

| | Question Text | N | Avg | SD | PSY Avg | Div Avg | Sch Avg | Most Favor | 4 | 3 | 2 | Least Favor | N/A |
|----|---|----|------|------|---------|---------|---------|--------------------------|----------|----------|----------|--------------------|------------|
| 8 | Value of the readings | 27 | 3.26 | 1.02 | 3.93 | 3.92 | 3.92 | 15% | 22% | 37% | 26% | 0% | 0% |
| 9 | Amount learned in this course | 27 | 4.07 | 0.68 | 4.29 | 4.26 | 4.26 | 26% | 56% | 19% | 0% | 0% | 0% |
| 10 | Course gave new insights/perspectives | 27 | 4.15 | 0.82 | 4.32 | 4.30 | 4.30 | 37% | 44% | 15% | 4% | 0% | 0% |
| 11 | Value of class discussions | 27 | 3.65 | 1.02 | 4.16 | 4.15 | 4.15 | 19% | 41% | 26% | 7% | 4% | 4% |
| 12 | Coherence of the course | 27 | 4.15 | 0.77 | 4.29 | 4.27 | 4.27 | 37% | 41% | 22% | 0% | 0% | 0% |
| | | | | | | | | Out- Standing | 4 | 3 | 2 | Poor | N/A |
| 13 | Rate this course | 27 | 4.04 | 0.81 | 4.20 | 4.09 | 4.09 | 33% | 37% | 30% | 0% | 0% | 0% |
| | | | | | | | | Most Favor | 4 | 3 | 2 | Least Favor | N/A |
| 24 | Fairness of evaluation of student work | 27 | 4.44 | 0.58 | 4.49 | 4.45 | 4.45 | 48% | 48% | 4% | 0% | 0% | 0% |
| 25 | Helpfulness of instructor feedback | 27 | 4.52 | 0.75 | 4.33 | 4.3 | 4.3 | 63% | 30% | 4% | 4% | 0% | 0% |
| 26 | Clarity of instructor lectures | 27 | 4.26 | 0.98 | 4.41 | 4.39 | 4.39 | 52% | 30% | 15% | 0% | 4% | 0% |
| 27 | Instructor availability outside classroom | 27 | 4.46 | 0.59 | 4.43 | 4.39 | 4.39 | 44% | 41% | 4% | 0% | 0% | 11% |
| 28 | Instructor receptivity to alternate views | 27 | 4.58 | 0.58 | 4.54 | 4.51 | 4.51 | 59% | 33% | 4% | 0% | 0% | 4% |
| 29 | Instructor intellectually stimulating | 27 | 4.15 | 1.06 | 4.39 | 4.34 | 4.34 | 52% | 22% | 15% | 11% | 0% | 0% |
| 30 | Ability to facilitate class discussions | 27 | 3.96 | 1.13 | 4.37 | 4.36 | 4.36 | 33% | 48% | 7% | 4% | 7% | 0% |
| 31 | Instructor treats students w/ respect | 27 | 4.85 | 0.46 | 4.74 | 4.71 | 4.71 | 89% | 7% | 4% | 0% | 0% | 0% |
| | | | | | | | | Out- Standing | 4 | 3 | 2 | Poor | N/A |
| 32 | Instructor rating | 27 | 4.33 | 0.78 | 4.47 | 4.41 | 4.41 | 48% | 41% | 7% | 4% | 0% | 0% |

| Instructor | Text Responses |
|------------|---|
| | Question: Number of missed classes |
| | 0 |
| | 2 |
| | ~3 |
| | 3(2 due to covid) |
| | None |
| | 5 |
| | Unsure |
| | 4 |

| |
|--|
| 0 |
| 1-2 |
| 1 |
| 4 |
| 0 |
| 2 |
| 4 |
| None |
| 3 |
| 3 |
| I missed only two classes because of the plague. |
| 2 |
| 3 |
| 4 |
| 1 due to athletics |
| I only missed the first week of classes because I was not able to register for the class prior to the beginning of the year. |
| 1 or 2? |
| 2-3 |
| 3 |
| Question: Major |
| Biology |
| Biochemistry |
| Political Science |
| Biochem. |
| Neuroscience |
| Biology |
| Psychology and Political Science |
| Biology |
| Neuroscience |
| Neuroscience |
| Biology |
| Neuroscience |
| Elementary Education & Psychology |
| Biochemistry |
| Biology |
| neuroscience |
| Neuroscience |
| Psychology |
| Psychology and theatre with a minor in animal behavior |
| Environmental Science |

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| Biology |
| Undeclared |
| Psychology |
| Psychology |
| Psychology |
| Theatre & Business |
| Undeclared but likely Psychology. |
| Question: Expected grade |
| A- or B+ |
| B+ |
| A |
| B |
| 95 |
| B |
| B |
| B- |
| A or B+ |
| B+ |
| B |
| I hope an A |
| b |
| A+/A |
| B- |
| A |
| B+ or A- |
| A |
| 90-100 |
| B+ |
| b- |
| 90 |
| 75-80 |
| b- |
| B/B+ |
| B |
| C+/B |
| Question: Comment on reading/Title A |
| I did not frequently use this book but I was still able to understand most material presented in class. Necessity of this book is questionable, but could be helpful for other students |
| Minds Machine was a very interesting and well written textbook. It was engaging and easy to follow. |

