%)	6 (11%)	1 (2%)	11 (20%)
Motivated independent thinking.	10 (18%)	5 (9%)	2 (4%)	12 (22%)	11 (20%)	15 (27%)

THE READINGS

N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
9	1	0	5	14	25

Fulfilled the objective of the course.	(17%)	(2%)	(0%)	(9%)	(26%)	(46%)
Were reasonable in number.	12 (22%)	1 (2%)	1 (2%)	3 (6%)	9 (17%)	28 (52%)
Were appropriately difficult.	10 (19%)	1 (2%)	1 (2%)	6 (11%)	11 (20%)	25 (46%)

	N/A	None	25%	50%	75%	100%
Approximately how much of the reading did you do?	7 (13%)	3 (6%)	9 (17%)	6 (11%)	10 (19%)	19 (35%)

THE ASSIGNMENTS

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0 (0%)	1 (2%)	2 (4%)	8 (15%)	13 (25%)	29 (55%)
How appropriately were the requirements of the course proportioned to course goals?	0 (0%)	1 (2%)	1 (2%)	11 (21%)	17 (32%)	23 (43%)
How well did the requirements contribute to the goals of the course?	0 (0%)	2 (4%)	1 (2%)	9 (17%)	15 (28%)	26 (49%)
How timely and useful was feedback on assignments and exams?	0 (0%)	2 (4%)	6 (11%)	5 (9%)	21 (40%)	19 (36%)
How fairly were the assignments graded?	0 (0%)	6 (11%)	6 (11%)	4 (8%)	16 (30%)	21 (40%)

OVERALL

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
This course met my expectations.	0 (0%)	5 (9%)	3 (6%)	7 (13%)	19 (36%)	19 (36%)
This course provided me with new insight and knowledge.	0 (0%)	3 (6%)	2 (4%)	2 (4%)	17 (32%)	29 (55%)
This course provided me with useful skills.	1 (2%)	2 (4%)	3 (6%)	7 (13%)	17 (32%)	23 (43%)
The content of this course was presented at an appropriate level.	0 (0%)	2 (4%)	1 (2%)	13 (25%)	16 (30%)	21 (40%)
I put my best effort into this course.	0 (0%)	3 (6%)	3 (6%)	9 (17%)	19 (36%)	19 (36%)
The class had a high level of morale/enthusiasm.	3 (6%)	8 (15%)	10 (19%)	9 (17%)	10 (19%)	13 (25%)

THE TEACHING ASSISTANT(S)

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5

Were available outside of class.	5 (10%)	0 (0%)	1 (2%)	1 (2%)	6 (13%)	35 (73%)
Were helpful with assignments.	4 (8%)	1 (2%)	2 (4%)	4 (8%)	7 (15%)	30 (63%)

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
Were well coordinated with this course and contributed to it.	6 (13%)	1 (2%)	1 (2%)	2 (4%)	10 (21%)	27 (57%)
Provided well-designed materials.	9 (19%)	2 (4%)	3 (6%)	4 (8%)	5 (10%)	25 (52%)

View another Evaluation:

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Division: HUMANITIES **Department:** PHIL

PHIL 29420-00 Intermediate Logic Non-classical Logic

Quarter: Spring 2011 **Instructor:** Willer Malte **Number of Responses:** 13
Number Enrolled: 21

Cross-listings: PHIL 39420

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

Malte was great at organizing the course material and his lecture slides were among the most helpful I have ever seen. Quite a good sense of humor as well.

Willer is a really clear lecturer, his slides are always available online and are incredibly helpful for understanding the material. He`s funny and keeps class lively. Undoubtedly the best philosophy instructor, if not the best instructor, in my four years here.

Strengths: Very well organized lectures

Malte operates like a computer science code: any input generates a whole slew of technical jargon that may or may not be useful, especially when you`re just asking about one small detail. While it is helpful in achieving clarity, it also makes office hours unnecessarily long.

