

Summary of Student Comments
Loyola Marymount University
RHET 1000, Fall 2021

Strengths:

“she made it very clear what she expected from us and made the work load extremely manageable”

“Dr. M made herself absolutely available to her students and felt very personable. a wonderful professor”

“The teacher's enthusiasm about the course.”

“Dr. Moekle's attentiveness and genuine care for students make the course very effective. She's willing to give step-by-step instructions if needed. Learning how to cite and format essays were very helpful.”

“the way the assignments were earlier than other classes. So our workload wasn't as bad as close to the semester.”

“The instructor was the best professor I have ever had.”

“Everything”

“Dr. Moekle sets up all the assignments to help with the next one so by the end of the semester, we are well prepared and not stressed with work for her class.”

“The syllabus provided clear information about the semester, and we went over the document as a class, in case there were any questions.”

“Everyone excelled at the subject matter with Dr. Moekle's help.”

“I met with Dr. Moekle several times to work on assignments. She also scheduled meetings with every student one-on-one over Zoom to help them with outlines, papers, and speeches.”

“Dr. M was available after class and during office hours for help.”

“Dr. M worked with me once a day for four weeks to edit my annotated bibliography submissions to support me in my understanding of the content.”

“I was driven to do my best work in this class and produced a final research paper that I am proud of.”

“Dr. Moekle actually inspired me to explore a minor in Environmental Studies.”

“After learning more about environmental racism I am determined to continue exploring this issue.”

“This class has helped to greatly improve my writing.”

“Dr. M was supportive and knew we could all be successful in her class. She pushed us to do our best because she knew we could.”

“I enjoyed the drafts with feedback required before the final papers.”

“I liked how everything was broken up, made it easier to write effectively”

“The way every assignment prepared us for the final assignment and the professor hosted one–on–one writing conferences before big due dates.”

“Dr. Moekle wanted to see you succeed. She was very patient and willing to work with you one on one to work through any frustrations or setbacks for our assignments.”

“Was incredibly approachable and truly wanted the best for her students and was always willing to help to see you succeed.”

“Going into this course, I was not a fan of rhetorical arts, but everything in this class was so beneficial that I have gained a new love for rhetorical analysis, writing, and speaking. I found the class time to be very fun, while also provoking learning.

“Dr. Moekle spreading out the assignments was very beneficial to me as it allowed me to stay organized, stay on top of my work, and took away a lot of stress. I also thought the pacing of this class was very helpful.”

“Very fun class :D”

“The overall theme of this course (social justice with a focus in climate injustice and environmental racism) was taught through the assignments we had, which was not only beneficial to writing and speaking exercises/projects, but also allowed all students to be able to learn something new along the way that held our interest and allowed us to feel empowered in what we were doing the class work for. Also, Dr. Moekle cares a lot about her students, and I feel like I speak for most in that it is extremely heartwarming to have a professor call and know you by name.”

“Helped me improve my writing and public speaking abilities, lots of peer editing time”

“The most beneficial part about this course was the one–on–one conferences we had before our proposals and our final paper.”

“This was a very good course, Great professor!”

“The way the assignments were spread out over the semester; we would work on one aspect of our research project every week so that by the end, all we had to do was piece it together.’

“Her care towards us made our life easier”

Suggestions for Improvement

“When conferencing about papers I didn’t get much negative feedback but still got Bs on most of my papers”

“n/a”

“Practicing public speaking more before our big speeches, so we could get helpful feedback before large assignments”

“I have no suggestions. This course was very effective.”

“If attendance wasn't graded that would be great because my reoccurring sickness has completely changed my grade.”

“Nothing! Dr. Moekle was great and so helpful, as were my classmates.”

“N/A”

“If assignment descriptions and explanations or expectations for minor assignments were available on Brightspace, not just given orally during class.”

“N/a”

“Nothing. I enjoyed every part of the class. The class atmosphere, amount of work, and subject matter were all great. Everything !!!!”

“It's clear that Dr. Moekle is well-versed in teaching this course, but also in the theme of climate injustice, environmental racism, and so on. The only thing that would've made this course more effective would have been just a bit more time dedicated towards public speaking (I believe we spent some time on it, a few class periods and a few chapter readings), but I feel like the main focus was on the writing. That was still great, but I think it increased anxieties and lessened knowing how to prepare for a speech in general. It was clear to all of us that every assignment had prepared us fully to complete everything well, but learning how to prepare for a speech in general would have also helped prepare us for other classes and professors asking for speech projects, in which they may not structure their curriculum as well as Dr. Moekle, making preparing for a speech in their class much more daunting and unknown. So, learning how to prepare for a speech and prepare it in general would be beneficial outside just Dr. Moekle's classroom too.”

“More of a focus on writing”

“I loved this course. Everything we did in this class was effective for me.”

“Nothing great professor!”

“None”

Self-assessment of Student Comments

The three most common strengths mentioned in my Spring 2022 SETs are clarity, one-on-one conferences, and a manageable course structure. These three comments reflect the first pillar of my teaching philosophy: a commitment to a student-centered approach. After a year and a half of teaching exclusively online, returning FTF required specific attention to precise delivery and steady pacing. In my experience, students became very reliant on having everything posted for them in Brightspace—sometimes to the extent that they had become far less attentive to detail in person. In this way, I feel optimistic about my students feeling clear about assignments and my expectations. I’m also glad they felt that the way I structured six major assignments over the 15-week semester so that they felt they could keep up with the workload.

Other strengths mentioned in open-ended comments also connect to my commitment to introducing students to sustainability and creating a space for inclusive and anti-racist dialogue. One student took an interest in exploring a minor in Environmental Studies after completing my course. Another felt inspired to continue exploring the concept of environmental racism. A third even reconnected with the pleasure of rhetorical analysis, writing, and speaking. It is less common for students to carry an interest in the course “subject matter” forward from an FYC course, so I was pleased to receive this feedback.

Finally, my Fall 2021 students also used words such as “enthusiastic,” “attentive,” “caring,” and “supportive” to describe my interactions with them inside the classroom and in one-on-one meetings outside of class time. I am glad that I continue to be a source of support and attention to first-year students in the writing classroom.

Two things stand out in the suggestions for improvement. First, one student reports that I did not give “much negative feedback” during individual conferences, yet they received a B on those assignments. This does not seem to be a pervasive experience throughout the years I have taught this course. It was, however, the second time in a year that one student mentioned this, so I was sure to reiterate reasonable expectations for grades after conferencing in Spring 2022. The only comment that I received twice this semester was that two students would have appreciated more time being dedicated to preparation for their final persuasive speech at the end of the term, which I did the following semester. I did not receive this remark in Spring 2022, so I sense that the slight shift I made to accommodate this remark was effective.