

TEACHING PORTFOLIO

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TEACHING INTEREST

I have taught classes both in Macroeconomics and Microeconomics at the Introductory / Principles and Intermediate levels. Also, I have taught International Economics as an adjunct professor at the University of St. Thomas. My research interests and educational background have great influence on the choice of areas I feel most enthusiastic about teaching. In addition to the courses I have already had a significant experience teaching, I look forward to the challenges and joys of teaching International Economics and Industrial Organization.

1. TEACHING PHILOSOPHY

“One must learn by doing the thing; for though you think you know it, you have no certainty, until you try.” (Sophocles)

“Awaken people's curiosity. It is enough to open minds, do not overload them. Put there just a spark. ” (Anatole France)

The above quotations illustrate my teaching philosophy as a professor in the field of economics. Whether teaching large or small university classes, my teaching goal is to awaken students' natural curiosity about the world around them and to provide them with the fundamental concepts and analytical tools that are needed to understand current events. My goal is to equip the students with knowledge, skills, and confidence so that when they walk away from the classroom they will instinctively apply the learned concepts by critically analyzing the events occurring in their environment. Hopefully, such approach will affect their life perspectives and contribute to the lifetime lasting habits of reevaluating their own learning.

I believe that recognizing that the students have many different styles of assimilating information, greatly facilitates the acquisition of material and proves to be most effective. As a professor in the field of economics, I acknowledge that teaching entails engaging students as active learners to induce positive, comprehensive changes in their preexisting knowledge, skills, and attitudes. Comprehensive changes (growth) are achieved by instructors who are able to build on learners' experiences, abilities, interests, motivation, and skills. I embrace a wide variety of teaching strategies and use a number of active teaching methods when introducing new concepts and when applying them to everyday events.

I purpose to provide learning opportunities for all students through planning, stimulating activities, and frequent evaluation. I plan a variety of academic and social goals for the students in the beginning of the semester. My planning includes questioning techniques that require students to think critically about the information presented rather than just recall facts.

I also believe that high expectations for success have a great impact upon students' attainment. Students of instructors with high expectations learn more as professors' expectations rise. In my view professors' expectation levels affect the ways in which they teach and interact with students. In turn, these behaviors affect students'

learning. Therefore, from time to time I give pop-up quizzes at the end of lectures. They are not graded and students do not have to write their names so that they can comfortably apply their knowledge. I find these quizzes useful to measure the class proficiency and this enables me to adjust my expectations from the class and set my priorities while teaching. I consistently challenge the students to do their best. Furthermore, class participation has a crucial role in my teaching philosophy. I use an assortment of methods to encourage students to participate. I ask many questions during my lecture and I frequently change my style so that the application of students' learning becomes permanent. I usually hide the hints into my questions, and this alleviates the hesitation of students while answering the questions on the one hand and on the other hand increases the rate of class participation. I believe that these methods have profound contribution on developing self confidence of students.

I experienced that learning-by-doing is one of the best ways to understand a concept or method. Depending on needs, I incorporate classroom experiments, lab sessions and discussion into my course. I stress the importance of rational thinking and make the students understand that they already use most of the economic principles in their everyday lives. I ask each of them to be a seller of an identical product and let them compete with each other until the price hits marginal cost. I request two volunteers to play the *prisoners' dilemma* game to explain the strategic decision making and imperfect information. Sometimes I modify the game by changing the rewards to grades which makes the game more realistic and more entertaining as well. Moreover, I use Aplia, an online, auto-graded homework solution that keeps students engaged and prepared for class, to help students exercise their knowledge through interactive graphs and numeric questions. I present numerous questions regarding the topics so that students are able to comprehend the concept or method from myriad of perspectives.

I believe that sense of humor is one of the essentials of a successful professor. Sense of humor can relieve tense classroom situations before they become disruptions. A sense of humor will also make class more enjoyable for the students and possibly make students look forward to attending, paying attention and participating in class discussion.

