SPRING 2008 COURSE STATISTICS

Course ID MUTH6330-1   **Course_Name** ANALYTICAL TECHNIQUES

Name Feezell, Mark   **Administrator** MUSIC_class

Email mfeezell@smu.edu

RESPONSE SUMMARY

#	No. of 5s/%		No. of 4s/%		No. of 3s/%		No. of 2s/%		No. of 1s/%		Non-Responses	STNDV	CLASS AVG	DEPT AVG	MSA AVG
1	2	17%	6	50%	4	33%	0	0%	0	0%	0	0.72	3.83	4.32	4.23
2	2	17%	3	25%	5	42%	2	17%	0	0%	0	1.00	3.42	4.39	4.32
3	5	42%	6	50%	1	8%	0	0%	0	0%	0	0.65	4.33	4.35	4.32
4	5	42%	1	8%	5	42%	1	8%	0	0%	0	1.11	3.83	4.36	4.32
5	8	67%	4	33%	0	0%	0	0%	0	0%	0	0.49	4.67	4.20	4.31
6	0	0%	0	0%	0	0%	0	0%	0	0%	12				
7	10	83%	2	17%	0	0%	0	0%	0	0%	0	0.39	4.83	4.65	
8	10	83%	2	17%	0	0%	0	0%	0	0%	0	0.39	4.83	4.58	
9	4	33%	7	58%	0	0%	1	8%	0	0%	0	0.83	4.17	4.48	
10	4	33%	5	42%	3	25%	0	0%	0	0%	0	0.79	4.08	4.45	
11	4	33%	7	58%	1	8%	0	0%	0	0%	0	0.62	4.25	4.45	
12	9	75%	3	25%	0	0%	0	0%	0	0%	0	0.45	4.75	4.47	
13	5	42%	5	42%	2	17%	0	0%	0	0%	0	0.75	4.25	4.42	
14	8	67%	2	17%	1	8%	0	0%	1	8%	0	1.23	4.33	4.58	
15	6	50%	2	17%	4	33%	0	0%	0	0%	0	0.94	4.17	4.43	
16	8	67%	4	33%	0	0%	0	0%	0	0%	0	0.49	4.67	4.54	
17	0	0%	0	0%	0	0%	0	0%	0	0%	12				

Enrollment	12
Course GPA	3.64
Number Responses	12
Percent Responses	100.0%
Overall_Average	4.29
Overall_Min	3.42
Overall_Max	4.83
Overall_STD	0.84

Total 5's	90	44.12%
Total 4's	59	28.92%
Total 3's	26	12.75%
Total 2's	4	1.96%
Total 1's	1	0.49%

Blanks indicate essay questions or that the survey contained fewer than 23 questions.

The non-response totals shown for essays should be ignored.

MUSIC_class Ranking (based on overall question average)

Ranks 1 = best

MSA Questions 105.0

All Questions 99.0   **Number Division Courses** 132

Feezell, Mark   **ANALYTICAL TECHNIQUES**   **MUTH6330-1**

	Numeric responses use a scale 1-5 where 5 is the highest rating.	IND RESP
1	How would you rate the instructor's overall teaching ability?	5
2	How would you rate the instructor's openness to diverse viewpoints and backgrounds?	5
3	The course objectives were clearly communicated	5
4	The learning activities and assessment methods reflected the stated course objectives.	5
5	I gave my maximum effort in this course this semester.	5
7	The professor was well prepared for class meetings.	5
8	The professor was available and willing to help students.	5
9	The professor presented the material clearly.	4
10	The professor used time effectively.	4
11	The purpose, content, and organization of the course were clearly communicated.	5
12	Class assignments and/or papers were challenging and relevant.	5
13	Course materials and/or textbooks were useful.	4
14	Tests reflected the material covered in the course.	5
15	The grading policy was fair and clearly defined.	5
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1 *How would you rate the instructor's overall teaching ability?*

17 *Please comment on the strengths/weaknesses of the instructor and/or offer any suggestions for improving the course.*

Strengths included content knowledge, communication, willingness to break down concepts/ideas, acknowledgement of students. Weaknesses: More introduction/reinforcement of Schenkerian analysis techniques. While the Schenkerian analysis is a useful tool, I do not believe everyone in the class fully understood the concept. Perhaps one or two full class periods early in the year devoted to Schenker. Overall, a great class with a lot of potential in the curriculum.

