Course and Instructor Evaluation Summary
Department of Linguistics

McCollum, Adam Gatlin
LIGN 101 - Introduction/Study of Language (A)
Summer Session II 2018

Number of Students Enrolled: 23
Number of Evaluations Submitted: 20

PLEASE COMMENT ON THE FOLLOWING:

1. Your class level is

7 (35.0%): Freshman
2 (10.0%): Sophomore
2 (10.0%): Junior
8 (40.0%): Senior
1 (5.0%): Graduate
0 (0.0%): Extension
0 (0.0%): Visitor

2. Your reason for taking this class is

1 (5.0%): Major
2 (10.0%): Minor
4 (20.0%): Gen. Ed.
3 (15.0%): Elective
10 (50.0%): Interest

3. What grade do you expect in this class?

12 (60.0%): A
6 (30.0%): B
0 (0.0%): C
0 (0.0%): D
0 (0.0%): F
2 (10.0%): P
0 (0.0%): NP
GENERAL QUESTIONS

4. I learned a great deal from this course.

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<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
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<tr>
<td>0 (0.0%)</td>
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<tr>
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<tr>
<td>3 (15.0%)</td>
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<tr>
<td>16 (80.0%)</td>
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5. How many hours a week do you spend studying outside of class on average?

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<tr>
<td>18-19</td>
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<tr>
<td>20 or more</td>
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6. How often do you attend this course?

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Percentage</th>
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<tr>
<td>Very Rarely</td>
<td>0.0%</td>
</tr>
<tr>
<td>Some of the Time</td>
<td>5.0%</td>
</tr>
<tr>
<td>Most of the Time</td>
<td>95.0%</td>
</tr>
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</table>

COURSE MATERIAL LIGN 101

7. The course material is intellectually stimulating.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0 (0.0%)</td>
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<td>Disagree</td>
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<td>3 (15.8%)</td>
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<tr>
<td>1:</td>
<td>[No Response]</td>
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8. Assignments promote learning.

<table>
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<th>Choice</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0 (0.0%)</td>
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<td>0 (0.0%)</td>
<td>Disagree</td>
</tr>
<tr>
<td>0 (0.0%)</td>
<td>Neither Agree nor Disagree</td>
</tr>
<tr>
<td>6 (30.0%)</td>
<td>Agree</td>
</tr>
<tr>
<td>14 (70.0%)</td>
<td>Strongly Agree</td>
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<tr>
<td>0 (0.0%)</td>
<td>Not Applicable</td>
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</table>

The data used in this report is provided to the Office of the Executive Vice Chancellor for Academic Affairs by Course and Professor Evaluations (CAPE), a student-run organization. Please visit the CAPE website at cape.ucsd.edu if you have questions about the data or how it is collected.
9. Required reading is useful.

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<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Comments</th>
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<tr>
<td>1 (5.0%): Disagree</td>
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<tr>
<td>3 (15.0%): Neither Agree nor Disagree</td>
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<tr>
<td>8 (40.0%): Agree</td>
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<tr>
<td>7 (35.0%): Strongly Agree</td>
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10. This course is difficult relative to others.

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<tr>
<td>10 (50.0%): Disagree</td>
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<td></td>
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<tr>
<td>4 (20.0%): Neither Agree nor Disagree</td>
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<tr>
<td>4 (20.0%): Agree</td>
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<tr>
<td>2 (10.0%): Strongly Agree</td>
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<tr>
<td>0 (0.0%): Not Applicable</td>
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11. Exams are representative of the course material.

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<th>Rating</th>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>0 (0.0%): Disagree</td>
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<tr>
<td>1 (5.0%): Neither Agree nor Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 (40.0%): Agree</td>
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<tr>
<td>9 (45.0%): Strongly Agree</td>
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<tr>
<td>1 (5.0%): Not Applicable</td>
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12. Do you recommend this course overall?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>20 (100.0%)</td>
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</tr>
<tr>
<td>No</td>
<td>0 (0.0%)</td>
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13. Course LiGN 101:

- This course is interesting because you learn about the different topics of linguistics in a broad sense. If you are unsure if you want to minor or major in linguistics, lign 101 will definitely help clarify those doubts.

