



Introduction

The Cell & Systems Biology Students' Union (CSBSU) is a student-run organization working on behalf of all undergraduates taking CSB courses. CSBSU organizes fun events, from academic seminars to socials and movie nights, which are offered free to all undergraduates. Check out their website: <http://www.csb.utoronto.ca/students/undergrad/csbsu.cfm>

Editor

BIO 250Y1Y Cell and Molecular Biology

Instructor(s): M. Campbell; B. Chang

Enr: 1178

Resp: 876

Retake: 58%

	1	2	3	4	5	6	7	Mean
<u>Campbell:</u>								
Presents	0	0	2	10	30	38	16	5.5
Explains	0	1	4	15	32	33	12	5.3
Communicates	1	0	4	15	32	30	14	5.3
Teaching	0	1	1	13	33	34	13	5.4
<u>Chang:</u>								
Presents	0	0	2	9	27	39	21	5.6
Explains	0	0	3	11	26	39	17	5.5
Communicates	0	0	1	4	15	32	45	6.2
Teaching	0	0	2	8	24	38	24	5.7
<u>Course:</u>								
Workload	0	0	1	25	31	27	14	5.3
Difficulty	0	0	0	30	33	25	9	5.1
Learn Exp	1	0	5	36	32	18	6	4.8

Campbell's lectures were interesting, clear and full of life. However, his slides were somewhat disorganized - there were too many concepts crammed in a page and the fonts were too small and difficult to read. He also discussed concepts as separate units so his material didn't flow as smoothly as students would have wanted. At times, he spoke too fast thereby making it difficult for students to write down notes and keep up with the lecture.

Overall, students enjoyed attending Campbell's part of the course because he was very humorous and used excellent analogies to explain complex processes and concepts.

Chang's lectures were highly organized, clear and thorough. Her slides were very useful and well-designed. Students appreciated the pace of her lectures as well as her approachable and kind nature. A few mentioned that she spoke too softly at times, making it difficult for students in the back of the class to hear her. Some thought she could have used more and better examples.

Most perceived the course as well-constructed and valuable. BIOME, in particular was very useful because it gave students the opportunity to connect with the instructors, ask questions or clarify anything that confused them in the lectures. Many commented that term tests should have been given instead of only 2 exams at the end of each term - there was too much detailed material and too many concepts to cover, with very limited forms of evaluation. Many thought the readings were excessive at times, which were not even covered in lectures. Some complained that the expectations for the writing project and exams were unclear, and the writing assignment was very tedious for what it was worth. Several students really loved the lab component because, even though they were only worth 1% each, they supplemented the lecture material well and provided better detail of certain concepts. Instructors posted lecture recordings and videos shown in class on BIOME - these were very useful.

Instructor(s): T. Harris; M. French

Enr: 1089

Resp: 720

Retake: 53%

	1	2	3	4	5	6	7	Mean
<u>Harris:</u>								
Presents	0	0	3	13	32	36	13	5.4
Explains	0	0	1	11	31	36	17	5.5
Communicates	0	0	1	14	29	36	16	5.5
Teaching	0	0	0	12	36	34	14	5.5
<u>French:</u>								
Presents	0	0	1	9	27	41	20	5.7
Explains	0	0	1	9	27	40	19	5.6
Communicates	0	0	1	8	22	40	25	5.8
Teaching	0	0	1	8	27	40	20	5.7
<u>Course:</u>								
Workload	0	0	0	29	33	24	10	5.1
Difficulty	0	0	1	32	31	25	8	5.1
Learn Exp	2	1	5	41	27	15	6	4.6

Many students felt that the amount of required readings was overwhelming. The labs were useful and complemented the lecture material quite well, but were often boring and tedious. Students appreciated the in-class animations and lecture recordings. Some felt that in order to absorb the material better, there should have been 4 term tests instead of just 2.

Harris was a good instructor who explained concepts clearly. His use of analogies was effective. However, students felt that his notes could have used some improvement, as there were many repeated slides.

French was a good and effective lecturer who was knowledgeable and provided many examples and visual aids to help explain concepts.