If I can just pass a fraction of my enthusiasm and passion for economics to the students I feel that I have achieved something noteworthy. As an educator I experience the greatest satisfaction and pleasure in teaching from seeing the proverbial light-bulb "go off" in students' heads, whether it is in the classroom, during office hours or even after the quarter is over.

2. TEACHING EXPERIENCE

Fall-2008

2305: Principles of Macroeconomics

Cr. 3. (3-0). Prerequisite: MATH 1310 or equivalent or consent of instructor. Aggregate economy, focusing on economics of inflation, recession, unemployment and national economic policy. Includes determinants of economic growth, monetary policy by the Federal Reserve, government taxation and spending policies, business cycle theory, the international trade debate and the determination of interest rates.

Summer -2008

3331: International Economics

Causes of international trade and its effects on national economies. Consequences of trade barriers and trade policies in different economic environments, including reaction to national monopolistic practices. International transmission of investment, labor and technology, currency systems: principles that govern world trade and capital investment, analysis of free floating, fixed and managed-floating exchange rate systems.

Fall-2007

2301: Economic Concepts and Issues

Cr. 3. (3-0). Non-technical introduction to basic microeconomic and macroeconomic concepts. How individual motivations affect markets and how interaction of separate markets affect the core economy. Credit may be earned in ECON 2301 or 2304, but not in both. Not intended for business administration majors.

Summer-2005, Fall-2005, Spring-2005, Fall-2006, Spring-2006, Summer 2008

2304: Principles of Microeconomics

Cr. 3. (3-0). Prerequisite: MATH 1310 or equivalent or consent of instructor. The behavior of individual consumers and firms, how they interact to determine supply and demand and the market determination of prices, production, and income. Includes government price ceilings, monopoly and antitrust, market failures and environmental pollution. Credit may be earned in ECON 2301 or 2304, but not both.

Summer-2006

3332: Intermediate Microeconomic Theory

Cr. 3. (3-0). Prerequisite: general quantitative training, which can be ECON 2304, or consent of instructor. Rigorous introduction to resource allocation in a market economy including consumer behavior, firm behavior, supply and demand, efficiency and the determination of prices. Includes economics of taxation, network externalities, impact of uncertainty on economic behavior and implications of cooperative behavior among firms.

Spring-2006 (Substitute for Prof. Roy Ruffin)

4370: International Trade (formerly 3389)

Cr. 3. (3-0). Prerequisite: ECON 3332 or consent of instructor. Causes of international trade and its effect on national economies. Consequences of trade barriers and trade policies in different economic environments, including reaction to national monopolistic practices. International transmission of investment, labor and technology.

3. ASSESSMENT AND FEEDBACK

Here are some comments I have received from my students:

1. What, specifically, were the strengths of the class?

Very fun and understanding professor.

The Prof. was very good.

Well presented.

2. How could the instructor improve the course?

He is already doing a splendid job.

N/A for this course.

More understanding of concepts in just words rather than just graphs.

Nothing.

No.

3. Would you recommend this instructor to other students? Why?

Indeed. Very good.

Yes, knows his material and can demonstrate examples in several ways to help students understand what the questions are asking.

Yes, he is good and knows what he is teaching.

Yes, explained things clearly.

Yes, very thorough.

Yes, good questions on the test.

4. What other comments and suggestions would you like to make about the instructor or the course?

Give him tenure ! ☺

Very nice, fair and knowledgable.

Great teacher.

Excellent teaching.

PRINCIPLES OF MICROECONOMICS – ECON 2304 (SEC 04816).....SPRING 2007

Professor: Can Dogan Office hours M 16:00-17:30 or by appointment
248 McElhinney Hall My office 713 743-3817
Class web page: www.aplia.com E-mail: cdogan@uh.edu
Class Room: 115-M

Required Text: N. Gregory Mankiw, Principles of Macroeconomics (4th edition) integrated with Aplia. This is an online integrated product available at www.aplia.com

Recommended Text: The Study Guide prepared by David R. Hakes, 4th edition.

Required supplements: paid subscription to www.aplia.com (Aplia) [you will need the class ID sheet on the last page of this syllabus]

ATTENTION: THE FINAL EXAM FOR THIS CLASS WILL BE HELD ON MAY 5th FROM 2:00-5:00PM. Room to be announced.