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Dr. Feezell is a highly organized teacher and communicated his expectations to us better than any professor I've encountered. From the very start, he used Blackboard effectively, emailed to keep us aware of class work, and was ALWAYS available for extra help and consultation. I have visited him during office hours at least 5 times in the semester and he was always willing to go through work I did not understand. He is also very knowledgeable of not only the class work but of all music theory and history that we encountered. He kept us to a high standard of writing, and certainly helped us write at a graduate level (he would provide sources that explained the right way to write as well as teach the correct presentation of musical terms and symbols in papers). He also graded tests and papers efficiently (they were always ready by the next class) and although always compassionate, never lowered the standards in the class. This class challenged me greatly and I have learned alot both in the area of analysis and in the area of writing analytical papers. Last of all, his website provided important and relevant information. There was theory information at hand always, and outside sources that helped guide us in every step of the way throughout the class semester. Dr. Feezell is a remarkably hardworking and caring teacher. I have gained much as a music student in MUTH 6310, Anlaytical Techniques.

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I think the papers were too time-consuming. I wish the second half of the semester wouldn't just have been presentations. And I wish that Dr. Feezell stepped on a lot of people's presentations before they had a chance to present them.

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Presentations were helpful, but I think it took up a lot of semester time. Maybe do 2 people/class and would rather have more lectures from you!

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Dr. Feezell is one of the nicest professors I ever worked with, always willing to help, which for me made a huge difference. I think the first part of the semester wasn't useful, and it was obvious that only a minority of the class was following, and it just wasn't engaging enough.One of the things I think he really needs to improve on, is that, when lecturing, he makes things sound a lot more complicated than they are. He does that a lot, in general. Also, as much as he likes Schenkerian analysis, that's not the subject of the class, although I liked that I was introduced to it. The midterm didn't make a lot of sense. We were not equipped with tools in the class to do well. It's very obvious that those who did well had a stronger background in theory. I liked how he was flexible and adjusted to the class needs.

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I enjoyed the student presentations but I believe I would have learned more had their been some kind of evaluation over the material that my classmates presented.

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Overall, my chief complaint is it seem that Dr. Lin took all of our suggestions and took them to their most anal-retentive extreme. she did not change any of her policies, she merely layered our suggestions on top of her preconceived syllabus.

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Excellent instructor. Although I appreciated the open-ended/discussion-based orientation of the class, I think Dr. Feezell could make things slightly more efficient through a more directed, lecture based approach in some instances. I do, however, think he has a good ability to draw discussion from a class and this a positive.

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Definetely, this course was the most important theory course for me as far academics in the grad school are concerned since form and analysis class I did only back in my country. I learned the whole new theory terminology and some paper writings skills of this kind in English during the class span in general. The thing is I did not feel at first that the teacher seemed concerned for the non- native speakers as for their possible difficulty in knowing and appliance of the proper new terminology usage and style of the papers. We were regarded the same as Americans as far as grading system was concerned, eventhough the effors for it for sure must have been far bigger. It was discouriging to get the papers almost all in red after having tried to work on them for hours. It was good to get corrections and eventually I appreciated them but at first the red ink and bad grade did not make me feel better about my possibility of progress. The fact that I passed the diagnostic review exam was an indication that I could take this class. However, cramming for this this theory exam in theory theoritically is something different that the actual appliance of that knowledge after one sememster of not using it. I think that at least the couple of first lessons should be devoted to seeing at what different level all students are. Actual going through that would help to see what some individualas are supposed to look into more. It is overwhelming to having an indication that one should have known all of the theory. I would find it beneficial for instance when harmonic analysis were discussed if they also were put on the blackboard more often so I could hear and see that in order to make notes that later I would have come back to.Actually, I wished I made more notes so I would have collected more information that wold be helpful later for an exit exam review source. I liked the presentations because everybody did such a good job and had a chance to speak up and tried to have one own lecture.