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| | An absolutely candid evaluation Professor Reppuccis lectures and slide presentations were thorough enough that Im confident I will earn a B or at the very least a passing grade in this course without ever owning the textbook. Mandating an expensive textbook when the material is drilled into us in a lecture format is entirely unnecessary, as is usually the case in most of Wheatons courses. |
| | The readings were long but provided detailed information beyond the topics covered in the lectures. The lectures and the book-lined up perfectly. |
| | Im going to be honest, I didnt really read the textbook. It didnt feel necessary as long as you took notes off the powerpoint and did the worksheets. If I wanted to further explore something that interested me Id peak at the textbook, but I feel like the professor did a good job explaining things. |
| | I think that it was helpful in moments but it was a lot of reading to get through that took a considerable amount of time that was really hard to balance with my other classes. |
| | The Minds machine was a helpful textbook to clarify things that we learned in class |
| | It was helpful to my learning and was able to find for a reasonable price. |
| | Good information, but I always understand things better when explained in class by the Professor |
| | The readings felt like a lot to do at some points in the semester. The book was helpful but most of the reading materials were covered in class |
| | It was over my head at times, I wish we spent class time for reading questions |
| | Maby cleared-up the occasional mistake or expanded up something, but most of the material was review from class. |
| | This textbook was a great resource that provided a lot of educational information. The chapters given to read were pretty lengthy. |
| | Is helpful when needed, but was not a priority in relation to the notes of lectures. |
| | While the reading was lengthy, there were important details and information which proved to be helpful in getting a coherent understanding of the topics we were learning about. |
| | n/a |
| | Very straight forward discussion based readings |
| | Question: Comment on reading/Title B |
| | Na |
| | N/A |
| | n/a |
| | N/A |
| | NA |
| | N/A |
| | n/a |
| | n/a |
| | Question: Comment on reading/Title C |
| | Na |
| | N/A |
| | n/a |
| | N/A |
| | NA |
| | N/A |
| | n/a |
| | n/a |
| | Question: Comment on exams/assignments/oral reports |

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| | Assignments were reasonable and productive. Exams often felt unnecessarily difficult and not at the same level of difficulty as any other assignment. Often times topics that were not presented in class would appear. Overall, exams felt too difficult and intense for the 200 class level |
| | The exams were fair in the material they contained. They were not too easy but they were not impossible to do either and contain relevant class material. |
| | Oral Reports: outstanding delivery of information. Biggest criticism comes from the assignments not being nearly on the same difficulty scale as the exams. Exams were so in detail and dealt with questions we rarely covered in assignments. No homework assignment in this course ever took me longer than a half hour, but exams were drastically higher in difficulty level. Additionally, much of the material often felt unfamiliar when compared to what was delivered in the lectures. Exams are open note, so it is easy enough to verify this claim while taking the exam, especially when you are unable to find certain information in class readings or lectures present on the exam. Additionally, the review sessions prior to exams were borderline useless compared to the actual material we were tested on. |
| | I enjoyed having the exams online. I felt less overwhelmed and stressed preparing for our exams than for exams in other classes that were in-person and closed notes. They were just the right level of difficulty for an open note exam. |
| | I really liked the work sheets and the build a brain assignment. It was a good way to review course material and also learn something new. It got me really excited when writing them. |
| | I really enjoyed that we were able to have open-note exams. I think this honestly allowed me to process the material and apply it rather than memorize it for a good grade. I also like the written assignments because it allowed me to make sure I was on the right track of understanding the information. |
| | the exams made so much sense and studying for them was very easy. they never caused me stress, the writing assignments engaged me in the topics we learned about in class by making me dive deeper and find more to talk about, exposing me to so much more neuroscience that helped me decide what i want to focus on in the future. |
| | Exams were more difficult than expected |
| | I was glad that exams were online and open note because it took off a lot of the stress that comes with exams. I still found the exams very difficult and I wonder if there is a way to make them more questions and less dense. The written assignments were overall pretty good, I wish there were more homework assignments that were worth more of the grade as it could help bring up an individuals grade who isnt a good test taker. |
| | I felt less anxiety being able to take my exam in my own space. It's also nice to know that you're allowed to refer to your notes when you need it. |
| | Exams were laid out nicely. The study guides gave us a good idea of the content and how to prepare. |
| | I loved that the exams were open note. I thought the exams were really hard and I would have done a lot worse without my notes because our class content is so dense (however super interesting!) I also thought that the written assignments and oral reports were good grade boosters and helped with my understanding of course content. |
| | The exams felt fair, the assignments (like build-a-brain) were simultaneously engaging and informative, and the oral reports were neat. |
| | I like how the exams are online and open note, this allows me to take my time and not be as stressed if it were in person and closed more. I really enjoyed having a neuroscientist spotlight presentation every class. This is not something I have seen in other classes I have taken, but I really enjoyed it. It was awesome to see someone professional from the field and look at how their work is tied in with what we are learning in class! |
| | Exams were very difficult even with large amounts of studying. Written assignments generally helped better understand material. |
| | These were all helpful and important to nailing the head in of the information learned throughout the semester |
| | good |
| | I think the exams were the perfect amount of difficulty. One thing that sometimes proved difficult were the diagram labels being hard to tell which arrow was pointing where. |
| | Difficult but helped me learn a lot! |