Instructor(s): M. French

Enr: 349

Resp: 224

Retake: 54%

	1	2	3	4	5	6	7	Mean
Presents	0	1	0	8	26	40	21	5.7
Explains	0	1	1	6	22	38	29	5.8
Communicates	1	0	0	6	17	37	36	6.0
Teaching	0	1	0	6	23	35	31	5.9
Workload	0	0	0	29	28	25	15	5.3
Difficulty	0	0	1	27	31	24	14	5.2
Learn Exp	2	1	4	36	32	17	5	4.7

Students felt that this was a difficult course with an intense workload. Some suggested that there should have been 4 term tests instead of 2. However, the course was made more interesting by French's enthusiasm and creative demonstrations. She was organized and presented the material in a clear and concise manner.

BIO 260H1S Concepts in Genetics

Instructor(s): D. Guttman

Enr: 227

Resp: 129

Retake: 45%

	1	2	3	4	5	6	7	Mean
Presents	3	3	4	13	24	40	10	5.2
Explains	3	0	3	15	33	29	13	5.1
Communicates	3	0	4	12	28	32	18	5.4
Teaching	3	2	1	15	33	36	7	5.1
Workload	0	0	5	46	31	11	3	4.6
Difficulty	0	0	2	25	41	20	9	5.1
Learn Exp	2	7	16	25	32	13	5	4.4

Guttman was organized, fair and reasonable. His assignments were clear and represented material learned in the course. Students found him enthusiastic and humorous. His slides and lecture notes were concise and provided a good study guide.

Students felt that this course required better organized tutorials. Students found assignments poorly worded.

Instructor(s): P. McCourt

Enr: 227	Resp: 129							Retake: 45%
	1	2	3	4	5	6	7	Mean
Presents	6	9	23	21	20	15	3	4.0
Explains	1	4	7	23	31	21	10	4.9
Communicates	1	0	1	15	30	25	25	5.5
Teaching	2	2	14	25	28	21	6	4.6
Workload	0	0	5	46	31	11	3	4.6
Difficulty	0	0	2	25	41	20	9	5.1
Learn Exp	2	7	16	25	32	13	5	4.4

McCourt was highly commended for making students think "outside the box"; however, his test and assignments were very challenging. Some students found that his material covered in class did not match test/assignments. McCourt used figures, page numbers and chapters from an older version of the textbook which students found hard to follow and frustrating for studying purposes.

BIO 349H1S Eukaryotic Molecular Biology

Instructor(s): V. Tropepe

Enr: 333	Resp: 146							Retake: 20%
	1	2	3	4	5	6	7	Mean
Presents	3	0	12	24	31	20	8	4.8
Explains	1	2	7	28	32	22	4	4.8
Communicates	1	2	10	34	28	18	3	4.6
Teaching	2	1	11	36	34	10	3	4.4
Workload	0	0	0	16	34	26	22	5.5
Difficulty	0	0	1	23	28	25	21	5.4
Learn Exp	8	4	15	42	19	8	1	3.9

Students found the term tests very difficult and not reflective of the course material. Students found the PBI project instructions hard to understand, time consuming with goals that were not communicated effectively.

Tropepe was not enthusiastic during lectures. Students thought that different types of examples and explanations would have been beneficial.

BIO 472H1S Computational Genomics and Bioinformatics

Instructor(s): D. Guttman; N. Provart

Enr: 38	Resp: 36							Retake: 68%
	1	2	3	4	5	6	7	Mean
<u>Guttman:</u>								
Presents	0	0	0	13	27	36	22	5.7
Explains	0	0	0	16	33	36	13	5.5
Communicates	0	2	5	23	32	11	23	5.1
Teaching	0	0	0	11	55	22	11	5.3
<u>Provart:</u>								
Presents	0	0	2	13	33	30	19	5.5
Explains	0	0	0	28	31	25	14	5.3
Communicates	0	5	2	31	28	14	17	4.9
Teaching	0	0	2	13	50	22	11	5.2
<u>Course:</u>								
Workload	0	0	0	45	39	9	6	4.8
Difficulty	0	0	2	38	41	11	5	4.8
Learn Exp	0	0	9	35	25	25	3	4.8

Students felt that this was a good introductory course on bioinformatics, but that it focussed too much on computer programming and coding rather than an application of the tools. Many felt that it was not beneficial to learn the PERL programming section, and that it was too time consuming and difficult, especially for beginners. There were many complaints about the lengthy time it took to return the midterm and assignment marks. Also, any feedback would have been appreciated in order to prevent the reoccurrence of mistakes in subsequent evaluations.

Guttman was disorganized at times but a good lecturer. There were some concerns over his fill-in-the-blank style lecture notes.