Malte is a very clear lecturer and by far the most charismatic professor I have had at this university. The material was quite difficult, but he did a good job of reinforcing what was important and answering questions.

great class with a great professor, very good at explaining the philosophical implications of the stuff he was teaching us. also great job with the mid course review and making changes for that

The lectures were extremely informative and interesting and I loved how he put the slides online so I could go back through something if I feel like I didn`t quite get it in lecture. I honestly can`t think of a weakness.

Malte Willer was awesome. He did a great job of helping us understand the philosophical applications of non-classical logic. The problem sets were very interesting. But, he had the challenge of designing these for students from diverse backgrounds--some who had very little training in logic and others who had taken logic courses from the math department. I think he was successful in overcoming these difficulties.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

What, if anything, what would you change about this course and why?

I would certainly hold more discussion sessions. The material is quite abstract and it was very difficult to grasp through a single lecture (through no fault of Malte`s).

Add an extra-credit problem to each problem set (of the same difficulty as the other problems).

Have more discussion sections, since the homework assignments were extremely new and few (many times, none) problems done in class were like the homework problems.

The assignments were just 4 questions, all of which were usually pretty difficult. I understand the need to check a deeper understanding, but I think the assignments could have consisted of a larger number of easier questions that touched base on all the important material presented in

lectures.

i would add even more discussion if possible

One change I might suggest is weekly homeworks rather than biweekly homeworks, and adjusting the difficulty accordingly (read: less problems, not easier problems). This will 1) keep us thinking about the material critically every week and 2) give us more control over our grade, insofar as we have a better record of where we stand and more opportunities to improve.

I would give more problem sets with more focus on applications. Maybe the problem set for one week should be on technical logic issues and the problem set for the following week on applications.

Is there any topic in this course that you wished you had had previous background in?

Proofs. Proofs by induction. Basic mathematical set theory. I also found proving certain biconditionals rather difficult.

No, but I expect experience with proofs in math would be helpful.

those tableaus

Set theory, proof methods, and propositional logic

set theory. coming into the class with no idea how one was supposed to write set theory and having to learn that on the fly was really hard

No, only a background in elementary logic is presupposed.

Which texts were most useful?

Only one text: Priest`s Introduction to Non-Classical Logic, 2d ed.

priest

textbook

Both the slides and Priest were equally useful.

Priest.

Which least?

also the textbook

How productive was class discussion?

Discussions weren`t extremely productive, but the discussion section was more for students` questions. So, if they don`t have any additional questions, it isn`t an indictment of the professor.

fairly, it tied the logic to philosophical topics

very

Class discussion was very productive, more than I expected it to be. This is not just a logic class, but a logic class which raises many important and interesting philosophical questions.

It was pretty productive. Malte facilitated very well.

How has this course contributed to your education?

Gave me a foundation in non-classical logic.

It has given me a better understanding of the motivations behind revisions of classical logic.

Gave me useful tools for doing philosophy, and challenged me in terms of being able to provide proofs for logical concepts

opened my mind to a whole new way of looking at logic

Many ways. Obviously I can prove statements in various logics, but I can also interpret and construct those logics. In addition, I can begin to think about other types of logics that I might use in my own inquiries.

It has expanded my toolkit for understanding argumentation.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

Core requirement	1 (14.2857142857%)
Instructor reputation	3 (43%)
Faculty member recommended it	0 (0%)
Concentration requirement	3 (43%)
Meets at a convenient time	0 (0%)
A student recommended it	1 (14%)
Topic interests me	7 (100%)
Concentration elective	5 (71%)

In summary, I had a strong desire to take this course. (circle one)

Strongly Disagree				Strongly Agree
1	2	3	4	5
0 (0%)	0 (0%)	1 (13%)	2 (25%)	5 (63%)

How many hours per week did you spend on this course?

Low Answer: 4 Average Answer: 5.77777777778 High Answer: 10

What proportion of classes did you attend?

None: 0 (0%) 25%: 1 (11%) 50%: 0 (0%) 75%: 2 (22%) All: 6 (67%)

Were the time demands of this course reasonable?

