

Name: SKIBRA

College: ELMHURST COLLEGE

Admin. Date: 01/19 Batch No.: 4297

Class: SKIBRA PHL 306 01

Report No.: 850750 Report: CLASS

Class Enrollment: 25 No. of Respondents: 17

Suggestions for Improving Your Teaching

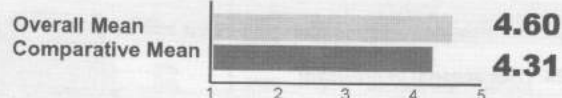
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.

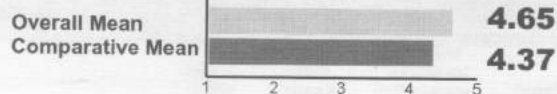


	Very Effective 5	Effective 4	Moderately Effective 3	Somewhat Ineffective 2	Ineffective 1	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	47	47	6	---	---	---	---	4.41
2. The instructor's preparation for each class period	76	24	---	---	---	---	---	4.76
3. The instructor's command of the subject matter	71	24	6	---	---	---	---	4.65
4. The instructor's use of class time	65	29	6	---	---	---	---	4.59
5. The instructor's way of summarizing or emphasizing important points in class	71	18	12	---	---	---	---	4.59

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.

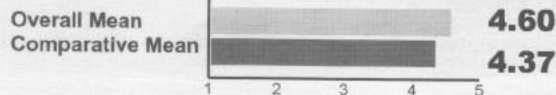


	Very Effective 5	Effective 4	Moderately Effective 3	Somewhat Ineffective 2	Ineffective 1	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	59	35	6	---	---	---	---	4.53
7. The instructor's command of spoken English (or the language used in the course)	82	12	6	---	---	---	---	4.76
8. The instructor's use of examples or illustrations to clarify course material	65	29	6	---	---	---	---	4.59
9. The instructor's use of challenging questions or problems	59	41	---	---	---	---	---	4.59
10. The instructor's enthusiasm for the course material	76	24	---	---	---	---	---	4.76

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	Very Effective 5	Effective 4	Moderately Effective 3	Somewhat Ineffective 2	Ineffective 1	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	47	47	6	---	---	---	---	4.41
12. The instructor's respect for students	100	---	---	---	---	---	---	5.00+
13. The instructor's concern for student progress	47	35	18	---	---	---	---	4.29
14. The availability of extra help for this class (taking into account the size of the class)	47	35	12	---	---	---	6	4.38
15. The instructor's willingness to listen to student questions and opinions	94	6	---	---	---	---	---	4.94

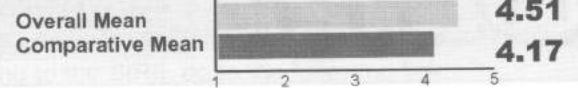
+ This mean is reliably at or above the 90th percentile. See page 4.
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (*), see "Number of Students Responding," page 4
To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

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D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.



	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	65	29	6	---	---	---	---	4.59
17. The clarity of exam questions	71	24	6	---	---	---	---	4.65
18. The exams' coverage of important aspects of the course	71	29	---	---	---	---	---	4.71
19. The instructor's comments on assignments and exams	76	24	---	---	---	---	---	4.76
20. The overall quality of the textbook(s)	41	35	12	6	---	---	6	4.19
21. The helpfulness of assignments in understanding course material	47	35	12	---	6	---	---	4.18

To download a PDF of the Compendium go to: www.ets.org/s/iri/assignments

E. Supplementary Instructional Methods ***

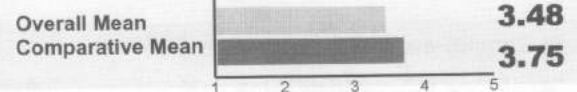
	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
22. Problems or questions presented by the instructor for small group discussions	18	47	24	---	12	---	---	***
23. Term paper(s) or project(s)	35	53	12	---	---	---	---	***
24. Laboratory exercises for understanding important course concepts	6	---	6	---	---	18	71	***
25. Assigned projects in which students worked together	---	24	12	6	12	12	35	***
26. Case studies, simulations, or role playing	12	12	---	---	---	18	59	***
27. Course journals or logs required of students	---	---	---	---	---	18	82	***
28. Instructor's use of computers as aids in instruction	35	12	---	---	---	18	35	***

*** Means are not reported for these statements

To download a PDF of the Compendium go to: www.ets.org/s/iri/compendium

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.