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| | Exams- extremely hard, sometimes felt like some subjects werent even in the notes. written assignments (forums)- I liked the forums, they werent too hard, and they promoted a decent amount of knowledge and applications skills. presentation- the presentations were very easy, simple, and kind of a nice break from all of the complicated notes and lectures |
| | The exams were a little bit difficult for me, but overall they seemed fair. I however do not like the fact we were assigned a final reflection paper as our final grade when the whole class has been exam based throughout the whole semester. I was not taught how to write a scientific paper in this class, so why am I writing one as my final grade? |
| | I liked the online-open notes exam |
| | Question: Comment on lectures/discussions |
| | Lectures and slides were all very well put together, very organized and useful for looking back on for studying perfect |
| | The discussion posts were actually a really crucial part of my understanding of the material as it connects elements of modern research, opinion-based articles, and popular culture in what we learn about in class. It made me see that our learning material was relevant and opened my perspective to different areas of research I could do. |
| | Lectures were very well delivered, but the Professor often found it difficult to engage with students. Her questions were often very basic to the point that very few people would even volunteer to answer them, and they were mainly ask-and-answer questions, rather than any type of discussion based question that would raise any form of contention or debate. |
| | The lecture pace was perfect and lined up well with the PowerPoint while offering more detail. The Slido discussions were perfect and made participation more accessible to a larger class. |
| | The lectures were a little long sometimes, but thats true for all classes. They were helpful and went over information in detail. I wasnt a huge fan of the in class discussions as I get anxious and dont fully process the question fast enough to figure out a response. I really loved the forums though because I could really think about what I wanted to say. I also liked having the powerpoint up on my device while also listening to the lecture. It made it easier to see and also made taking notes less stressful. |
| | Engaging and interesting, theres never a moment where I feel bored or like Im wasting my time |
| | the lectures were very easy to interpret and produced great notes. I wished people would participate more but it did not take away from how good the lectures were. |
| | I really liked the interactiveness of the lectures and being able to download the lectures to write on my iPad. I liked this because the interactiveness kept me more engaged and allowed me to apply what I was learning and being able to download the lectures allowed me to focus more on what was being taught than worrying about getting down every word on the slides. |
| | Lectures were well presented and structured to follow the slides |
| | The lectures were very teacher based and did not provide a lot of opportunities for students to share their own ideas. I wish that there were more student activities based on the lectures as that could really help an individual retain the information. |
| | Discussions were really helpful but at times I felt that I was doing response posts just because they were required , even though I was not adding anything new. |
| | I personally felt overwhelmed with lectures. Things moved very fast for me, so it was hard for me to grasp all the information. But it was helpful to have the slides in front of me on my own laptop |
| | Lectures were well organized and easy to follow. The discussions were creative and forced us to think critically to apply what we learned in class to outside situations. |
| | Overall engaging, I wished we did a little bit more collaborative, group work in class. |
| | The professor had a great enthusiasm for everything she taught. Whatever she taught was always comprehensible and made sense. |
| | The lectures are really long and dense so sometimes it's hard to comprehend what we are learning. I wish there was more time to do small activities or something so students can better grasp the concepts. |
| | No discussions except online. Lectures were read from slideshows verbatim. |