Yes: 9 (100%) No: 0 (0%)

THE INSTRUCTOR

	N/A	Strongly Disagree 1	2	3	4	Strongly Agree 5
Organized the course clearly	0	0	0	0	2	7

Organized the course clearly.	(0%)	(0%)	(0%)	(0%)	(22%)	(78%)
Presented clear lectures.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	7 (78%)
Held my attention and made this course interesting.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (38%)	5 (63%)
Stimulated and facilitated questions and discussions.	0 (0%)	0 (0%)	0 (0%)	1 (11%)	1 (11%)	7 (78%)
Responded well to student questions.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	7 (78%)
Was available outside of class.	3 (33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (67%)
Was helpful during office hours.	1 (11%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	6 (67%)
Motivated independent thinking.	2 (22%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	5 (56%)

THE READINGS

		Strongly Disagree				Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
Fulfilled the objective of the course.	4 (44%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	3 (33%)
Were reasonable in number.	4 (44%)	0 (0%)	0 (0%)	0 (0%)	1 (11%)	4 (44%)
Were appropriately difficult.	4 (44%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	3 (33%)

	N/A	**None**	**25%**	**50%**	**75%**	**100%**
Approximately how much of the reading did you do?	4 (44%)	1 (11%)	0 (0%)	1 (11%)	1 (11%)	2 (22%)

THE ASSIGNMENTS

		Strongly Disagree				Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0 (0%)	0 (0%)	0 (0%)	3 (33%)	3 (33%)	3 (33%)
How appropriately were the requirements of the course proportioned to course goals?	0 (0%)	0 (0%)	0 (0%)	1 (11%)	4 (44%)	4 (44%)
How well did the requirements contribute to the goals of the course?	0 (0%)	0 (0%)	0 (0%)	2 (22%)	4 (44%)	3 (33%)
How timely and useful was feedback on assignments and exams?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	7 (78%)
How fairly were the assignments graded?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (22%)	7 (78%)

OVERALL

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
This course met my expectations.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (44%)	5 (56%)
This course provided me with new insight and knowledge.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (33%)	6 (67%)
This course provided me with useful skills.	0 (0%)	0 (0%)	0 (0%)	1 (11%)	3 (33%)	5 (56%)
The content of this course was presented at an appropriate level.	0 (0%)	0 (0%)	0 (0%)	2 (22%)	1 (11%)	6 (67%)
I put my best effort into this course.	0 (0%)	0 (0%)	2 (22%)	1 (11%)	3 (33%)	3 (33%)
The class had a high level of morale/enthusiasm.	0 (0%)	0 (0%)	0 (0%)	5 (56%)	1 (11%)	3 (33%)

THE TEACHING ASSISTANT(S)

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
Were available outside of class.	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Were helpful with assignments.	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

	N/A	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
Were well coordinated with this course and contributed to it.	4 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (50%)
Provided well-designed materials.	4 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	3 (38%)

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Division: HUMANITIES **Department:** PHIL

PHIL 28010-00 Introduction to Philosophy of Language

Quarter: Autumn 2010 **Instructor:** Willer Malte **Number of Responses:** 13
Number Enrolled: 19

Cross-listings: PHIL 38010

COURSE EVALUATION COMMENTS

What were the instructor's strengths? Weaknesses?

Entertaining and well-organized lectures. It was also a great help that the professor posts the lecture slides online.

Too dependent on the powerpoint presentations, lectures were often very boring

I strongly enjoyed the class, and thoroughly recommend Malte`s teaching style -- in general, he is engaging, insightful, well-informed, and a pleasure to be in class with, although he is also not shy of maneuvering around the more inane-type questions.

Extremely clear lecturer, did a great job presenting the arguments of sometimes dense texts in a clear form. People may say that he didn`t do an adequate job stimulating discussion or encouraging independent thinking, but we`re dealing with dry analytic philosophy here. It`s not really given to multiple interpretations.

Prof. Willer uses very clear Powerpoint presentations that he makes available online--very smart and helpful! He clearly knows this topic through and through.

Malte`s a great instructor. He organizes lectures thoroughly, engages students, and is incredibly affable and easy to relate to.