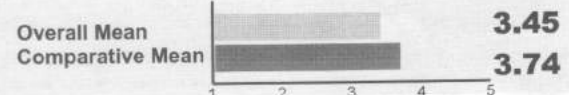


	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	12	41	41	6	---	---	---	3.59
30. I made progress toward achieving course objectives	18	12	65	6	---	---	---	3.41
31. My interest in the subject area has increased	29	18	29	12	12	---	---	3.41
32. This course helped me to think independently about the subject matter	24	35	29	6	6	---	---	3.65
33. This course actively involved me in what I was learning	18	29	35	6	12	---	---	3.35

To download a PDF of the Compendium go to: www.ets.org/s/iri/outcomes

G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.



	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
34. I studied and put effort into this course	24	12	53	6	6	---	---	3.41
35. I was prepared for each class (writing and reading assignments)	12	24	41	24	---	---	---	3.24
36. I was challenged by this course	29	18	47	6	---	---	---	3.71

+ This mean is reliably at or above the 90th percentile. See page 4.
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (*), see "Number of Students Responding," page 4
To download a PDF of the Compendium go to: www.ets.org/s/iri/studenteffort

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	---	41	59	---	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The work load for this course in relation to other courses of equal credit was:	6	18	59	18	---	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	---	29	71	---	---	---

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE. Review the distribution of students' responses

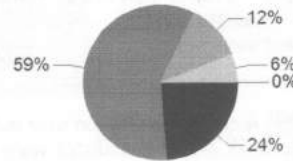
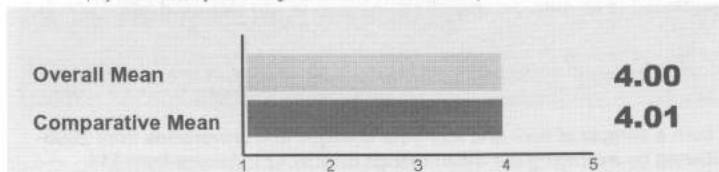
To download a PDF of the Compendium go to: www.ets.org/sirii/coursedifficulty

I. Overall Evaluation †

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(Try to set aside your feelings about the course content.)



Graph	%	Rating
	24%	Very Effective
	59%	Effective
	12%	Moderately Effective
	6%	Somewhat Ineffective
	0%	Ineffective
	0%	Omitted

† This is not a summary of items 1 through 39

J. Student Information

	A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted			
41. Which one of the following best describes this course for you?	6	82	6	6	---			
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?	18	53	29	---	---	---	---	
				Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted	
43. Do you communicate better in English or in another language?				100	---	---	---	
				Female	Male	Omitted		
44. Sex				53	47	---		
	A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?	29	29	6	12	12	12	---	---

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	---	---	---	---	---	---	---
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---

Interpreting SIR II

To learn more about the development and research relating to the SIRII, go to the following link:
http://www.ets.org/sir_ii/about/research

The SIR II is designed to:

- Identify areas of strength and/or areas for improvement.
- Provide information on new teaching methods or techniques used in class (See suggestions in the Compendium).
http://www.ets.org/Media/Products/SIR_II/pdf/3320_SIRII_Report.pdf
- Provide feedback from students about their courses.
- Provide one measure of effective teaching for several classes.