Provart was friendly, approachable and a good lecturer, but he sometimes went through the material too quickly. Some students thought that his notes were thorough and easy to study off, but others felt they con-

tained too much information.

BIO 473H1F Chemical Genomics

Instructor(s): S. Cutler

Enr: 38	Resp: 36							Retake: 63%
	1	2	3	4	5	6	7	Mean
Presents	0	8	22	22	22	19	5	4.4
Explains	0	2	5	19	38	22	11	5.1
Communicates	0	2	0	27	33	27	8	5.1
Teaching	0	0	8	19	38	25	8	5.1
Workload	0	0	2	47	33	13	2	4.7
Difficulty	0	0	0	30	47	19	2	4.9
Learn Exp	0	0	6	30	40	16	6	4.9

Cutler was an effective and helpful lecturer who communicated enthusiasm into the topics. However, some students commented that he spoke too fast at times. The course could have benefitted from better organization and clearer expectations for the assignments and tests. Also, students felt that they were not given enough time to complete the assignments.

BIO 482Y1Y Topics in Developmental Biology

Instructor(s): R. Winklbauer

Enr: 11	Resp: 11							Retake: 77%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	30	20	40	10	5.3
Explains	0	0	0	20	30	40	10	5.4
Communicates	0	0	0	0	45	27	27	5.8
Teaching	0	0	0	0	36	36	27	5.9
Workload	0	0	9	63	9	18	0	4.4
Difficulty	0	0	10	70	0	20	0	4.3
Learn Exp	0	0	14	28	14	14	28	5.1

Students enjoyed this course since it covered the most updated research results. A few students felt that the seminars required a lot of preparation and background knowledge of developmental biology.

Instructor(s): E. Larsen

Enr: 11	Resp: 11							Retake: 80%
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	40	40	20	0	4.8
Explains	0	0	0	18	36	27	18	5.5
Communicates	0	0	0	0	18	36	45	6.3
Teaching	0	0	0	0	18	54	27	6.1
Workload	0	0	18	45	0	36	0	4.5
Difficulty	0	0	9	54	18	9	9	4.5
Learn Exp	0	0	0	16	16	33	33	5.8

BOT 340H1F Plant Development

Instructor(s): T. Berleth; P. McCourt

Enr: 72	Resp: 43							Retake: 43%
	1	2	3	4	5	6	7	Mean
<u>Berleth:</u>								
Presents	4	2	14	26	30	11	9	4.5
Explains	2	2	2	24	29	31	7	5.0
Communicates	2	4	0	14	34	34	9	5.1
Teaching	2	0	2	21	29	29	14	5.2
<u>McCourt:</u>								
Presents	4	2	4	19	38	21	9	4.9
Explains	0	2	0	4	30	47	14	5.6
Communicates	0	0	2	7	29	34	26	5.8
Teaching	0	2	2	9	19	46	19	5.6
<u>Course:</u>								
Workload	0	0	7	53	28	7	2	4.4
Difficulty	0	0	2	42	37	15	2	4.7
Learn Exp	3	0	3	35	38	16	3	4.7

Berleth and McCourt both lectured in an engaging and clear manner.

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Readings were reflected in their lectures. The course provided an opportunity to "develop critical thinking at a higher level" and "exposed students to journal analysis or synthesis methods in preparation for graduate level of studies". A few would have appreciated a regular update of the course website.

BOT 350H1S Laboratory in Molecular Plan Biology

Instructor(s): M. Neumann; D. Christendat

Enr: 49	Resp: 44						Retake: 79%	
	1	2	3	4	5	6	7	Mean
<u>Neumann:</u>								
Presents	0	2	0	13	36	38	9	5.4
Explains	0	0	2	11	36	43	6	5.4
Communicates	0	0	0	11	25	54	9	5.6
Teaching	0	2	2	4	29	50	11	5.6
<u>Christendat:</u>								
Presents	2	0	6	15	38	27	9	5.1
Explains	0	0	2	15	36	38	6	5.3
Communicates	0	0	0	6	25	48	18	5.8
Teaching	0	0	2	9	36	43	9	5.5
<u>Course:</u>								
Workload	0	0	4	25	37	25	6	5.0
Difficulty	0	0	4	35	42	16	0	4.7
Learn Exp	0	0	0	8	31	22	37	5.9

Students felt that this was a very interesting and well-organized course. The lectures were used to supplement the lab theory effectively. Students felt that the workload was extremely heavy. However, the course was a practical and valuable learning experience.