He was extremely organized and it seemed like he had put a lot of thought into the syllabus.

presented material effectively, really made the main points of the readings clear

Malte Willer is one of the best teachers I have ever had. He`s clear, engaging, and extremely funny. I always left lectures wanting to go straight to the library to absorb/think through the ideas and issues he brought up. The only weakness Malte has is in the "shepherding" aspect of teaching. Yes, it`s college and we`re big kids and blah blah blah, but I think the class would have been much better for everyone if there had been some short term consequences (other than awkwardness) for not keeping up.

What were the teaching assistant's or writing intern's strengths? Weaknesses?

too repetitive, just did the same material as we had done in class; didn`t really discuss so much as ask questions

The discussion sections were conducted as supplementary lectures, which was misguided and unhelpful. He is very nice and very intelligent though.

Matt was great, highly recommended.

Matt rocks. He was easy to get in touch with and setup appointments with. Affable, engaging, frank, and knew his material.

The TA is awesome. He is really helpful and passionate about the material. He is also extremely accessible and approachable.

very available and willing to help on papers.

What, if anything, what would you change about this course and why?

More discussion and don`t use powerpoints! Just go with it and let`s discuss it all together rather than listening to a prof talk for an hour and a half

I might take out the power-point presentations and leave the door open for more discussion; or perhaps just use the blackboard instead -- power-points tend to make the room dark, sleepy, and a bit morose. But in general they kept the class on point, so it`s not a huge quibble.

Include Wittgenstein!

There were a fair number of readings in this course. Granted, I read them in the 3 days before finals, but perhaps they could be pared down.

Considering the aims of the class,i.e., introduce students to philosophy of language, I don`t think there is anything I would have changed about it. It successfully met all of its goals. One small detail I would change is making the last class more of an overview. We were still working on Grice, but I think it would have been helpful and fun to take a step back and think at length about all the material we had covered.

we didn`t really do much with the strawson and stalnaker readings

Some professors require students to submit questions/comments on the readings each week. The questions are usually dumb and doing them is aggravating, but somehow classes where that`s required are mysteriously more lively....

Is there any topic in this course that you wished you had had previous background in?

nope

Logic is essential.

n/a

No.

No

Which texts were most useful?

Frege? maybe Kripke? Russell?

Frege, Kripke, Davidson

Frege, Quine

Kripke, Quine, Strawson, etc. I throw down for the behavoralists.

They were all very useful. This is pretty impressive, considering all the material we covered.

sense and reference, on denoting, naming and necessity

Which least?

Tarski. wtf. wtf.

Kaplan

Kripke

n/a. Kaplan was a bit boring. Davidson was a bit vague.

i found the kaplan, davidson and tarski readings kind of long...

How productive was class discussion?

There was barely any.

It was good when it happened usually, but due to the subject matter there wasn`t a lot of open-ended discussion.

Somewhat

The other students kind of sucked. Malte was good though.

The class discussion wasn`t as productive as some would have liked. I thought it was fine, though. It might have been beneficial to take 15-20 minutes and discuss at length a particularly difficult issue that philosophers disagreed about. For instance, it could have been fun after Davidson and Quine to look at the two, how they relate, and try to figure out what we should make of it.

It helped clarify some points, but kind of detracted from the momentum of the class

Somewhat… there was a lot of reading skipping and reading-not-doing, but when people had things to say, holy geez was Malte good at answering them!!!

How has this course contributed to your education?

steered me away from studying the topic further

Introduced me to phil. of language.

How does philosophy better anyone`s life? Collegiate education isn`t worth a damn. I thoroughly enjoyed the course though.

It got It got me way more into philosophy--especially, analytic philosophy. Just a lot of fun.

I feel like I have a new awareness of certain types of problems and approaches to solving them.