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10), or when fewer than two-thirds of the students enrolled in the class respond. For this reason, a Class Report **will not be produced** when fewer than five students respond. The degree of accuracy for each item mean (i.e. average) increases as the number of students responding increases. For example, the estimated reliability for the Overall Evaluation Item is .85 if 15 students respond and .90 if 25 students respond. (A full discussion of the reliability of student evaluation items can be found in *The Development of SIR II* report at <http://www.ets.org/Media/Products/283840.pdf>.) To call attention to possible reliability concerns, the number responding **will be flagged (*)** when 10 or fewer students responded or less than 60 percent of the class responded (this calculation is based on information from the Instructor's Cover Sheet). An item mean **will not be reported** when 50 percent or more of the students did not respond, or marked an item "Not Applicable", or fewer than five students responded to an item. An overall scale mean **is not reported** when one or more item means are not reported.

COMPARATIVE DATA

The comparative means used throughout this report are based on user data from a sample of two- and four-year colleges and universities from 2003-2010 administrations. The comparative means for 4-year institutions were obtained by averaging the mean ratings for 238,471 classes from 111 institutions. The comparative means for 2-year institutions were obtained by averaging the mean ratings for 107,071 classes from 62 institutions. Either two-year or four-year comparative data are used based on that identification. However, the selected comparison group is not necessarily the most appropriate comparison group for a particular class or institution. For example, mean ratings within each institution type may vary depending upon class characteristics such as class size, level, and subject area. *The Comparative Data Guides (CDGs)* for two-year and four-year colleges contain class means and percentile distributions for different class sizes, levels, types of class (e.g., lecture discussion, lab), and for several different subject areas. A copy of the appropriate CDG can be downloaded from the SIR II website at http://www.ets.org/sir_ii/scores_reports/compare_data.

Local Comparative Data: Equally important and useful are an institution's own comparative data. Such local comparative data - e.g., an institutional summary, departmental summaries, program summaries - are available to any user institution. Forms for ordering these reports are included in the *Institutional Coordinator's Manual*.

UNDERSTANDING WHAT SIR II RATINGS TELL YOU

Ratings can vary by class size and discipline. The CDGs provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the CDGs and to the SIR II Guidelines (http://www.ets.org/sir_ii/administration/procedures) for further information. Since student ratings typically tend to be positive, it is important to have comparative data to interpret a report fully. For example, while a 3.6 is numerically above the midpoint of 3 on a 5-point scale, it may be average or even slightly below average in comparison to ratings received by others with whom the instructor can be appropriately compared.

How Percentile Flags Were Calculated

The average ratings on all of the items and scales in this report have been compared against the ratings obtained by all of the classes in one of the appropriate comparative data groups (two-year or four-year institutions). Specifically, the ratings have been compared against the rating values corresponding to the 10th percentile and 90th percentile in the comparative group. If the results indicate a rating is significantly below the 10th percentile or significantly above the 90th percentile, it will be flagged in the report as follows:

- + This class average is significantly above the 90th percentile.
- This class average is significantly below the 10th percentile.

Ratings above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the rating that the instructor received falls above the 90th percentile or below the 10th percentile. If a rating is flagged with a +, there is less than one chance in 20 that the rating is below the 90th percentile. If a rating is flagged with a -, there is less than one chance in 20 that the rating is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Here is an example

Suppose, for the four-year colleges and universities, the average rating values of the 10th and 90th percentile of Scale A, which included 5 items, are 3.64 and 4.80, respectively. These values are from the CDG reports. Suppose again that the ratings that Class A gave to an instructor on Scale A averaged 3.61, with a standard deviation of .19; then there is a 90% confidence interval from 3.47 to 3.75 around the average of 3.61. Since this interval overlaps with the interval obtained from the CDG report, Class A is not assigned any flag. Suppose the average rating given by Class B was 3.50, with a standard deviation of .10 on the same scale; then there is a 90% confidence interval from 3.43 to 3.57 around the average of 3.50. Since this interval is significantly lower than the lower bound of 3.64 of the CDG interval (lower and not overlapping), Class B is assigned a flag "-". Similarly, suppose Class C gave an average rating of 4.90, with a standard deviation of .10 on the scale; then there is a 90% confidence interval from 4.83 to 4.97 around the average of 4.90. Since this interval is significantly higher than the upper bound of 4.80 (higher and not overlapping) of the CDG interval, Class C is assigned a flag "+".



Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

Strengths

- Covered material well with many examples for clarification.
- Explained the material well.

Weaknesses

- Long pauses in between or after conversational topics.

2. Is there anything this instructor did well that helped promote your learning in this course?

the instructor used many examples to help me understand the content more in depth.

3. What advice would you offer someone who was considering taking this course?

Take the course. It's a fun class that will spark plenty of conversation.

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

• HE WAS VERY KNOWLEDGEABLE ON THE MATERIAL

• ALWAYS ON TIME

• ENTHUSIASTIC ABOUT MATERIAL

• WENT FAST AT TIMES

• SOMETIMES DIDN'T EXPLAIN THINGS WHO SHOULD

2. Is there anything this instructor did well that helped promote your learning in this course?

• GAVE MANY EXAMPLES

• PROVIDED HAND NOTES TO TAKE

3. What advice would you offer someone who was considering taking this course?

• REALLY GO WITH READING !!!

• ASK QUESTIONS IF YOU DON'T UNDERSTAND

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

He was good overall, very caring and respectful. Helped me out when I needed it. Explained material very well. Only thing I did not like was the book he made us use and the presentations/powerpoints/lectures were longer than they really needed to be.

2. Is there anything this instructor did well that helped promote your learning in this course?

Good study guides. When I asked for help, he gave very good advice!

3. What advice would you offer someone who was considering taking this course?

Read Pay attention to his lectures!
Study, do the study guide!!
Good professor!

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

likes what he teaches but assigns too much reading - it takes too long and is boring

2. Is there anything this instructor did well that helped promote your learning in this course?

used real life examples

3. What advice would you offer someone who was considering taking this course?

instructor is nice, course is boring, be prepared for pop quizzes & group work

Course Evaluation – Open-Ended Questions
Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

KNOWS the information very well but goes through material very quickly.

2. Is there anything this instructor did well that helped promote your learning in this course?

the use of office hours w/ papers & questions asked for clarification after class helped. Some examples used were really good to get something proven.

3. What advice would you offer someone who was considering taking this course?

make sure to read. if you can't write fast, just listen carefully.

Course Evaluation – Open-Ended Questions
Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

Strengths - explains thoroughly
enthusiastic
knows what he's talking about
provides great examples

Weaknesses - none

2. Is there anything this instructor did well that helped promote your learning in this course?

I liked how he always provided examples, allowed access to material through Blackboard, and was available to check papers.

3. What advice would you offer someone who was considering taking this course?

Read the chapters, pay attention to the lecturer, ask questions if you don't understand the material so you don't fall behind.

Course Evaluation – Open-Ended Questions
Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

Strengths: assignments are explained well and due dates are emphasized

Weaknesses: not enough small group activities

2. Is there anything this instructor did well that helped promote your learning in this course?

yes the instructor did well.

3. What advice would you offer someone who was considering taking this course?

N/A

Course Evaluation – Open-Ended Questions
Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

Strengths: Great examples

Weaknesses: should allow students to work on their own
2. Is there anything this instructor did well that helped promote your learning in this course?
very helpful with ^{if} wanting _{to} assignments

3. What advice would you offer someone who was considering taking this course?

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

Strengths

- thorough in material
- gives good examples

Weaknesses

- reads from slides
- very delayed & drawn out sentences
- too much political ideas within the course

2. Is there anything this instructor did well that helped promote your learning in this course?

gave good examples

3. What advice would you offer someone who was considering taking this course?

- Be ready to remember all the readings

-

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

Strengths: speak very comfortably about subject matter, explains powerpoints with enthusiasm, clear presentation, great preparation for paper and exams, included variety of readings, some group discussion, very personable, open to questions and debates (small scale)

2. Is there anything this instructor did well that helped promote your learning in this course?

yes - lots of given materials to promote success in the course.