- feels like you're back in a language class learning grammar rules but actually reading closer into what you already know

- This is my first linguistics class ever and I really enjoyed it. I feel like it is a wonderful intro class that helped me have a newfound appreciation for the subject and the field. There are some topics that I wish we had more time to go over, but there just wasn't enough time. I also wish we studied a little more about what linguists do, and had the chance to have more sociolinguistic discussions.

- I like this course sooooo much! Thanks to Adam, I have such a great summer session.

- Covered basics of the study of words and sounds of languages. I think the course can introduce some tools to assist in the homework like Praat. (I saw it was used once in class to demo phonetics)

- it is fine, thank you

- Fun and interesting course

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14. Exams/Quizzes/Papers:

- All the questions on exams/quizzes/papers seem fair and are highly supported by lecture material.
- Homework projects were fun and engaging.
- good
- The exams and quizzes are completely based on what is taught in class, so attendance is important so you don't feel lost.
- not bad
- I wish we could find out what questions we got right or wrong and have a discussion right after we take the in-class quizzes. I feel that would help facilitate better understanding of the material.
- I think the midterm should not allow use of notes if the final is not the same way. This made me lean on my notes more than if I would have had to memorize terminology, rules, etc. for the test. I figured that I would be able to use notes on the final because the midterm allowed use of notes and I don't feel as prepared for the final because I didn't know we wouldn't be allowed use of our notes until the final week of class.

15. Reading [title(s) and comments]:

- The reading is useful if the material in class was not helpful or remained unclear, but overall the readings were not necessary if you attend class all the time and understand the professor.
- Textbook was ok, good to review the material that was talked about in class.
- books are boring
- good
- Though I feel that the reading can be helpful, I dont think it is necessary to do well in the class. I feel that Professor McCollum teaches us well enough that the reading is unnecessary. His lectures are also more interesting and easier to understand than the book too.
- I enjoy the book as a source for pre-reading before lecture. I noticed many of the examples from the book are presented in class and it's great to reinforce the knowledge/practice.

INSTRUCTOR Adam McCollum

16. Instructor displays a proficient command of the material.

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<td>0</td>
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<td>Neither Agree nor Disagree</td>
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<tr>
<td>2</td>
<td>10.0%</td>
<td>Agree</td>
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<tr>
<td>18</td>
<td>90.0%</td>
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17. Instructor is well prepared for classes.

<table>
<thead>
<tr>
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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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18. Instructor's speech is clear and audible.

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<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
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19. Instructor explains the course material well.

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<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
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20. Lectures hold your attention.

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<tr>
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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
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<tbody>
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<td>15 (75.0%)</td>
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22. Instructor shows concern for students' learning.

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<thead>
<tr>
<th></th>
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<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
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<td>2 (10.0%)</td>
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<tr>
<td>0</td>
<td>(0.0%)</td>
<td></td>
<td></td>
<td></td>
<td>18 (90.0%)</td>
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<td></td>
<td></td>
<td>0 (0.0%)</td>
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</tr>
</tbody>
</table>
23. Instructor promotes appropriate questions/discussion.

- 0 (0.0%): Strongly Disagree
- 0 (0.0%): Disagree
- 0 (0.0%): Neither Agree nor Disagree
- 5 (25.0%): Agree
- 15 (75.0%): Strongly Agree
- 0 (0.0%): Not Applicable

24. Instructor is accessible outside of class.

- 0 (0.0%): Strongly Disagree
- 0 (0.0%): Disagree
- 0 (0.0%): Neither Agree nor Disagree
- 3 (15.0%): Agree
- 16 (80.0%): Strongly Agree
- 1 (5.0%): Not Applicable

25. Instructor starts and finishes class on time.

- 0 (0.0%): Strongly Disagree
- 0 (0.0%): Disagree
- 0 (0.0%): Neither Agree nor Disagree
- 5 (25.0%): Agree
- 15 (75.0%): Strongly Agree
- 0 (0.0%): Not Applicable

26. Instructor is effective in promoting academic integrity.

- 0 (0.0%): Strongly Disagree
- 0 (0.0%): Disagree
- 2 (10.0%): Neither Agree nor Disagree
- 3 (15.0%): Agree
- 15 (75.0%): Strongly Agree
- 0 (0.0%): Not Applicable

27. The instructor practiced effective teaching strategies that acknowledged and valued differences among students, including differences of race and gender identity.