You must complete weekly assignments online and, in addition, you are responsible for all lecture materials and reading assignments.

The first thing you should do is set up an account on Aplia at www.aplia.com. (Click on New Users and follow the directions) From this main course page you will have access to the syllabus, calendar and links to textbook supplements and assignments. It will be very important for you to check the Aplia course page regularly. Note that all required assignments will be listed at Aplia.

LEARNING OUTCOMES

Students will understand basic microeconomic terms, concepts and methodology and demonstrate the ability to apply them to the fundamental economic question of allocating scarce resources. Students will understand market failure and externalities as well as the effects of government intervention in such markets. Students will be able to apply economic reasoning to better understand real world policy issues, such as tax system design, poverty, and discrimination.

EXAMS: There will be 3 exams one of which will be dropped. Remaining 2 are equally weighted and each counts for 25 % of your grade.

NO MAKE UP EXAMS. Any missed exam will receive a grade of zero. There are no exceptions. You are expected to show up to the exams (and class) on time.

CLASS INFORMATION: If you miss a class, you are expected to get material from another student in the course. If you work and your job is such that you are unable to attend lectures, then you should not be enrolled in this course. I will not give any

information over the phone or email that you would have known had you attended class or read the web page information.

HOMEWORK ASSIGNMENTS: During this course, to complete certain assignments, you will be required to access a new website dedicated to students and professors of economics. To access the website, you need to register for an account with Aplia at <http://econ.aplia.com>. In the first week of class, I will provide you with an instruction sheet as well as a course key so that you can register. Please register on the website within 24 hours after I pass out the course key.

There will be a variety of assignment types such as tutorials, problem sets, and news analysis questions. Some of these assignments are for practice only and will not count towards your homework grade. Graded assignments are due every Sunday by 11:00 pm. I advise you NOT wait until Sunday to start these assignments! Please note that these due dates are strict and NO exceptions can be made. There will be 5% extra credits for homework assignments. Because of this flexibility each student is required to submit them on time, otherwise you will receive a grade of zero and it will not be dropped for any reason. So be sure you are aware of all due dates and start assignments early! Assignments and quizzes may be added later, so be sure to check often!

GRADES: GRADES ARE NOT NEGOTIABLE. Do not contact me after the final semester grades have been posted asking me to change your grade for any reason. [Of course, if you believe your grade was posted erroneously by all means DO contact me.] Grades will be calculated as follows:

Homework assignments(Aplia)	20%
Exam I	25% 25%
Exam II	
Exam III	
Comprehensive Final	35%

Grade scale:

90-100	A
86-90	A-
82-86	B+
78-82	B
74-78	B-
70-74	C+
66-70	C
62-66	C-
58-62	D+
54-58	D
50-54	D-
<50	F

*Note that grades, at the end of the semester, may be curved so that the class distribution is normalized (the familiar “Bell curve”). So, on midterm scores you should consider your percentage grade as your “worst case scenario”. It is possible for there to be no curve.

Tentative Course Schedule

<u>Week</u>	<u>Beginning</u>	<u>Topic</u>	<u>Chapter</u> <u>Prin.of MICRO</u>
Jan.	17	Ten Principles of Economics; Thinking like an Economist	1 2
	22	Interdependence & the Gains from Trade	3
	29	The Market Forces of Supply & Demand	4
Feb.	5	Elasticity and Its Application	5
		Feb. 9 ***** LAST DAY TO FILE FOR SPRING GRADUATION *****	
	12	Supply, Demand & Government Policies	6
		Feb. 13 ***** LAST DAY TO DROP WITHOUT A GRADE *****	
		February 14 Mid Term Exam I	
	19	Consumers, Producers & the Efficiency of Markets	7
	26	Application: The Costs of Taxation; Application: International Trade	8 & 9
March	5	Externalities	10
		March 12-17 ***** SPRING BREAK*****	
	19	Public Goods and Common Resources The Design of the Tax System	11 & 12
		March 21 Mid Term Exam II	
	26	The Costs of Production	13
April	2	Firms in Competitive Markets ; Monopoly	14 & 15
		April 3 ***** LAST DAY TO DROP OR WITHDRAW *****	
	9	Oligopoly	16
	16	Monopolistic Competition	17
		April 23 Mid Term Exam III	
	25	The Markets for the Factors of Production	18
		April 30 ***** LAST DAY OF CLASSES *****	
May	5	FINAL EXAM	