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| | Lectures were done thoroughly and with detail, very effective. |
| | good |
| | I like the lecture style of this class because I was able to get into a great routine which helped me better understand what was being taught in the class. |
| | Fun and engaging |
| | The lectures moved way too fast and they included way more information that wasnt on the slides. It is difficult/impossible to keep up with the slides along with all of the additional information being thrown at you. |
| | Very informative and easy to follow. |
| | I thought the lectures were good, I really liked how the professor posted the slides for us to have. |
| | Question: Comment on course as a whole |
| | Many interesting topics were covered and presented in an organized manner, course was good with the exception of the exams difficulty |
| | great |
| | I really enjoyed this class! I think I learned a lot since I really love studying neuroscience, neuroanatomy, and brain mechanisms. |
| | The course is excellent, but it becomes apparent at times that Professor Reppucci is shy and has difficulty engaging with students. Sessions were often defined by periods of long silence that slowed the overall progress of the class and had an impact on the attention of students. Minor improvements could be made around her demeanor towards students, which could be more inviting and perhaps more confident, and her attempts at discussion with the class, as many of her attempts at discussion were with close ended questions that had a definitively correct answer and invited minimal participation from the class. Finally, her exams were not on par with the difficulty level of the rest of her material. Many students I spoke with were often panicked when taking the exams and felt unprepared for the difficulty of the questions. Either a more rigorous course line is needed, or Professor Reppucci needs to evaluate the difficulty required on her exams to actually test us on the material she delivers during lectures and in readings. |
| | Overall this was one of my favorite classes this semester. Not only was the content fascinating, but the format of the class made it that much more enjoyable and engaging. |
| | It was a really good course. It was fun and I liked that I actually learned something from this class. |
| | This is my favorite course Ive ever taken in all of my schooling experience, I wish I could take more like this |
| | I enjoyed this course as a whole and learned a lot about the the brain affects our minds and behavior. |
| | the course was very invigorating and was very useful to help decide my future in neuroscience. |
| | I enjoyed this course overall |
| | Overall, this course wasnt for me as I thought we were going to get into the psych effects of the brain and a lot of the brain concepts were hard to understand. Im sure someone who is interested in the brain more would enjoy this class more than I did. |
| | Overall the course is engaging and the work assignments made sure that I understood and learned the topics discussed in class. |
| | The course was interesting and more science related than expected. I hope to have access to notes and resources that the Professor provided after this class. The Professor was nice, just moved fast. |
| | I really enjoyed this course and would recommend it and the professor to any incoming student |
| | This course was super interesting and increased my passion for neuroscience and educated me on so many more topics. |
| | Top tier course. |
| | This was a very hard course for me due to the material just being very dense, but I enjoyed the course. The professor had some cool assignments that I've never seen before but thought were very helpful. One activity in particular was the Build a Brain Assignments. This was very helpful for me in understanding the different parts and functions of the brain. It was also a good way to have the students incorporate their own creativity. |

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| Okay. Content is important to know and assignments were very helpful but class was not engaging at all. I felt as though I could read the posted slide shows from my room and still get the same amount of information as I would in class. |
| The course was organized, informative, and interesting. |
| good |
| I really enjoyed this course and it has provided me with a lot of insightful information and will help me in the future courses that I take. |
| Difficult but engaging |
| It is a good course, just not for people who dont understand these general subjects. |
| I enjoyed this class because it allowed me to gain a new understanding of psychology outside of what I already knew. |
| For me the class was difficult just because I had a hard time remembering every bit of information but the class was taught well and was interesting |
| Question: Most valuable aspects of course |
| The lectures and posted slides helped to guide studying |
| notes and in class discussion were extremely eye opening and a fun way to learn. the build a brain activities let me be creative in a great way. |
| Although a lot of information was presented in this course I think it was a good introduction to other neuroscience courses as a whole. |
| The discussion forums were perhaps the most engaging aspect of this class, and I think a greater focus on this section would improve the course overall. Many of the articles that were assigned were incredibly interesting, and I find it was in these sections I was most in tune with the professors wishes. |
| The discussion forums were perhaps the most engaging aspect of this class, and I think a greater focus on this section would improve the course overall. Many of the articles that were assigned were incredibly interesting, and I find it was in these sections I was most in tune with the professors wishes. |
| The homework assignments made a perfect study guide for the exams. |
| Probably the discussions, build a brains, and worksheets. I felt really invested in those and liked them a lot. |
| the most valuable aspect of this course was the lectures and their availability after class. |
| I think the most valuable aspects were being able to actually apply what we were learning instead of always just being asked to recite facts. |
| This course helped me a lot to conceptualize and start learning more about the brain |
| The most valuable aspect was the build-a-brains because it allowed students to experiment with an animal they created. Even though they were very time-consuming, it was a fun assignment to complete. |
| Homework assignments and Exams |
| I was able to dive deeper into understanding the functions of the brain, in comparison to other psychology classes I've taken |
| The lecture content and format was very helpful. The professor was very receptive to in class questions and made every effort to make sure everyone was caught up |
| Learning the brain parts, learning about stress, eating, learning & memory, and disorders all really stood out to me. I thought it was amazing to connect the biological and brain systems to body functions and responses. |
| I suppose the lessons about neuropharmacology, basic brain anatomy, the senses, homeostasis, biological rhythms, stress, and memory were the most applicable to life or being in the general field. The other stuff was good though. |
| The assignments |
| Having the lecture slides, hearing Professors lectures. |
| interesting concepts |

