

ADDENDUM TO THE 2008/09 ASSU ANTI-CALENDAR

There were errors with the printing of these three HMB courses in the 2008/09 ASSU ANTI-CALENDAR. Here is how they should have appeared. Our sincere apologies go out to the instructors and the Program.



HMB 301H1F Biotechnology (not HMB 303H1F)

Instructor(s): M. French

Enr: 48

Resp: 53

Retake: 79%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	6	25	51	17	5.8
Explains	0	0	2	6	25	48	17	5.7
Communicates	0	0	0	8	8	45	36	6.1
Teaching	0	0	2	4	17	47	28	6.0
Workload	0	0	2	48	31	14	2	4.7
Difficulty	0	0	4	73	17	4	0	4.2
Learn Exp	0	0	2	25	30	18	23	5.3

French was a good instructor who was passionate about teaching. Her enthusiasm for the course was wonderful and she presented many opportunities for students in biotechnology to get acquainted with the industry.

The material discussed was interesting and great consideration was taken in choosing the topics. Overall, it was a worthwhile learning experience but students wished assignments had been marked faster.

HMB 421H1S Seminar in Genes, Genetics and Biotechnology

Instructor(s): R. Wilson

Enr: 19

Resp: 13

Retake: **100%** (not 10%)

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	0	23	69	7	5.8
Explains	0	0	0	0	23	61	15	5.9
Communicates	0	0	0	0	15	69	15	6.0
Teaching	0	0	0	0	15	69	15	6.0
Workload	0	0	7	46	38	7	0	4.5
Difficulty	0	0	0	69	15	15	0	4.5
Learn Exp	0	0	0	12	12	50	25	5.9

The majority thought that the course was an enjoyable and valuable experience, a must if you want to improve your public speaking skills. A few students thought that grant proposals needed more organization but overall, a course worth taking.

HMB 442H1F Epidemiology of Health & Disease (not 422)

Instructor(s): B. Harvey

Enr: 21

Resp: 17

Retake: 75%

	1	2	3	4	5	6	7	Mean
Presents	0	5	11	17	41	23	23	4.8
Explains	0	5	0	17	17	35	23	5.5
Communicates	0	0	0	0	17	29	52	6.4
Teaching	0	0	0	0	17	47	35	6.2
Workload	0	5	11	17	58	0	5	4.5
Difficulty	0	6	6	25	18	18	25	5.1
Learn Exp	0	0	0	26	40	20	13	5.2

The course was seen as useful, and likely to be very beneficial for health related graduate programs. Some students stated that an introductory course in statistics should have been a pre-requisite or at least a co-requisite.