*note that dates are subject to change. Check the class websites regularly for announcements. Changes and updates will be posted there. This calendar **DOES NOT** include all assignments. You must check the *Aplia* web site for a complete list of requirements.

Student Registration and Payment Instructions

Course Name: Principles of Micro (Mankiw) Spring 2007

Start Date: 01/17/2007

Professor: Can Dogan

Course Key: GACL-VQEA-N85S

You can begin working on your homework as soon as you register!

- In this course, you will use a textbook and Aplia's website.
- You will save money if you buy these together.
- You have two purchase options.
- You will have free access to the first four chapters of an online copy of your textbook at Aplia. You can access the remaining online chapters as soon as you submit a payment for your Aplia course.
- Don't buy anything until you understand your alternatives.

Registration

Registration Instructions

1. Connect to <http://www.aplia.com>.
2. Click the System Configuration Test link below the Sign In and Register sections to make sure you can access all of the features on Aplia's website. This takes just a few seconds and tells you how to update your browser settings if necessary.
3. Return to <http://www.aplia.com>.
 - If you have never used Aplia before, click the New Student button and enter your Course Key: GACL-VQEA-N85S. Continue following the instructions to complete your registration.
 - If you have used Aplia before, sign in with your usual e-mail address and password and enter your Course Key when prompted: GACL-VQEA-N85S. If you are not prompted for a new Course Key, click the Enter Course Key button to enroll in a new Aplia course. Enter your Course Key when you are prompted.

Payment

Option A: Pay Aplia Directly

- Purchase access to your course directly from Aplia on our website for \$65.00 USD. The website includes:
 - Access to an online copy of your textbook.
 - Content that has been customized for your textbook and course.
- However, if you try using the online textbook and decide you would also like a physical textbook, you can order one from Aplia for \$50.00 USD plus \$7.50 for shipping and handling.

Option B: Purchase at Bookstore

- Purchase a bundle from your school's bookstore, which includes:
 - An Aplia Access Card containing a Payment Code that you can enter on Aplia's website as payment for your Aplia course.
 - A physical textbook.

INTERMEDIATE MICROECONOMIC THEORY - ECON 3332 SUMMER 2006

Professor: Can Dogan
Office: 248 McElhinney Hall
Class Room: 201-AH

Office hours T 12:00-14:00 or by appointment
My office 713 743-3817
E-mail: cdogan@uh.edu

Required Text: *Microeconomics: Theory/Applications* by Edwin Mansfield and Gary Yohe, Eleventh Edition, published by W.W. Norton

Suggested Text: *Microeconomic Problems: Case Studies and Exercises for Review* By Edwin Mansfield and James Peoples, Eleventh Edition, published by W.W. Norton

ATTENTION: THE FINAL EXAM FOR THIS CLASS WILL BE HELD ON FRIDAY, JUNE 30th FROM 11:00 AM to 13:30 PM. Room to be announced.

COURSE DESCRIPTION AND OBJECTIVES: We will explore the foundations of microeconomic theory, focusing on the behavior of individuals, firms and the interaction of these agents in the market. The organization of the markets and its implications for firm behavior will also be examined.

The principles covered in this course are the building blocks of economic analysis. As you develop the necessary skills and progress in your economic studies, you will be able to put these skills into practice by examining concrete real world situations, ranging from firm pricing strategies to government interventions.

After successful completion of this course you will be able to:

- ✓ Explain key microeconomic concepts and models, and describe how they can be used
- ✓ Show what economic concepts and principles can be used in an economic analysis of articles published from daily newspapers and weekly news magazines.