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| | I think something that was valuable was the amount of information that was covered. Specifically learning about the inter-workings of the brain. |
| | n/a |
| | The neuroscience aspects of the course were of most value because it is not something I knew much about. |
| | The memory, stress, and sleep units |
| | Question: Least valuable aspects of course |
| | spotlight presentation was not up to par, my group mates and I didnt work very well together. |
| | Exams, discussion based conversation, review sessions and of course the textbook were all rather useless components of the course. Exams were drastically more difficult and foreign when compared with the preparatory work administered to the class. |
| | The build a brain was a little confusing but a nice creative project. |
| | Maybe the cahoot review. I know some people like that sort of stuff and it works for them, but I get really stressed with timed stuff. Again I process things slow and while under pressure it can make it worse. Im glad the kahoot review is posted, so I can look at it after at my own pace, but Im hoping it doesnt count as participation. I just sort of read and answer in my head to lessen the pressure. |
| | I wouldnt say that anything was least valuable but again, the readings could be were too much for me a lot of the time. |
| | the discussions in class |
| | Discussion posts |
| | The least valuable aspect was the exams for me as I felt that I knew the information well but could not explain it in the right way for short-answer responses during the exam. This allowed me to stress heavily during them and get poor exam grades so maybe in the future the questions could be easier or there could be more exams to give students the chance to redeem themselves. |
| | I wish there was more in class work/discussion than the everyday lecture style |
| | This course went slightly fast and had a decent amount of assignments, I think having more spread out due dates would be helpful because I liked the assignments. Also if we had time in class to go over homework answers that would have been more valuable. |
| | I dont think the readings were all that valuable. Maybe have fewer readings or has them as supplemental |
| | Hard to say. Everything in this course felt like it was important, and anything could have more or less meaning depending on the field you are going into. |
| | The lectures |
| | The discussion posts |
| | I think everything was valuable. |
| | n/a |
| | N/A |
| | Question: Quality of student preparation and participation in course |
| | I actively took notes in class and was able to understand all topics covered in class. I reviewed following class extremely high preparation done by prof. Reppucci which let to great participation and maximized learning. |
| | I would say that I could have been more engaged at times with the course, but the delivery of much of the information allowed me to not partake as often as I would have liked. (It was easy to avoid answering questions and abstain from certain readings). |
| | I would say average to slightly above average. |
| | Really well thought out and prepared. I can tell the professor really cares. |
| | I felt like I prepared decently for the |
| | it was very good, |

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| | I did my best to make sure that I was always doing the assignments that were asked of me to the best of my ability and I always tried to participate in class and discussions. |
| | I feel I did the best I could to prepare and participate during this course. I made sure to read and take notes on the readings in the book, pay attention to lectures and take notes and to be attentive and participate when I felt confident in my answer. |
| | 100% |
| | I felt prepared for every aspect of the course. I could have participated more but it was just as useful to be listening to the professor and comments from my peers |
| | Very good. Felt like everything was accounted for. |
| | I tried my hardest but it did not often seem to be enough. |
| | I wish we spent a little more time going over the basics of the brain, such as structure and functions. In order to do well in the course it's important to know that information. I went into the class not knowing that material so it was hard to just dive right in. |
| | decent |
| | I completed all the work and took thorough notes. |
| | I had a significant amount of understanding of why different parts of the brain did what, but this course provided me with the "how" |
| | I was not able to comprehend anything, so this was poor |
| | I feel that I was well prepared for the course. |
| | I could have studied a little but better for class exams |
| | Question: Additional comments |
| | Professor Reppucci is obviously a brilliant young woman that needs a little more experience with engaging with her class, as well as tuning her examinations to the level of the coursework |
| | Im so happy that I actually learned something from this course. |
| | This professor is a really great person and has taught me so much valuable information! |
| | N/A |
| | n/a |
| | N/A |
| | Question: Comment about instructor |
| Reppucci | Lectures sometimes moved a little too fast, but posting slides on oncourse helped. Exams were created at a level too difficult for the course |
| Reppucci | Professor Reppucci explains the material really well and if you have questions that she cant immediately answer she will find the answers and post them on onCourse so everything is clear. |
| Reppucci | Prof. Reppucci is what I dream all of my professors are like, understanding of students and passionate about learning. I had a very difficult time due to covid and a concussion and Professor was understanding and very flexible to help me out. this was my first PSY class and it has sparked for me a love of PSY. I hope I have another class with her before I graduate. |
| Reppucci | My previous comments should be adequate for answering this question. |
| Reppucci | I appreciated Professor Reppuccis excitement over the course material and her eagerness to answer all of our questions. Professor Reppucci would always provide answers to questions that she could not answer in class in a discussion forum with helpful links. She is always encouraging and eager to help students learn. |
| Reppucci | Shes really thoughtful and super kind. I love that she was the kind of professor that wants to see students succeed and was very compassionate. |