Both instructors were enthusiastic and approachable.

BOT 450H1S Plant Proteomics and Metabolomics

Instructor(s): D. Christendat

Enr: 37	Resp: 30						Retake: 51%	
	1	2	3	4	5	6	7	Mean
Presents	6	6	17	20	37	6	3	4.1
Explains	6	0	17	27	13	31	3	4.5
Communicates	0	3	6	10	27	34	17	5.3
Teaching	0	3	13	16	23	33	10	5.0
Workload	0	3	0	32	42	10	10	4.9
Difficulty	3	0	0	34	41	10	10	4.8
Learn Exp	17	0	4	43	17	13	4	4.0

Students felt that the goals of the course, tests and assignments were not communicated clearly. The lectures were somewhat disorganized, but the required readings made it easier to follow. Christendat encouraged ideas and analysis, however, his explanations were not always concise.

BOT 452H1F Plant-Microorganism Interactions

Instructor(s): D. Desveaux

Enr: 44	Resp: 37						Retake: 82%	
	1	2	3	4	5	6	7	Mean
Presents	0	0	0	10	32	32	24	5.7
Explains	0	0	0	10	21	35	32	5.9
Communicates	0	0	0	10	24	35	29	5.8
Teaching	0	0	0	2	29	29	37	6.0
Workload	0	5	10	62	10	8	2	4.1
Difficulty	0	2	8	64	16	5	2	4.2
Learn Exp	0	0	0	36	26	20	16	5.2

Desveaux was a good lecturer who spoke clearly and had good notes. He was very approachable and helpful and gave students the chance to increase their marks with class participation. Some students thought that oral presentations and participation were too heavily weighted and it was not easy to ask questions in such a large class. This negatively affected the participation mark.

ZOO 200Y1Y Aspects of Human Biology

Instructor(s): M. Barrett

Enr: 150	Resp: 87						Retake: 76%	
	1	2	3	4	5	6	7	Mean
Presents	0	1	3	11	36	30	17	5.4
Explains	0	1	3	8	24	40	21	5.6
Communicates	1	2	0	9	18	32	35	5.8
Teaching	1	0	3	6	24	35	28	5.7
Workload	0	4	19	58	9	5	2	4.0
Difficulty	0	1	7	61	15	8	6	4.4
Learn Exp	0	0	7	26	26	25	14	5.1

Students found Barrett very enthusiastic and knowledgeable. Barrett was genuinely concerned about the students' performance in the class and addressed questions effectively. He was commended for his good use of media to teach the material and students felt it helped them learn.

Students found the course difficult and the material/readings covered by Barrett too intense and technical. A few students said that tests were difficult and covered too much material that required raw memorization.

ZOO 252Y1Y Introductory Animal Physiology

Instructor(s): R. Stephenson; D. Lovejoy

Enr: 390	Resp: 159						Retake: 69%	
	1	2	3	4	5	6	7	Mean
<u>Stephenson:</u>								
Presents	1	2	5	22	32	25	10	5.0
Explains	1	0	3	14	32	32	16	5.4
Communicates	1	0	4	19	29	28	16	5.3
Teaching	0	1	3	20	33	25	14	5.2
<u>Lovejoy:</u>								
Presents	0	3	7	16	32	28	12	5.1
Explains	0	1	3	13	29	34	15	5.4
Communicates	1	0	5	11	23	36	21	5.5
Teaching	1	0	3	15	37	29	11	5.2
<u>Course:</u>								
Workload	0	1	7	50	24	11	4	4.5
Difficulty	0	0	4	60	24	8	2	4.4
Learn Exp	0	0	3	48	26	16	4	4.7

Both instructors were generally enthusiastic about the material. Stephenson was recommended to provide more detailed notes. Some felt that although he was a good lecturer, he tended to go off on tangents sometimes. Lovejoy was recommended to speak louder and clearly. Some students felt he would have been a more effective lecturer if he cut back on personal stories.

Students felt there was a lot of material in the course and not enough instruction on what should have been learned for the tests.

Generally, students felt that the labs were a good learning experience but some were felt to have been irrelevant to lecture material. Students felt the marking was too tough and the expectations for the lab reports were not clearly stated.