PREREQUISITES: All students must have completed Principles of Micro and have a good command of algebra and graphical analysis.

EXAMS: Exams will draw heavily from lectures and problem sets, and not rely solely on the textbook. They are not open-book. They may be composed of multiple choice or essay type of questions or both. There will be 2 exams and 1 comprehensive final. Each exam will be equally weighted and count for 25 % of your grade. The final exam will cover the subject matter of the entire course and count for 35% of your grade. If you have any known conflicts with the above exam dates please see me in advance.

NO MAKE UP EXAMS. Any missed exam will receive a grade of zero. There are no exceptions. You are expected to show up to the exams (and class) on time.

CLASS INFORMATION: If you miss a class, you are expected to get lecture notes and other class materials from another student in the course. If you work and your job is such that you are unable to attend lectures, then you should not be enrolled in this course. I do not have to give any information over the phone or email that you would have known had you attended class.

HOMEWORK ASSIGNMENTS: During this course, you will have 5 to 8 problem sets to complete. They will count for 15+5(extra credit)=20 % of your grade. Due to time constraints in summer school and 5% extra credit, you should complete and submit your

solutions on time. Otherwise you will receive a grade of zero and they will not be dropped for any reason. So be sure you are aware of all due dates and start assignments early! Each student must submit his/her own problem set solutions. No copies will be accepted.

GRADES: GRADES ARE NOT NEGOTIABLE. Do not contact me after the final semester grades have been posted asking me to change your grade for any reason. [Of course, if you believe your grade was posted erroneously by all means DO contact me.] Grades will be calculated as follows:

Homework assignments	20%
Exam I	25%
Exam II	25%
Comprehensive Final	35%

Grade scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	F

*Note that grades, at the end of the semester, may be curved so that the class distribution is normalized (the familiar “Bell curve”). So, on midterm scores you should consider your percentage grade as your “worst case scenario”. It is possible for there to be no curve.

Date	Lecture Topic
30-May Tuesday	Introduction
31-May Wednesday	Consumer Theory: Budget Constraint
01-June Thursday	Consumer Theory: Preferences
05-June Monday	Consumer Theory: Choice
06-June Tuesday	Consumer Theory: Individual Demand
07-June Wednesday	Consumer Theory: Market Demand
08-June Thursday	Consumer Theory: Extensions
12-June Monday	EXAM-1
13-June Tuesday	Producer Theory: Technology
14-June Wednesday	Producer Theory: Costs
15-June-Thursday	Producer Theory: Cost Minimization
19-June Monday	Producer Theory: Profit Maximization
20-June Tuesday	Producer Theory: Industry Supply
21-June Wednesday	EXAM-2
22-June Thursday	Competitive Market Equilibrium
26-June Monday	Competitive Market Equilibrium
27-June Tuesday	Competitive Market Equilibrium
28-June Wednesday	Imperfect Competition
29-June Thursday	Imperfect Competition
30-June Friday	FINAL

***note that dates are SUBJECT TO CHANGE.** Check the class websites regularly for announcements. Changes and updates will be posted there. This calendar **DOES NOT** include assignments.

GENERAL POLICIES:

- ✓ Class will begin at 10:00 am and end at 11:45 am
- ✓ Please adhere to the university's academic honesty policy (It is in the Student Handbook)
- ✓ If you have any other concerns, please see me.

ECONOMIC CONCEPTS AND ISSUES- ECON 2301 (SEC 7418) FALL 2007

Professor: Can Dogan
242 McElhinney Hall
Class Room: 116M

Office hours T 10:00-11:30 or by appointment
My office 713 743-3819
E-mail: cdogan@gmail.com

Required Text: Gregory, Paul R., Essentials of Economics (6th edition)
The prior edition of the next is also appropriate.
Text website: www.awl.com/gregory

ATTENTION: THE FINAL EXAM FOR THIS CLASS WILL BE HELD ON DEC 4th
DURING REGULAR CLASS HOURS.

COURSE DESCRIPTION: Non-technical introduction to basic microeconomic and macroeconomic concepts. How individual motivations affect markets and how interaction of separate markets affect the core economy.