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| Reppucci | Professor Reppucci seemed very passionate and knowledgeable about every topic she taught us this semester and even when she didnt know the answer right away to a question she would take the time after class to search for the answer and send it to us. I also always appreciated the feedback I would receive on assignments and always felt like she graded fairly. I enjoyed being in a class with Professor Reppucci and hope in the future I can take another class that is taught by her. |
| Reppucci | she was very nice and very understanding. Easy to communicate with and receptive to questions |
| Reppucci | Professor Reppucci is a wonderful teacher and a brilliant neurologist. Her care and passion for this class really shows and I definitely have learned a lot thanks to her |
| Reppucci | I feel there were some points where the professor could have engaged the class more to participate during lectures and explain more how certain complex systems worked. |
| Reppucci | Professor Reppucci was amazing. Every class I was blown away with her knowledge and passion for what she was talking about. Especially when students asked her questions, she didnt hesitate with answers, shes like a Neuroscience Encyclopedia! If someone did ask her something she didnt know enough about she would be sure to write it down and look it up later and inform us of the answer. Professor Reppucci was definitely an inspiration to me as someone who is aspiring to go into the field of Neuroscience and I hope to be like her one day. Her kindness also set her apart, it was always so easy to talk to her and her enthusiasm is contagious! |
| Reppucci | The instructor was well prepared, receptive to students needs, and provided a positive and nurturing classroom environment |
| Reppucci | Christina Reppucci |
| Reppucci | The professor said to subject emails with the name of the class or else she would not see them. Even when I did this I had to email multiple times to get a response. Reads slide shows and entire class is a lecture. Is not very engaging. |
| Reppucci | Professor was very respectful to all students and encouraging us to participate. |
| Reppucci | Professor Reppucci is very intelligent and was effective at displaying the information for this course. She is respectful to students desires and shows an effort to have her students do well. She makes the course interesting. |
| Reppucci | N/A |
| Reppucci | A great professor that I would recommend to anyone |

| | Question Text | N | Avg | SD | PSY Avg | Div Avg | Sch Avg | Most Favor | 4 | 3 | 2 | Least Favor | N/A |
|----|---|----|------|------|---------|---------|---------|--------------------------|----------|----------|----------|------------------------|------------|
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| 10 | Course gave new insights/perspectives | 11 | 4.45 | 0.69 | 4.32 | 4.30 | 4.30 | 55% | 36% | 9% | 0% | 0% | 0% |
| 11 | Value of class discussions | 11 | 4.27 | 0.9 | 4.16 | 4.15 | 4.15 | 55% | 18% | 27% | 0% | 0% | 0% |
| 12 | Coherence of the course | 11 | 4.45 | 0.69 | 4.29 | 4.27 | 4.27 | 55% | 36% | 9% | 0% | 0% | 0% |
| | | | | | | | | Out- Standing | 4 | 3 | 2 | Poor | N/A |
| 13 | Rate this course | 11 | 4.45 | 0.69 | 4.20 | 4.09 | 4.09 | 55% | 36% | 9% | 0% | 0% | 0% |
| | | | | | | | | Most Favor | 4 | 3 | 2 | Least Favor | N/A |
| 24 | Fairness of evaluation of student work | 11 | 4.73 | 0.47 | 4.49 | 4.45 | 4.45 | 73% | 27% | 0% | 0% | 0% | 0% |
| 25 | Helpfulness of instructor feedback | 11 | 4.73 | 0.65 | 4.33 | 4.3 | 4.3 | 82% | 9% | 9% | 0% | 0% | 0% |
| 26 | Clarity of instructor lectures | 11 | 4.82 | 0.4 | 4.41 | 4.39 | 4.39 | 82% | 18% | 0% | 0% | 0% | 0% |
| 27 | Instructor availability outside classroom | 11 | 4.9 | 0.32 | 4.43 | 4.39 | 4.39 | 82% | 9% | 0% | 0% | 0% | 9% |
| 28 | Instructor receptivity to alternate views | 11 | 4.82 | 0.4 | 4.54 | 4.51 | 4.51 | 82% | 18% | 0% | 0% | 0% | 0% |
| 29 | Instructor intellectually stimulating | 11 | 4.55 | 0.69 | 4.39 | 4.34 | 4.34 | 64% | 27% | 9% | 0% | 0% | 0% |
| 30 | Ability to facilitate class discussions | 11 | 4.27 | 0.9 | 4.37 | 4.36 | 4.36 | 55% | 18% | 27% | 0% | 0% | 0% |
| 31 | Instructor treats students w/ respect | 11 | 4.91 | 0.3 | 4.74 | 4.71 | 4.71 | 91% | 9% | 0% | 0% | 0% | 0% |
| | | | | | | | | Out- Standing | 4 | 3 | 2 | Poor | N/A |
| 32 | Instructor rating | 11 | 4.55 | 0.82 | 4.47 | 4.41 | 4.41 | 73% | 9% | 18% | 0% | 0% | 0% |

| Instructor | Text Responses |
|------------|------------------------------------|
| | Question: Number of missed classes |
| | 0 |
| | 1 |
| | 0 |
| | 2 |
| | 0 |
| | 2 |
| | 1 |
| | 1 |
| | 3 or 4 |