Instructor(s): M. Woodin; P. Backx

Enr: 374	Resp: 100						Retake: 43%	
	1	2	3	4	5	6	7	Mean
<u>Woodin:</u>								
Presents	1	5	7	22	36	21	6	4.8
Explains	1	1	6	22	39	22	7	4.9
Communicates	2	0	3	15	34	31	12	5.3
Teaching	2	1	4	25	36	27	3	4.9
<u>Backx:</u>								
Presents	8	11	24	35	11	6	1	3.5
Explains	7	4	15	2	29	17	3	4.3
Communicates	10	0	9	26	26	19	6	4.4
Teaching	9	2	10	29	33	12	2	4.2
<u>Course:</u>								
Workload	1	1	3	42	35	8	8	4.7
Difficulty	2	0	3	42	32	14	5	4.7

Learn Exp 5 2 11 55 15 8 1 4.0

Although this was a general zoology course, students felt that it was too focussed on human physiology. The labs were very "hands-on" but lengthy and somewhat unnecessary, as were the lab reports. Students felt that the course could have benefitted from better organization, such as showing connections between topics and correlating the lectures with the labs.

Woodin was a helpful, enthusiastic, and generally effective instructor. However, students asked that she slow down and take more time to explain concepts.

Backx was an approachable and knowledgeable instructor, but his explanations were often confusing and difficult to understand. Students felt that his lectures lacked an overall structure and coherence.

ZOO 325H1F Endocrine Physiology

Instructor(s): D. Lovejoy

Enr: 194	Resp: 63							Retake: 56%
	1	2	3	4	5	6	7	Mean
Presents	4	3	9	21	26	22	11	4.8
Explains	3	0	8	19	24	29	16	5.1
Communicates	1	1	1	9	29	22	33	5.7
Teaching	3	0	3	22	25	33	11	5.1
Workload	0	1	0	63	16	16	1	4.5
Difficulty	0	1	0	46	30	15	6	4.8
Learn Exp	4	0	11	34	27	13	9	4.6

Generally, students felt that the instructor was good, and his lectures were enjoyable, but the course suffered from lack of organization. Lovejoy was knowledgeable, enthusiastic and approachable, and his use of examples were both relevant and funny. However, students felt they were hindered by problems with the course website and availability of lecture notes. Also, the tests were a poor representation of the course and did not reflect material covered in lectures. The textbook was too ambitious and complex.

ZOO 327H1F Extracellular Matrix Macromolecules

Instructor(s): M. Ringuette

Enr: 76	Resp: 58							Retake: 57%
	1	2	3	4	5	6	7	Mean
Presents	3	0	5	22	14	33	21	5.3
Explains	1	0	0	20	30	21	25	5.5
Communicates	1	0	1	5	19	37	33	5.9
Teaching	1	0	3	19	19	24	26	5.5
Workload	0	1	7	56	26	3	3	4.3
Difficulty	0	0	1	52	24	15	5	4.7
Learn Exp	4	6	2	26	20	20	20	5.0

Several students felt that Ringuette was good, and students enjoyed the material taught in class. Some students felt that lecture notes could have been made available consistently before class. The test material was considered fair, however, not enough time was given to complete these tests.

ZOO 328H1F Physiological Ecology

Instructor(s): D. Godt; U. Tepass

Enr: 67	Resp: 41							Retake: 74%
	1	2	3	4	5	6	7	Mean
<u>Godt:</u>								
Presents	2	0	0	7	51	26	12	5.3
Explains	2	0	0	12	31	41	12	5.4
Communicates	0	0	4	7	53	17	17	5.3
Teaching	2	0	4	12	39	26	14	5.2
<u>Tepass:</u>								
Presents	2	0	5	20	33	25	12	5.1
Explains	2	0	0	31	21	29	14	5.2
Communicates	0	0	7	25	37	20	10	5.0
Teaching	2	0	2	19	39	21	14	5.2
<u>Course:</u>								
Workload	0	0	0	71	23	5	0	4.3

Difficulty 0 0 0 65 32 0 2 4.4
Learn Exp 3 0 9 41 19 22 3 4.5

Some students found the course and instructors to be good. The lectures were organized and notes were easy to follow. Some found the labs and presentations were good but that the tests were somewhat irrelevant and too detailed-oriented. Others found that the lecturers sometimes spoke too quickly and were hard to follow.