EXAMS: There will be 3 exams each of which will count for 33% of your final grade. If a student misses exam 1 or 2, the other 2 exams will be averaged equally. There will not be any make ups until and unless a doctor's excuse is provided. There will be no exceptions. All students must take the 3rd exam (Final). Please make sure that you will be available on the final date.

CLASS INFORMATION: If you miss a class, you are expected to get material from another student in the course. If you work and your job is such that you are unable to attend lectures, then you should not be enrolled in this course. I will not give any information over the phone or email that you would have known had you attended class or read the web page information.

GRADING SCALE

A 90-100
B 80-89
C 70-79
D 60-69

Note that grades, at the end of the semester, may be curved so that the class distribution is normalized (the familiar "Bell curve"). So, on midterm scores you should consider your percentage grade as your "worst case scenario". It is possible for there to be no curve.

Tentative Course Schedule

<u>Week</u>		<u>Topic</u>	<u>Chapter</u>
Aug.	21	Introduction Scarcity, Choice, and Opportunity Costs	1
Aug.	28	How A Market Economy Works	2
Sep.	4	Market Demand, Supply, and Elasticity	3
Sep.	11	Information, The Internet	4
	13	THE 1 st EXAM	
Sep.	18	Costs and Productivity	5
Sep.	25	Competitive Markets	6
Oct.	2	Monopoly, Oligopoly, and Strategy	7
Oct.	9	The Labor Market: Wages, Employment and Unemployment	8
Oct.	16	Saving Investment and Interest Rates	9
Oct.	23	Government Spending, Taxation, and Deficits	10
Oct.	30	Review	
Nov.	1	THE 2 nd EXAM	
Nov.	6	Macroeconomic Issues	11
Nov.	13	Money and Banking	13
Nov.	20	Inflation	14
Nov.	27	International Trade and Globalization	16
		DECEMBER 4 FINAL EXAM	

2005 Summer -- 03092 -- DOGAN ECON2304 -- MICROECONOMIC PRINCIPLES						Relative Frequency			Section			Department			College		
Section 1	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	N	Mean	SD	N	Mean	SD	N	Mean	SD			
	(4)	(3)	(2)	(1)	(0)												
1. The instructor provided a syllabus and reviewed course expectations at the beginning of the semester.	77.78%	22.22%	0%	0%	0%	27	3.78*	0.42*	214	3.62	0.58	1812	3.76	0.47			
2. The instructor presented the course in a clear, logical and organized manner.	51.85%	48.15%	0%	0%	0%	27	3.52*	0.51*	213	3.1	0.97	1811	3.55	0.72			
3. The instructor encouraged student participation, questions, and discussion as the class size allowed.	74.07%	22.22%	3.7%	0%	0%	27	3.7*	0.54*	212	3.27	0.81	1783	3.63	0.63			
4. The instructor encouraged critical thinking and evaluation of ideas and evidence.	66.67%	29.63%	3.7%	0%	0%	27	3.63*	0.56*	212	3.21	0.83	1787	3.56	0.66			
5. The instructor was well prepared for class.	70.37%	25.93%	3.7%	0%	0%	27	3.67*	0.55*	211	3.36	0.74	1792	3.6	0.64			
6. The instructor was available for consultation and willing to give students assistance outside of class.	55.56%	37.04%	3.7%	0%	3.7%	26	3.54*	0.58*	195	3.33	0.78	1681	3.59	0.64			
7. Tests, examinations, projects, papers, or creative activities reflected materials emphasized in the course.	62.96%	25.93%	7.41%	0%	3.7%	26	3.58*	0.64*	211	3.31	0.85	1800	3.6	0.64			
8. The grading practices were clear, consistently followed and fair.	66.67%	29.63%	3.7%	0%	0%	27	3.63*	0.56*	210	3.31	0.82	1795	3.55	0.72			
9. The instructor evaluated exams, quizzes, papers or creative activities in a timely manner.	74.07%	25.93%	0%	0%	0%	27	3.74*	0.45*	210	3.47	0.77	1784	3.65	0.62			
10. The teaching assistant was receptive to questions.	24%	12%	8%	0%	56%	11	3.36*	0.81*	63	3.27	0.9	1029	3.46	0.78			
11. The teaching assistant was available for assistance to students.	16%	16%	8%	0%	60%	10	3.2*	0.79*	54	3.26	0.89	992	3.45	0.77			
Section 2	Outstanding	Above Average	Average	Below Average	Poor	N	Mean	SD	N	Mean	SD	N	Mean	SD			
	(5)	(4)	(3)	(2)	(1)												
12. What is the overall effectiveness of the instructor?	28%	40%	32%	0%	0%	25	3.96**	0.79**	201	3.58	1.22	1772	4.23	0.99			
13. What is the overall quality of this course?	30.77%	34.62%	34.62%	0%	0%	26	3.96**	0.82**	210	3.51	1.15	1799	4.11	1.01			
Section 3	Never	Very Seldom	Quarter of the time	About Half the time	More than Half the time	N	Mean	SD	N	Mean	SD	N	Mean	SD			
	(5)	(4)	(3)	(2)	(1)												
14. How often did the instructor come more than ten minutes late?	88.46%	11.54%	0%	0%	0%	26	4.88**	0.33**	210	4.68	0.6	1793	4.74	0.64			
15. How often did the instructor either cancel or not show up to teach?	100%	0%	0%	0%	0%	26	5**	0**	212	4.67	0.63	1804	4.79	0.45			
* = 4 point scale, higher scores desirable																	
** = 5 point scale, higher scores desirable																	
Sections with Not Applicable N/A(0) do not use N/A (0) in computations of N, Mean and Standard Deviation.																	
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University of Houston
College of Liberal Arts and Social Sciences
Instructor/Course Evaluation
Spring 2006