| |
|--|
| 1 |
| 3 |
| Question: Major |
| Neuroscience |
| Neuroscience |
| Neuroscience |
| Neuroscience |
| Biology |
| Psychology |
| Neuroscience |
| Psychology, biology |
| Public health and anthropology |
| Undecided |
| Psychology |
| Question: Expected grade |
| B+ |
| A- or B+ |
| B |
| A- |
| A |
| A |
| A- |
| B |
| 95 |
| B |
| B- |
| Question: Comment on reading/Title A |
| This textbook is very helpful for explaining complex topics in pharmacodynamics and pharmacokinetics. |
| The book was useful for reviews before exams as well as completing the zombies homework, but I truthfully did not use it for anything else. |
| I felt like the readings were somewhat helpful, but reviewing the slide shows before class was just as effective and less time consuming. |
| Juliens Primer of Drug Action: It was fine |
| The textbook provided supporting information for what was discussed in class. |
| I was consistent with it in the beginning of the semester but then stopped because it felt repetitive, and didnt necessarily complement what we were doing in class, only restated it. |
| I did not feel the Perusall assignments were conducive to my learning. I struggle with reading comprehension, even more so when reading on my computer, and would much rather have answered discussion posts. |
| Question: Comment on reading/Title B |
| Im commenting on Perusall here. I feel conflicted about it. On one hand, it seems like a great solution to the problem of students not reading each others papers and not coming to class with questions. On the other hand, Im not sure it really worked. No one asked any questions after most of the presentations. When I read the articles, I wasnt trying to understand them, I was trying to find a couple things I could question or comment on, then leave. |

| |
|---|
| N/A |
| N/A |
| Question: Comment on reading/Title C |
| N/A |
| N/A |
| Question: Comment on exams/assignments/oral reports |
| Everything we were assigned was helpful and conducive to getting a deeper understanding of the material. There was no busywork. |
| Exams were fairly written and graded. I think that if there was no open note then I would struggle a bit more on recalling specific knowledge such as receptors. The presentations I thought were super useful and I actually really enjoyed using the Perusals because it helped me understand more about everyones paper. |
| I think it was great that they were online and not in class because it took a lot of stress off. |
| I like how the exams are open notes. It takes some of the stress off of the exam while still testing our understanding. |
| I really liked how the exams were open-note and could be completed on our own time because it allowed for flexibility. I also liked the different assignments and forums because it allowed us to apply what we learned. |
| Very well and had to do with what we were currently learning |
| I like being able to take an exam at any time thorough the day. For me, it takes some of the pressure away from the task. |
| I found that the exams for this class were very straightforward and nothing was there to surprise us. All of the information on the exams were covered in class and in the textbook, and because of the magnitude of information I appreciated being able to utilize my notes. The oral presentation was actually very interesting and helped me to understand more about the research process for testing certain drugs. I think that seeing and reading about things that are going on with each type of drug currently was important because it made it easier to connect it to reality and also reinforced the information in the lectures through topics we found interesting. |
| Exams are similar to exams taken in high school, a good mix of multiple choice and short answer. challenging, but not impossible questions |
| I enjoyed all of the assignments and they were a good way to check myself for whether or not I had really understood the material, so I found them practical. The article/ discussion forum assignments were also interesting and relevant. As for exams, I think open note discourages studying a bit, so I would prefer something more controlled. |
| Question: Comment on lectures/discussions |
| Excellent lectures. Shes great at answering all questions. |
| Lectures were very straight forward and explained everything needed to be assessed on. I enjoyed the in class discussions we have. My only comment would be to maybe have other visuals to help support the presentations such as videos or in class activities. |
| Great structure for note-taking. |
| The lectures are informative and interesting. |
| We didnt have many discussions, I feel as though the class is very lecture based. |
| Very nice and cohesive, made sense |
| The lectures were presented detailed and engaging. |
| I found the content of the lectures very interesting and the professor is a great presenter. I know that there were a few times where class engagement and discussion was not where it needed to be, but the professor is good at understanding that everyone has had days where we are just burnt out. |
| Class is lecture base, apart from a presentation. She likes asking questions for the class to answer to keep students involved |
| The lectures were really organized, engaging and informative, I really enjoyed them. |

| Question: Comment on course as a whole | |
|---|---|
| | Amazing!! The material is interesting, and it was presented in an engaging way. |
| | The course as a whole was very interesting. I have been so excited to take this class ever since I was a freshman and it lived up to my expectations. I loved learning about the different drugs that are common in todays society and really delving into the mechanisms that they have on the brain. |
| | Loved the topics we covered, found it very interesting |
| | I really enjoyed this class! Learning about how drugs act on the brain helped me understand normal functioning better too. |
| | I enjoyed it. |
| | Very good and very science-y |
| | The course was a great and natural extension of the previous lecture, Brain Mind & Behavior. Much of the information learned from that course flowed nicely into this one. |
| | I think this is a really great course and is a great addition to the neuroscience requirements. |
| | The course is very neurobiology centered. The course is directly focused on how drugs effect the brain and how the brain effects the drugs. |
| | This was my favorite course this semester. I wish we went more in-depth though, especially regarding the neuropsychiatric disorders. I wouldnt have minded having the exam and the paper due during finals week to fit in another lecture. Also, I think we could have gone more in-depth with homework. |
| Question: Most valuable aspects of course | |
| | The zombies assignments were very fun. |
| | The most valuable aspects in my opinion was learning the different pharmacodynamics of drugs and how they alter the brains function. |
| | Pharmacokinetics and pharmacodynamics were laid out in an understandable way! |
| | I liked how we were presented with the slides because it made it easier to follow along and take notes. |
| | Everything |
| | The amount of information covered along with the conciseness given the diversity of the field of pharmacology. |
| | I think that most of the course content was very valuable. Learning about substance abuse and addiction and the stigma surrounding it is valuable in itself, but I also think its really important to know about current treatments and hear about what needs to be improved in both treatments and diagnoses. At first I really hated the idea of group annotations, but I found that seeing other peoples questions and comments truly helped me gain a better understanding of our readings. |
| | A lot of base knowledge on drugs and their pharmacokinetic and pharmacodynamic effects. |
| | That it taught critical evaluation of a science, which is often mistakenly seen as an absolutely objective study. Also, a lot of the information was really enlightening and overall, really practical. |
| Question: Least valuable aspects of course | |
| | I think that the least valuable if I had to pick something would be the last zombies homework. After the first 2 I thought it got slightly repetitive. While it did help me review the topic I think that maybe next semester it may be more interesting to come up with something different. |
| | Nothing really. |
| | There is not much interaction or discussion within the class. |
| | Nothing |
| | I liked doing the current drug research, but having some quiz questions surrounding them was tricky, because I feel like it was really difficult to review some of the information discussed during the presentations. |
| | I dont think that we covered much that wasnt valuable in some way. |