- 0 (0.0%): Strongly Disagree
- 0 (0.0%): Disagree
- 0 (0.0%): Neither Agree nor Disagree
- 3 (15.0%): Agree
- 16 (80.0%): Strongly Agree
- 1 (5.0%): Not Applicable

28. Instructor Adam McCollum:

- Adam is a fun, approachable instructor. He makes the material accessible and understandable. He accommodates for learning curves and helps whenever there is confusion in material.
- Adam is a really good instructor. No matter how late it is, he will reply emails rapidly. I strongly recommend this professor!
- Awesome
• A very good teacher doesn't give you a super hard ass academic vibe yet still manages to teach you a ton. Easy to talk to without feeling intimidated.

• Clear voice, and does care about everyone understanding the material.

• Very engaging with the students, it makes the 3 hour summer course much more bearable.

• I love Professor McCollum! I just think that sometimes he changes the slides too fast so it's a little hard to take notes because I feel like I need to rush. Otherwise, I love how he is able to make the class entertaining and keep our attention for 3 hours twice a week. I like the jokes that he makes, and it just makes learning more fun. I also like how he uses real-world examples that are applicable to a lot of us students, which makes the material easier to understand.

• good

• Lectures are interesting thanks to the instructor. He makes sure that the lecture holds everyone's attention. He is very entertaining and makes the topics clear. In addition, the instructor does a great job at engaging with his students and overall is a great professor.

29. Do you recommend this professor overall?

20 (100.0%): Yes
0 (0.0%): No

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Linguistics, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.
Student IA Evaluation for Adam McCollum
Department of Linguistics

LIGN 101 - Introduction/Study of Language (Kehler, Andrew Scott)
Fall 2017

Number of Evaluations Submitted: 49
Number of Students Enrolled: 116

1. The Instructional Assistant was well organized and prepared for class.

27 (55.1%): Strongly Agree
17 (34.7%): Agree
3 (6.1%): Neither Agree Nor Disagree
2 (4.1%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

33 (68.8%): Strongly Agree
12 (25.0%): Agree
1 (2.1%): Neither Agree Nor Disagree
1 (2.1%): Disagree
0 (0.0%): Strongly Disagree
1 (2.1%): Not Applicable
1: [No Response]

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

29 (59.2%): Strongly Agree
12 (24.5%): Agree
4 (8.2%): Neither Agree Nor Disagree
4 (8.2%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
4. The Instructional Assistant helped develop my thinking skills on the subject.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
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<tr>
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<td>32.7%</td>
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</tr>
<tr>
<td>Agree</td>
<td>38.8%</td>
<td>19</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>20.4%</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2.0%</td>
<td>1</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>6.1%</td>
<td>3</td>
</tr>
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5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
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</table>

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>42.9%</td>
<td>21</td>
</tr>
<tr>
<td>Agree</td>
<td>36.7%</td>
<td>18</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>12.2%</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.0%</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2.1%</td>
<td>1</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>44.7%</td>
<td>21</td>
</tr>
<tr>
<td>Agree</td>
<td>40.4%</td>
<td>19</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>12.8%</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2.1%</td>
<td>0</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>[No Response]</td>
<td>0.0%</td>
<td>2</td>
</tr>
</tbody>
</table>
8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27 (55.1%)</td>
</tr>
<tr>
<td>Agree</td>
<td>17 (34.7%)</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>5 (10.2%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>26 (53.1%)</td>
</tr>
<tr>
<td>Agree</td>
<td>16 (32.7%)</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>3 (6.1%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>4 (8.2%)</td>
</tr>
</tbody>
</table>

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>17 (34.7%)</td>
</tr>
<tr>
<td>Agree</td>
<td>16 (32.7%)</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>5 (10.2%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>11 (22.4%)</td>
</tr>
</tbody>
</table>

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No issues</td>
<td>38 (86.4%)</td>
</tr>
<tr>
<td>Too quiet</td>
<td>3 (6.8%)</td>
</tr>
<tr>
<td>Too loud</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Too fast</td>
<td>3 (6.8%)</td>
</tr>
<tr>
<td>Too slow</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Poor grammar and/or English language skills</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Used filler words such as &quot;um&quot;</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>0 (0.0%)</td>
</tr>
</tbody>
</table>
12. I would recommend this Instructional Assistant to other students.