DOGAN--4484--ECON2304					Relative Frequency				Section			Department			College		
Section I	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean *	SD	N	Mean*	SD	N	Mean*	SD				
	(4)	(3)	(2)	(1)													
1. The instructor provided a syllabus and reviewed course expectations at the beginning of the semester.	87.5%	12.5%	0.0%	0.0%	32	3.88	0.34	979	3.72	0.48	22002	3.71	0.60				
2. The instructor presented the course in a clear, logical and organized manner.	68.8%	31.3%	0.0%	0.0%	32	3.69	0.47	976	3.40	0.71	21983	3.52	0.72				
3. The instructor encouraged student participation, questions, and discussions the class size allowed.	62.5%	37.5%	0.0%	0.0%	32	3.63	0.49	975	3.44	0.72	21971	3.60	0.70				
4. The instructor encouraged critical thinking and evaluation of ideas and evidence.	59.4%	40.6%	0.0%	0.0%	32	3.59	0.50	964	3.43	0.68	21950	3.54	0.73				
5. The instructor was well prepared for class.	68.8%	31.3%	0.0%	0.0%	32	3.69	0.47	974	3.53	0.62	21961	3.61	0.65				
6. The instructor was available for consultation and willing to give students assistance outside of class.	61.3%	32.3%	6.5%	0.0%	31	3.55	0.62	923	3.50	0.64	21909	3.37	1.01				
7. Tests, examinations, projects, papers, or creative activities reflected materials emphasized in the course.	62.5%	37.5%	0.0%	0.0%	32	3.63	0.49	970	3.46	0.69	21951	3.51	0.82				
8. The grading practices were clear, consistently followed and fair.	65.6%	31.3%	3.1%	0.0%	32	3.63	0.55	970	3.51	0.63	21919	3.42	0.87				
9. The instructor evaluated exams, quizzes, papers or creative activities in a timely manner.	65.6%	34.4%	0.0%	0.0%	32	3.66	0.48	963	3.60	0.56	21893	3.42	0.93				
10. The teaching assistant was receptive to questions.	90.0%	0.0%	10.0%	0.0%	10	3.80	0.63	449	3.26	0.86	21484	1.45	1.78				
11. The teaching assistant was available for assistance to students.	81.8%	0.0%	9.1%	9.1%	11	3.55	1.04	422	3.22	0.84	21403	1.37	1.75				
Section II	Outstanding	Above average	Average	Below average	Poor	N	Mean**	SD	N	Mean**	SD	N	Mean**	SD			
	(5)	(4)	(3)	(2)	(1)												
12. What is the overall effectiveness of this instructor?	37.5%	46.9%	15.6%	0.0%	0.0%	32	4.22	0.71	980	4.01	0.94	21978	4.25	0.93			
13. What is the overall quality of this course?	37.5%	40.6%	21.9%	0.0%	0.0%	32	4.16	0.77	972	3.90	0.95	21845	4.14	0.96			