QUANTITATIVE RESULTS

Why did you take this course? (circle all that apply):

Core requirement	0 (0%)
Instructor reputation	0 (0%)
Faculty member recommended it	0 (0%)
Concentration requirement	3 (38%)
Meets at a convenient time	0 (0%)
A student recommended it	0 (0%)
Topic interests me	8 (100%)
Concentration elective	4 (50%)

In summary, I had a strong desire to take this course. (circle one)

Strongly Disagree				Strongly Agree
1	**2**	**3**	**4**	**5**
0 (0%)	0 (0%)	1 (10%)	4 (40%)	5 (50%)

How many hours per week did you spend on this course?

Low Answer: 3 Average Answer: 5.7 High Answer: 10

What proportion of classes did you attend?

None: 0 (0%) 25%: 0 (0%) 50%: 0 (0%) 75%: 5 (50%) All: 5 (50%)

Were the time demands of this course reasonable?

Yes: 10 (100%) No: 0 (0%)

THE INSTRUCTOR

	Strongly Disagree					Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
Organized the course clearly.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)
Presented clear lectures.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	1 (10%)	8 (80%)
Held my attention and made this course interesting.	0 (0%)	1 (10%)	0 (0%)	0 (0%)	2 (20%)	7 (70%)
Stimulated and facilitated questions and discussions.	0 (0%)	0 (0%)	1 (10%)	0 (0%)	5 (50%)	4 (40%)

Responded well to student questions.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)
Was available outside of class.	4 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (60%)
Was helpful during office hours.	8 (80%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (20%)
Motivated independent thinking.	0 (0%)	1 (10%)	0 (0%)	1 (10%)	5 (50%)	3 (30%)

THE READINGS

		Strongly Disagree				Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
Fulfilled the objective of the course.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)
Were reasonable in number.	0 (0%)	0 (0%)	0 (0%)	1 (10%)	2 (20%)	7 (70%)
Were appropriately difficult.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)

	N/A	**None**	**25%**	**50%**	**75%**	**100%**
Approximately how much of the reading did you do?	0 (0%)	1 (10%)	0 (0%)	2 (20%)	4 (40%)	3 (30%)

THE ASSIGNMENTS

		Strongly Disagree				Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
How helpful were the lectures and discussions in preparing for exams and completing assignments?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)
How appropriately were the requirements of the course proportioned to course goals?	0 (0%)	0 (0%)	0 (0%)	1 (10%)	4 (40%)	5 (50%)
How well did the requirements contribute to the goals of the course?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (50%)	5 (50%)
How timely and useful was feedback on assignments and exams?	0 (0%)	0 (0%)	0 (0%)	1 (10%)	1 (10%)	8 (80%)
How fairly were the assignments graded?	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (20%)	8 (80%)

OVERALL

	Strongly					Strongly

	Disagree				Agree
	N/A	**1**	**2**	**3**	**4**	**5**
This course met my expectations.	1 (10%)	1 (10%)	0 (0%)	0 (0%)	2 (20%)	6 (60%)
This course provided me with new insight and knowledge.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	9 (90%)
This course provided me with useful skills.	1 (10%)	0 (0%)	1 (10%)	1 (10%)	3 (30%)	4 (40%)
The content of this course was presented at an appropriate level.	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (30%)	7 (70%)
I put my best effort into this course.	0 (0%)	0 (0%)	1 (10%)	3 (30%)	3 (30%)	3 (30%)
The class had a high level of morale/enthusiasm.	1 (10%)	0 (0%)	1 (10%)	2 (20%)	4 (40%)	2 (20%)

THE TEACHING ASSISTANT(S)

	Strongly Disagree				Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
Were available outside of class.	3 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (70%)
Were helpful with assignments.	3 (30%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	6 (60%)

DISCUSSION SECTIONS, PROBLEM SESSIONS, WRITING TUTORIALS

	Strongly Disagree				Strongly Agree
	N/A	**1**	**2**	**3**	**4**	**5**
Were well coordinated with this course and contributed to it.	2 (22%)	0 (0%)	1 (11%)	0 (0%)	3 (33%)	3 (33%)
Provided well-designed materials.	3 (33%)	0 (0%)	1 (11%)	0 (0%)	2 (22%)	3 (33%)

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