24 (49.0%): Strongly Agree
17 (34.7%): Agree
6 (12.2%): Neither Agree Nor Disagree
2 (4.1%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Ability to help me understand the material that confused me in class or from homework.
- Able to provide a different approach when elaborating on the topics covered by the professor. Sometimes the examples used in class by the professor are not so clear but Adam provides additional examples that really clarify the topic. He also has extensive knowledge on the subject and he gives off a genuine sense of wanting to help students and sharing what he knows. He is also patient with working with me when I do not understand a certain concept and would give more examples or discuss the topic as much times as needed without getting frustrated or anything like that. Also is very approachable and is easy to relate and talk to.
- Adam occasionally was able to fill in any gaps that Professor Kehler lacked expertise in (i.e. during our coverage of Phonetics), and did offer answers to some questions during lectures.
- Adam was really capable of handling the lectures in a memorable way. He included photos and expressed information clearly.
- Adam’s ability to present seems to be one of his greatest strengths as a TA. He speaks clearly and portrays a very enthusiastic interest linguistics. Every now and then, he drops some jokes to connect with us better and make the lesson more enjoyable.
- Enthusiastic about the material and great ease when relating it to something in the students' lives/worldviews.
- Good listener
- Great speaker and clearly summarized the material.
- Greatly invested in and enthusiastic about course material
- He contributes very helpful and insightful answers to students' questions during lecture.
- He had a great lecture. It not only made sense but it as funny and engaging. From that one lecture I understood everything clearer.
- He is calm
- He knew his stuff and was able to explain the concepts in depth without making it complicated.
- He led two lectures on phonetics and phonology and was very prepared for class. I found his powerpoint easier to follow and he had clearly prepared a lot for class.
- He understands the materials throughly. He also explains the concepts clearly and tries his best to answer questions from students. He is generally accessible.
• He understood the material very well and was passionate about it.
• He was very clear and helpful when explaining class material.
• He's passionate about the topics of the class and he answer questions.
• I've been going into section once or twice a week so I've had a fair amount of contact with him. Adam is great at explaining concepts in an easy to understand manner without oversimplifying. He's very approachable and easy to talk to.
• Is willing to answer any and all questions.
• Only had one interaction thus far but it was pleasant. He definitely helped break down the answer to my question in a way that I could understand. Definitely appreciated that.
• The way he teaches is very straight -forward and clear.
• They were very learned on their subject and were able to explain it thoroughly.
• This person's greatest strengths is that he's patient and goes over everything extremely well having a teaching background.
• Very knowledgable and great at explaining. And funny! Also very nice.
• Very knowledge and helps connect complicated concepts to everyday things to help us better understand the concepts.
• very knowledgeable on the subject

14. Please describe this person's greatest weaknesses as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

• Could be a little more engaging
• Explaining certain topics. Had trouble understanding some of the material.
• He doesn't care about the class at all and seems disinterested. However, he was by far better than the professor but to be honest the professor was very lousy.
• He wasn't given a ton of time to present during class. Maybe he should have exerted more effort to participate.
• He wasn't given many tasks by the professor so he didn't display any weaknesses.
• He went through slides too fast, and his explanations of the material was sometimes confusing, especially compared to the professor who went at a much slower pace. Sometimes his answers were clear but other times they were unhelpful and never truly answered the question. Phonetics and phonology seemed a lot harder than the other topics covered, and that might just be due to content, but it was a frustrating transition for me.
• His explanations were not always clear and he presented difficult course matter too quickly for my taste.
• His Phonetics lecture was a bit too quick-paced and could be improved by keeping in mind that most students are being exposed to terms and concepts for the first time and may need more time to process the information.
• Honestly nothing.
• I honestly can't think of anything.
• Not being able to maintain eye contact is the only thing I could think of.
• Not so involved during some lectures, although it might be that the professor did not allow much room for him to.
• Possibly speaks quietly at times, but nothing that can't be heard.
• Sometimes he was not able to give clear answers to the students' questions, probably because he assumed the students to be on the same page as him.
• Sometimes over-complicated explanations at first pass
• Very in depth with explanations

15. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

• Adam is the best!
• He is one of the best TA I have had so far for any of my classes. He is really helpful and shows genuine interest in our success for this class.
• He seemed to be genuinely interested in helping the class
• He was very clear when explaining, that is always appreciated.
• He's a great instructor. Would highly recommend.
• I appreciated his knowledge of the subject and passion for teaching.
• I want to stress that Adam well surpassed the Prof in teaching capacity. The Prof oversimplified the material and then made the quizzes very wordy and complicated to understand. If it wasn't for Adam doing section I can only imagine the grade I would've received in this course.