Mean* = 4 point scale, higher scores desirable
Mean** = 5 point scale, higher scores desirable

University of Houston
College of Liberal Arts and Social Sciences
Instructor/Course Evaluation
Spring 2007

ECON2304--04816--DOGAN					Relative Frequency				Section			Department			College		
Section I	Strongly Agree	Agree	Disagree	Strongly Disagree	N	Mean*	SD	N	Mean*	SD	N	Mean*	SD				
	(4)	(3)	(2)	(1)													
1. The instructor provided a syllabus and reviewed course expectations at the beginning of the semester.	73.3%	26.7%	0.0%	0.0%	15	3.73	0.46	1109	3.72	0.49	24069	3.74	0.51				
2. The instructor presented the course in a clear, logical and organized manner.	66.7%	33.3%	0.0%	0.0%	15	3.67	0.49	1108	3.45	0.67	24177	3.54	0.68				
3. The instructor encouraged student participation, questions, and discussions the class size allowed.	93.3%	6.7%	0.0%	0.0%	15	3.93	0.26	1105	3.49	0.66	24099	3.64	0.60				
4. The instructor encouraged critical thinking and evaluation of ideas and evidence.	73.3%	26.7%	0.0%	0.0%	15	3.73	0.46	1101	3.49	0.63	23986	3.59	0.63				
5. The instructor was well prepared for class.	86.7%	13.3%	0.0%	0.0%	15	3.87	0.35	1108	3.59	0.57	24152	3.62	0.60				
6. The instructor was available for consultation and willing to give students assistance outside of class.	60.0%	40.0%	0.0%	0.0%	15	3.60	0.51	1042	3.52	0.64	22914	3.56	0.66				
7. Tests, examinations, projects, papers, or creative activities reflected materials emphasized in the course.	66.7%	26.7%	6.7%	0.0%	15	3.60	0.63	1099	3.49	0.65	23749	3.59	0.65				
8. The grading practices were clear, consistently followed and fair.	73.3%	26.7%	0.0%	0.0%	15	3.73	0.46	1098	3.51	0.66	23800	3.49	0.73				
9. The instructor evaluated exams, quizzes, papers or creative activities in a timely manner.	86.7%	13.3%	0.0%	0.0%	15	3.87	0.35	1087	3.61	0.58	23276	3.54	0.67				
10. The teaching assistant was receptive to questions.	50.0%	50.0%	0.0%	0.0%	2	3.50	0.71	408	3.32	0.83	10486	3.49	0.75				
11. The teaching assistant was available for assistance to students.	100.0%	0.0%	0.0%	0.0%	1	4.00	N/A	389	3.26	0.87	9918	3.47	0.77				
Section II	Outstanding	Above average	Average	Below average	Poor	N	Mean**	SD	N	Mean**	SD	N	Mean**	SD			
	(5)	(4)	(3)	(2)	(1)												
12. What is the overall effectiveness of this instructor?	40.0%	46.7%	13.3%	0.0%	0.0%	15	4.27	0.70	1108	4.08	0.91	24213	4.26	0.92			
13. What is the overall quality of this course?	33.3%	46.7%	20.0%	0.0%	0.0%	15	4.13	0.74	1101	3.96	0.88	24113	4.15	0.96			

Mean* = 4 point scale, higher scores desirable
Mean** = 5 point scale, higher scores desirable