ZOO 329H1S Evolution of Development

Instructor(s): R. Winklbauer; E. Larsen

Enr: 35	Resp: 23							Retake: 47%
	1	2	3	4	5	6	7	Mean
<u>Winklbauer:</u>								
Presents	0	4	8	30	43	13	0	4.5
Explains	0	0	13	21	30	34	0	4.9
Communicates	0	0	0	17	21	47	13	5.6
Teaching	0	0	0	30	34	34	0	5.0
<u>Larsen:</u>								
Presents	0	4	13	18	45	18	0	4.6
Explains	0	0	4	21	30	43	0	5.1
Communicates	0	0	0	17	30	43	8	5.4
Teaching	0	0	4	30	26	39	0	5.0
<u>Course:</u>								
Workload	0	0	8	82	4	4	0	4.0
Difficulty	0	0	0	73	21	4	0	4.3
Learn Exp	0	0	7	71	21	0	0	4.1

Students felt that the course could have benefitted from more structure and better organization. Students also felt that it would have been helpful to have had a textbook, required readings or lecture notes. The labs were often rushed and could have related to the course material.

Winklbauer was an enthusiastic and effective lecturer - his excitement was often infectious. Larsen was also an effective and enthusiastic instructor who was approachable, helpful and very happy to accommodate office hours.

ZOO 330H1S Techniques in Molecular, Cellular and Developmental Biology

Instructor(s): A. Bruce; T. Harris

Enr: 34	Resp: 26							Retake: 86%
	1	2	3	4	5	6	7	Mean
<u>Bruce:</u>								
Presents	0	0	3	3	34	30	26	5.7
Explains	0	0	0	16	20	40	24	5.7
Communicates	0	0	0	7	30	34	26	5.8
Teaching	0	0	4	4	28	32	32	5.8
<u>Harris:</u>								
Presents	0	0	0	3	30	38	26	5.9
Explains	0	0	0	0	23	42	34	6.1
Communicates	0	0	0	3	30	23	42	6.0
Teaching	0	0	0	8	24	28	40	6.0
<u>Course:</u>								
Workload	0	0	8	56	24	8	4	4.4
Difficulty	0	0	7	42	38	7	3	4.6
Learn Exp	0	0	0	23	23	23	8	5.6

Students really enjoyed this interactive and practical course, but some cautioned that a lot of background knowledge was expected and assumed. Also, some students were concerned about the weighting of marks for reports and presentations in relationship to the amount of time and work it took to complete them.

Bruce was a good instructor who was friendly, but should have explained his expectations better.

Harris was a good instructor who was friendly and explained concepts clearly with simple and useful examples.

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ZOO 331H1S Cell Adhesion and Migration in Development

Instructor(s): M. Ringuette

Enr: 136	Resp: 50						Retake: 57%	
	1	2	3	4	5	6	7	Mean
Presents	0	2	2	10	46	16	24	5.4
Explains	0	2	4	26	26	22	20	5.2
Communicates	0	0	0	8	40	28	24	5.7
Teaching	0	0	10	22	28	24	16	5.1
Workload	0	0	0	63	28	6	2	4.5
Difficulty	0	0	0	51	38	6	4	4.6
Learn Exp	8	0	11	36	27	11	5	4.3

Many students thought that this was a good course with interesting material that was presented thoroughly. Ringuette was enthusiastic, effective, and lectured in a clear and concise way. However, there were concerns with the tests being unfair and too difficult. The students felt that the tests did not fairly reflect all the material taught, and the questions were too vague. The correct answers were too specific and did not demonstrate an understanding of the course material. The implementation of a student management team was useful in addressing student concerns.

ZOO 332H1S Neurobiology of the Synapse

Instructor(s): M. Woodin

Enr: 309	Resp: 165						Retake: 83%	
	1	2	3	4	5	6	7	Mean
Presents	1	0	2	10	34	32	18	5.5
Explains	1	0	2	11	28	35	20	5.5
Communicates	1	0	1	4	25	34	32	5.9
Teaching	1	0	3	5	26	40	23	5.7
Workload	0	0	5	66	19	3	3	4.3
Difficulty	0	1	9	65	16	4	2	4.2
Learn Exp	0	0	4	29	36	22	6	4.9

Students felt that Woodin brought energy and enthusiasm into teaching seemingly dull and difficult material. She explained concepts clearly and put in the effort to make sure students understood; although some students felt she needed to slow down as well as focus less on the details. Also, many appreciated her extra help during tutorials and her advice on education and the field of research.