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Linguistics, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.
Student IA Evaluation for Adam McCollum
Department of Linguistics

LIGN 111 - Phonology I (Bakovic, Eric John)
Winter 2018

Number of Evaluations Submitted: 25
Number of Students Enrolled: 48

1. The Instructional Assistant was well organized and prepared for class.

18 (72.0%): Strongly Agree
7 (28.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

21 (84.0%): Strongly Agree
3 (12.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (4.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

20 (80.0%): Strongly Agree
4 (16.0%): Agree
1 (4.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
4. The Instructional Assistant helped develop my thinking skills on the subject.

19 (76.0%): Strongly Agree
4 (16.0%): Agree
1 (4.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (4.0%): Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

20 (80.0%): Strongly Agree
4 (16.0%): Agree
1 (4.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

18 (75.0%): Strongly Agree
4 (16.7%): Agree
1 (4.2%): Neither Agree Nor Disagree
1 (4.2%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
1: [No Response]

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

19 (76.0%): Strongly Agree
5 (20.0%): Agree
1 (4.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

20 (80.0%): Strongly Agree
4 (16.0%): Agree
1 (4.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

19 (76.0%): Strongly Agree
5 (20.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
1 (4.0%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

14 (56.0%): Strongly Agree
7 (28.0%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
4 (16.0%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

21 (91.3%): No issues
0 (0.0%): Too quiet
0 (0.0%): Too loud
0 (0.0%): Too fast
1 (4.3%): Too slow
0 (0.0%): Poor grammar and/or English language skills
0 (0.0%): Used filler words such as "um"
1 (4.3%): Other (please describe)
    • Made significantly less than average eye contact during lecture. When I interacted with him one on one, he made eye contact.
12. I would recommend this Instructional Assistant to other students.

22 (88.0%): Strongly Agree
2 (8.0%): Agree
1 (4.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Adam is a hard worker and has a strong foundational knowledge of phonological problems. He is extremely personable and kind.
- Adam is easy to relate to and easy to understand. He's clear and concise often adding great insights that are very helpful in class.
- Adam is really clear when he explains concepts, and is very knowledgeable about the material he covers.
- Adam is really great at providing supplemental work during sections, and presenting lecture concepts in a way that I can better understand if I was confused in class. He utilizes a lot of analogies for concepts as well, which helped me solidify these ideas. Although he was busy, Adam took out time in the beginning of this quarter before section and outside of his office hours to go over past quizzes with me, and he also gave me an additional hour of teaching to explain why I had so much trouble analyzing one of my homework assignments due to my underlying representation, and helped me understand how to look at future assignment data. I'm usually not one to reach out for help for classes, but I'm really glad I reached out to Adam because I am finally at a point in this class where I can follow along with Eric's lectures, without needing to review podcasts and google things I didn't understand in class. The one lecture he taught was also easily understandable, so I am looking forward to him teaching on Tuesday Week 10.
- Adam was engaged in the class, gave constructive comments during lecture, and was always willing to help.
- Easy going and personable.
- Great at "dumbing down" some of the more complicated concepts we learned in class, he made it very easy to understand many key concepts that I needed help on.
- Great TA, explained material clearly during lectures and was a very helpful resource via email.
- He is excellent at communicating and explaining. He takes the time to go slowly and thoroughly through material, presenting it in an accessible manner. He is professional, patient, and kind.
- He is very knowledgeable and engages the lecture head on.
- He was very kind, and aided in the learning of all students.
- He's extremely knowledgable in this topic. I found his more recent examples very relateable. When he talks about his first date, it made me understand optimality theory so much better.
- He's patient and willing to help you out as much as he can.
• Tended to Students Needs
• This guys is AWESOME! His discussion section was really fun, I had a lot of really great practice and it really helped me learn and get better at phonology. 5 star review for him :)

14. Please describe this person's greatest weaknesses as a Instructional Assistant.  
*Please keep your comments constructive and professional, abiding by the Principles of Community*

• Adam has a habit of being too wordy.
• Adam needs to work on his eye contact during lecture.
• He really could not have been better.
• I didn't notice any.
• I think this class is just very complex but loaded with content. There was one lecture where I feel like he just lost everyone from all the information he was giving us.