(listed in #3)

also his sense of excitement about the subject matter got me interested

3. What advice would you offer someone who was considering taking this course?

he gives you the tools to be successful (required readings, recommended readings, clear rubrics on papers, and lots of prep for exams) it is up to you to use them

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

The powerpoint presentations are a strength because the instructor is able to summarize and explain the powerpoint slides effectively.
A weakness would be the instructor talks too big sometimes pertaining to one slide.

2. Is there anything this instructor did well that helped promote your learning in this course?

The instructor examples of the material helped learned the theories better. The powerpoint slides helped a lot.

3. What advice would you offer someone who was considering taking this course?

Make sure to take notes during the lecture and show up to class because listening to the lecture helps understand the topic/material better.

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

- engaging
- good presentations
- quick responses
- supportive through material
- gradebook not always up-to-date
- not clear when quizzes are

2. Is there anything this instructor did well that helped promote your learning in this course?

His presentations were easy to understand and interesting

3. What advice would you offer someone who was considering taking this course?

Read the book and take good notes, it really helps for the papers and study guides

Course Evaluation – Open-Ended Questions Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

- I like the in-class discussions but I felt like the lectures dragged on and people lost attention.
- I really enjoyed the S-L book.

2. Is there anything this instructor did well that helped promote your learning in this course?

- Class discussions promote learning.
- Exams

3. What advice would you offer someone who was considering taking this course?

- Take the time to write your essays and to do the study guides.

Course Evaluation – Open-Ended Questions Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

lectures are good; well posed, thorough, thoughtful. Lecture slides are effective in class -> outside of class a little cumbersome due to formatting on laptop eliminating 'handwritten' slides and just including the main conclusions etc.

2. Is there anything this instructor did well that helped promote your learning in this course?

Great examples and use of discussion to ground abstract topics with more relevant circumstances.

3. What advice would you offer someone who was considering taking this course?

Check the book, stay open minded, don't be afraid to participate in class. In-class is very responsive and adaptable to questions or changing perspectives.

Course Evaluation – Open-Ended Questions Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

Strengths: Class discussions
explaining in clear ways
good notes
good use of examples
manageable work load

2. Is there anything this instructor did well that helped promote your learning in this course?

same

3. What advice would you offer someone who was considering taking this course?

do it + participate in class discussions to get the most out of it.

Course Evaluation – Open-Ended Questions Fall 2018

Please answer as thoroughly as you can in **complete sentences**.

1. What are the particular strengths or weaknesses of this instructor?

strengths - knows material very knowledgeable, comes up w/ good examples to relate to people / situations

weaknesses - loss of engagement sometimes in lectures (the students)

2. Is there anything this instructor did well that helped promote your learning in this course?

Made me do my reading HW

3. What advice would you offer someone who was considering taking this course?

- do the readings + take notes
- need notes + lecture notes for test.

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

Strengths: Very good at explaining things, enthusiastic about the course

2. Is there anything this instructor did well that helped promote your learning in this course?

Made the class interesting, enthusiasm

3. What advice would you offer someone who was considering taking this course?

Take the course, do the readings, and prepare well for the midterm/final exam

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

great at producing an effective lecture. no weaknesses

2. Is there anything this instructor did well that helped promote your learning in this course?

Plenty of Personal emails to offer follow up questions. always available during office hours

3. What advice would you offer someone who was considering taking this course?

read all material required. ask plenty of questions.

Course Evaluation – Open-Ended Questions

Fall 2018

Please answer as thoroughly as you can in complete sentences.

1. What are the particular strengths or weaknesses of this instructor?

The instructor was good at communicating difficult concepts in a way that many people could understand, as well as being very communicative & accommodating through Blackboard/Email.

2. Is there anything this instructor did well that helped promote your learning in this course?

structuring the course in an easy to understand way (discussing which theory we'd be covering when, then going in depth w/ each) was very helpful, as well as providing examples to initiate class discussion

3. What advice would you offer someone who was considering taking this course?

DO THE READINGS!!!