Many students felt that the lab assignments were pointless and unnecessary. As well, they thought 3 midterms were too many and not enough time was given for the tests. Some felt that not all questions were graded fairly and feedback or an answer key would have been welcomed.

ZOO 343H1S Comparative Endocrinology of Invertebrates

Instructor(s): K. Yagi

Enr: 49	Resp: 26						Retake: 65%	
	1	2	3	4	5	6	7	Mean
Presents	0	0	7	19	23	34	15	5.3
Explains	0	3	7	34	19	15	19	4.9
Communicates	3	15	11	26	7	23	11	4.3
Teaching	0	0	4	24	28	28	16	5.3
Workload	0	0	23	61	15	0	0	3.9
Difficulty	0	3	11	76	7	0	0	3.9
Learn Exp	0	0	19	42	28	4	4	4.3

Many students felt that the course could have benefitted from a more interesting presentation of the dry material, rather than having Yagi just read directly from the slides and handouts. However, the instructor tried hard to communicate the concepts and was approachable and accommodating. Many also felt that the workload wasn't easy, but were unsure what was expected from them for the project and paper due at the end of the course.

ZOO 345H1F Biology of Sleep

Instructor(s): R. Stephenson

Enr: 398	Resp: 255						Retake: 92%	
	1	2	3	4	5	6	7	Mean
Presents	0	0	2	12	36	34	13	5.4
Explains	0	0	2	6	32	39	18	5.6
Communicates	0	0	1	4	23	41	28	5.9
Teaching	0	0	0	9	29	41	17	5.6
Workload	0	2	9	75	8	2	0	4.0
Difficulty	0	1	10	72	12	2	0	4.0
Learn Exp	0	0	2	30	27	22	17	5.2

Many found the course to be one of the best science courses offered. Stephenson was enthusiastic, organized and overall, a good lecturer. Students found the material very interesting but recommended more detailed lecture notes.

Students were also very appreciative of the 2/3 test idea; however, the felt that answers for the tests should have been posted or discussed in class. They felt that more tutorial hours would have been useful and found that the TAs did not know the material well enough to answer questions.

Some students felt that Stephenson needed to have more office hours or be available for appointments. Many found the 4 essay exam daunting, especially when all other science classes have exams that are strictly multiple choice.

ZOO 346H1S Neurobiology of Respiration

Instructor(s): J. Peever

Enr: 231	Resp: 121						Retake: 68%	
	1	2	3	4	5	6	7	Mean
Presents	0	1	2	15	29	33	16	5.4
Explains	0	0	3	10	27	40	17	5.6
Communicates	0	0	0	4	17	42	34	6.1
Teaching	0	0	2	8	22	47	18	5.7
Workload	0	0	5	68	19	5	0	4.2
Difficulty	0	0	5	47	37	9	0	4.5
Learn Exp	0	1	4	42	32	17	1	4.6

Students felt that this was an overall enjoyable course. The material was well-presented and used examples from current research. Peever made even the boring material seem interesting with his enthusiasm. He was articulate, thorough and knowledgeable. However, students felt that he could improve by speaking slower reducing the amount of information and experimental examples in his lectures, and posting his slides up on time. As well, students were concerned that the tests and in-class assignments did not reflect an understanding of the material. There was not enough time to complete them and they focused on details instead of major concepts and themes or analysis of the scientific papers.

ZOO 347H1S Comparative Cellular Physiology

Instructor(s): L. Buck

Enr: 176	Resp: 88						Retake: 61%	
	1	2	3	4	5	6	7	Mean
Presents	1	3	11	15	29	31	6	4.9
Explains	1	2	10	10	32	30	12	5.1
Communicates	0	0	0	10	22	39	27	5.8
Teaching	0	0	4	17	17	50	11	5.5
Workload	0	2	3	73	13	5	1	4.2
Difficulty	0	0	4	63	25	4	2	4.4
Learn Exp	1	1	11	41	28	11	2	4.4

Buck's enthusiasm towards the material was reflected in the way he taught. A few students felt that it was difficult to understand his explanations, and his lectures were, at times, disorganized and unstructured. However, Buck did try to go back over concepts that confused the students. Some suggested that he should have lectured slower and provided organized lecture notes and more relevant readings. Students also felt that the tests were fair but too long in the short time given. Many students appreciated his helpfulness and ready availability to answer questions.