15. Do you have any other comments to add to your evaluation?  
*Please keep your comments constructive and professional, abiding by the Principles of Community*

• Adam is great and I would love to have him lecture in my classes again!
• Genuinely caring and detailed person. If he were to become a professor, I think students would love to be in his class.
• No more comments.
• This is the sort of TA I very much hope to see in my future classes.

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Student IA Evaluation for Adam McCollum
Department of Linguistics

LIGN 175 - Sociolinguistics (Bakovic, Eric John)
Spring 2018

Number of Evaluations Submitted: 17
Number of Students Enrolled: 42

1. The Instructional Assistant was well organized and prepared for class.

12 (70.6%): Strongly Agree
5 (29.4%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

13 (76.5%): Strongly Agree
4 (23.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

13 (76.5%): Strongly Agree
4 (23.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
4. The Instructional Assistant helped develop my thinking skills on the subject.

12 (75.0%): Strongly Agree  
4 (25.0%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
1: [No Response]

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

13 (76.5%): Strongly Agree  
4 (23.5%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

13 (76.5%): Strongly Agree  
4 (23.5%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

12 (75.0%): Strongly Agree  
3 (18.8%): Agree  
1 (6.3%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): Not Applicable  
1: [No Response]
8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

11 (68.8%): Strongly Agree
5 (31.3%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable
1: [No Response]

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

13 (76.5%): Strongly Agree
4 (23.5%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
0 (0.0%): Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

10 (58.8%): Strongly Agree
5 (29.4%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2 (11.8%): Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

16 (100.0%): No issues
0 (0.0%): Too quiet
0 (0.0%): Too loud
0 (0.0%): Too fast
0 (0.0%): Too slow
0 (0.0%): Poor grammar and/or English language skills
0 (0.0%): Used filler words such as "um"
0 (0.0%): Other (please describe)
12. I would recommend this Instructional Assistant to other students.

13 (86.7%): Strongly Agree
2 (13.3%): Agree
0 (0.0%): Neither Agree Nor Disagree
0 (0.0%): Disagree
0 (0.0%): Strongly Disagree
2: [No Response]

13. Please describe this person’s greatest strengths as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Adam has great communication skills. He effectively connected course materials with real life situations.
- Adam is a great one-to-one teacher and lecturer. When he does teach classes, there is a clear flow, and it’s easy to take notes on important concepts etc. Eric is always saying how Adam is more experienced in sociolinguistics than he is, so I hope he teaches the class someday.
- Adam is literally the best TA I have ever had. He often was more prepared than the professor. Adam has a very strong grasp of the course material and cares very much that his students learn efficiently. He is compassionate, accommodating, and interesting. He makes for an excellent teacher and is generally a great person.
- Adam is the best! He is so knowledgeable about Linguistics and always offers the best suggestions whenever you get stuck on a specific topic! I hope to have him as a TA again in the future because he has helped me grow as a linguist.
- Adam is willing to discuss anything the student needs to work out. He guides students and is warm and friendly to everyone. His preparation is impeccable and he maintains the interest of the students.
- Extremely helpful, prompt response to emails, very available for appointments aside from scheduled office hours
- friendly, approachable, knowledgeable
- Great.
- involvement with students to make sure they understood the materials and what was going on in class
- Really knows what he is doing regarding statistical analyses and writing research reports. Really accessible to students whenever they need help. Replies to email pretty quickly and he is very nice and welcoming, encouraging students to reach out whenever they need help.

14. Please describe this person’s greatest weaknesses as a Instructional Assistant.

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- I think Adam is an amazing TA and I have never encountered any issues with his teaching style. I don't know, maybe he's TOO nice if that possible. But not really. Adam is great.
• No weakness, everything was good.
• nothing i can think of

15. Do you have any other comments to add to your evaluation?
“Please keep your comments constructive and professional, abiding by the Principles of Community"

• nice picture
• Quality.

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Instructor IA Evaluation for Adam McCollum
Department of Linguistics

LIGN 101 - Introduction/Study of Language (Kehler, Andrew Scott)
Fall 2017

Evaluation Responses

1. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice has a good understanding of the subject matter.
   
   Strongly Agree

2. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was well organized and prepared for class.

   Strongly Agree

3. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was accessible to students outside of class (office hours, e-mail, etc.).

   Strongly Agree

4. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice’s explanations were appropriate, being neither too complicated nor too simple.

   Strongly Agree

5. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice consistently arrived at lecture, section/lab, office hours and exams on time.

   Strongly Agree

6. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice graded fairly and accurately, providing constructive feedback to students.

   Not Applicable
7. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice returned tests and papers in a timely manner.

Not Applicable

8. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice presented material in an intellectually stimulating way that gave students deeper insight into the material.

Strongly Agree

9. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was genuinely interested in and enthusiastic about teaching.

Strongly Agree

10. What is your overall rating of the Teaching Assistant/Reader/Undergraduate Instructional Apprentice?

Excellent

11. Do you have any other comments to add to your evaluation?

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Adam was outstanding on all levels. He was always extremely prepared and helpful to students during office hours, sections, and by email. The students responded very well to him. He presented three entire lectures himself towards the end of the class, outshining my own lectures.

12. Sources used to complete this evaluation

Regular meetings/feedback sessions
Classroom observation
Informal evaluations by students

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of Linguistics, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.
Instructor IA Evaluation for Adam McCollum
Department of Linguistics

LIGN 111 - Phonology I (Bakovic, Eric John)
Winter 2018

Evaluation Responses

1. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice has a good understanding of the subject matter.
   
   Strongly Agree

2. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was well organized and prepared for class.
   
   Strongly Agree

3. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was accessible to students outside of class (office hours, e-mail, etc.).
   
   Strongly Agree

4. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice’s explanations were appropriate, being neither too complicated nor too simple.
   
   Strongly Agree

5. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice consistently arrived at lecture, section/lab, office hours and exams on time.
   
   Strongly Agree

6. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice graded fairly and accurately, providing constructive feedback to students.
   
   Strongly Agree
7. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice returned tests and papers in a timely manner.

Strongly Agree

8. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice presented material in an intellectually stimulating way that gave students deeper insight into the material.

Strongly Agree

9. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was genuinely interested in and enthusiastic about teaching.

Strongly Agree

10. What is your overall rating of the Teaching Assistant/Reader/Undergraduate Instructional Apprentice?

Excellent

11. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

12. Sources used to complete this evaluation

Regular meetings/feedback sessions
Classroom observation
Review of Teaching Assistant/Reader/Undergraduate Instructional Apprentice grading
Informal evaluations by students

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Instructor IA Evaluation for Adam McCollum
Department of Linguistics

LIGN 175 - Sociolinguistics (Bakovic, Eric John)
Spring 2018

Evaluation Responses

1. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice has a good understanding of the subject matter.

   Strongly Agree

2. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was well organized and prepared for class.

   Strongly Agree

3. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was accessible to students outside of class (office hours, e-mail, etc.).

   Strongly Agree

4. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice’s explanations were appropriate, being neither too complicated nor too simple.

   Strongly Agree

5. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice consistently arrived at lecture, section/lab, office hours and exams on time.

   Strongly Agree

6. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice graded fairly and accurately, providing constructive feedback to students.

   Strongly Agree
7. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice returned tests and papers in a timely manner.

Strongly Agree

8. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice presented material in an intellectually stimulating way that gave students deeper insight into the material.

Strongly Agree

9. The Teaching Assistant/Reader/Undergraduate Instructional Apprentice was genuinely interested in and enthusiastic about teaching.

Strongly Agree

10. What is your overall rating of the Teaching Assistant/Reader/Undergraduate Instructional Apprentice?

Excellent

11. Do you have any other comments to add to your evaluation?

*Please keep your comments constructive and professional, abiding by the Principles of Community*

- Adam has been an indispensible resource for me as well as for the students in this course. Adam has always been on top of everything, and I never needed to remind him about anything that needed taking care of. He is more often than not ahead of the game in terms of grading and communicating with students. Adam asked to teach a class session, and talked with me in advance about what he planned to cover and how he planned to cover it. It was a thoughtfully organized combination of lecture and class participation, clearly showing some of the tools/skills Adam has learned from The College Classroom course that he took in the Winter in preparation for teaching LIGN 101 this summer.

12. Sources used to complete this evaluation

- Regular meetings/feedback sessions
- Classroom observation
- Informal evaluations by students

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