ZOO 357H1F Biology of Vector-Borne Parasitic Diseases

Instructor(s): P. Romans

Enr: 72

Resp: 41

Retake: 42%

	1	2	3	4	5	6	7	Mean
Presents	2	17	31	19	21	4	2	3.7
Explains	10	5	10	22	32	17	2	4.2
Communicates	2	2	10	10	35	22	17	5.1
Teaching	4	24	9	17	29	9	4	3.9
Workload	0	0	0	31	46	17	4	5.0
Difficulty	0	0	0	39	43	7	9	4.9
Learn Exp	2	11	5	31	14	22	11	4.6

Students felt the material was very interesting, however, many also felt there was far too much information presented. Many complained about the lectures being disorganized.

Romans was liked for her enthusiasm and her willingness to speak to students individually. However, students felt that she took far too long to grade the midterm and assignments.

ZOO 425H1S Endocrinology of Transformation

Instructor(s): D. Lovejoy

Enr: 22

Resp: 21

Retake: 84%

	1	2	3	4	5	6	7	Mean
Presents	0	0	4	4	61	28	0	5.1
Explains	0	0	0	9	14	61	14	5.8
Communicates	0	0	0	0	19	14	66	6.5
Teaching	0	0	0	0	23	47	28	6.0
Workload	0	0	15	75	5	5	0	4.0
Difficulty	0	0	10	50	35	5	0	4.3
Learn Exp	0	0	5	35	17	29	11	5.1

Students thought this was a very interesting and fun course. Lovejoy was knowledgeable and full of enthusiasm and humour. However, some students suggested that he could have used a little more organization with the lecture material. Some also felt that the evaluation methods were misleading and a list of criteria for the presentations and paper should have been provided. Nevertheless, students felt that he was helpful, approachable and a very good lecturer.

ZOO 429H1F Germ Cell Biology

Instructor(s): D. Godt

Enr: 24

Resp: 21

Retake: 88%

	1	2	3	4	5	6	7	Mean
Presents	0	0	4	9	19	49	19	5.7
Explains	0	0	0	9	28	38	23	5.8
Communicates	0	0	0	9	19	47	23	5.9
Teaching	0	0	0	0	28	52	19	5.9
Workload	0	0	4	52	33	9	0	4.5
Difficulty	0	0	0	71	23	4	0	4.3
Learn Exp	0	0	6	25	37	18	12	5.1

Overall, students found this course enjoyable and interesting. Godt was described as an enthusiastic, knowledgeable, helpful and organized instructor. Many students liked her lecture style and thought that the concepts were conveyed very clearly in class.

A few students commented that there was too much material to study for the exam and some suggested only material presented on handouts should have been testable.

ZOO 430H1F Techniques in Molecular, Cellular and Developmental Biology

Instructor(s): V. Tropepe

Enr: 53

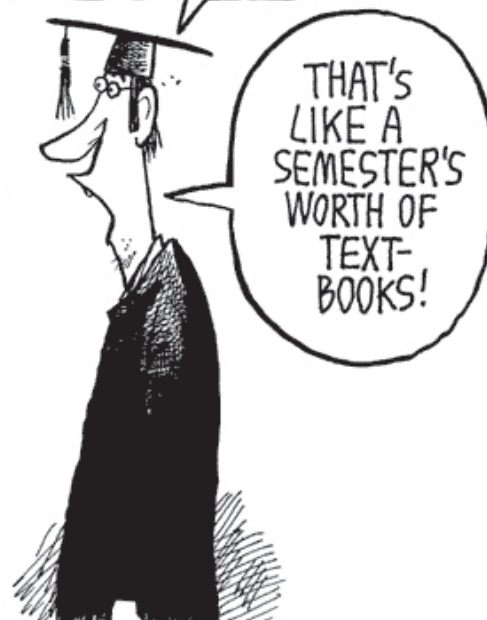
Resp: 41

Retake: 82%

	1	2	3	4	5	6	7	Mean
Presents	0	0	0	5	20	47	27	6.0
Explains	0	0	0	4	24	41	29	6.0
Communicates	0	0	0	2	29	31	36	6.0
Teaching	0	0	0	2	29	31	36	6.0
Workload	0	0	2	68	21	4	2	4.4
Difficulty	0	0	0	51	36	7	4	4.7
Learn Exp	0	0	0	40	23	23	13	5.1

Students praised Tropepe for his good teaching style. His thorough, clear and concise explanations made the material both interesting and understandable. Many students felt the midterm was difficult.

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