| | |
|----------|---|
| | I didnt really enjoy reading the journal articles, because we hadnt been taught how to read them to maximize understanding so I found it difficult to go about comprehending them. I spent a lot of time trying to figure out technical details that explained the studies but I felt werent necessary to my comprehension of the course material. |
| | Question: Quality of student preparation and participation in course |
| | very good |
| | I believe that I typically came to class well prepared and participated more than most of my other classes. With such a small class I think it was important that we all contributed to answering questions and engaging in conversation as otherwise it would be way too lecture heavy and more copy and paste. |
| | I was always prepared and participated a lot! |
| | I prepared for this course to the best of my ability, however, this is a complex topic that we are learning about, so my understanding may have not always been as strong. |
| | I think I prepare for this class pretty well. I take notes on the topics before coming to class and add to them during lecture. I also participate in class |
| | Pretty good, it was sometimes hard to keep up with what we were learning |
| | I read the required materials, read presentations ahead of time, and completed all assignments. |
| | I always made sure to do the readings and work before class to ensure that I was prepared. At times, my participation could have been better but I think I did a good job of answering questions and joining in discussions. |
| | I was super excited to go to this class every day, even though it was a tough course I enjoyed learning the material |
| | I participated as much as I could in class, but didnt do readings because I felt they were unnecessary. |
| | Question: Additional comments |
| | I liked the open note oncourse exams. |
| | I really enjoyed this class and professor Reppuccis enthusiasm towards the subject. She taught the information very well and made sure to answer all questions asked in class or through concourse. |
| | N/A |
| | Question: Comment about instructor |
| Reppucci | She makes class fun and interesting, and the assignments are also pretty fun. Prof Reppucci is a gifted educator and academic mentor who will work with students to see them succeed. |
| Reppucci | I really like professor Reppuci. She is a newer professor here at Wheaton which I can imagine to be intimidating . She has done a great job navigating and teaching this class. This is also my second semester with her and have already noticed her being more comfortable teaching the classroom. She is a great professor and a super smart cookie. I would (am) taking a class with her next semester and I am super excited to take another one of her classes! |
| Reppucci | I always felt comfortable answering in class even when I wasnt sure I was right. I think that is very special and unique to have an instructor who doesnt make me feel bad for wanting to participate. Comments on homework and exams were very thorough and helpful so that I can do better next time. I loved having her as a professor and think she is a great representative at Wheaton!! Definitely think you should keep her :) |
| Reppucci | I really liked Professor Reppucci, she is very intelligent and knows a lot about these topics. However, I feel as though sometimes the information was not always broken down enough to a good level of understanding for me. I feel like there were some topics that were a bit complex and I wasnt able to fully understand what was going on. |
| Reppucci | Professor Reppucci is very nice and interesting. She makes the topics much easier to understand and encourages questions on what we don't. |
| Reppucci | The information for this course was presented in an informative and comprehensive way. I like some of the discussions that branched off from the lecture materials, and how there were some creative aspects to the class like the presentation. The professor is intelligent and passionate about the material and is really respectful to the students. |
| Reppucci | Great instructor! I have really enjoyed having her for this class and would recommend taking it with her! :) |
| Reppucci | Professor Reppucci was very kind and helpful. She is extremely supportive throughout the course and she really wants her students to succeed. Extremely Nice Professor as well. |

Reppucci

Frequently asked questions to ensure the class understanding of the material, made connections to previous topics and units, and encouraged us to think critically about what we were learning by asking what some issues with some concepts or hypotheses could possibly be. She is very energetic and it really feels like she is happy to be there teaching us, every single class. Overall, I really loved having her as my professor, shes amazing.

| | Question Text | N | Avg | SD | PSY Avg | Div Avg | Sch Avg | Most Favor | 4 | 3 | 2 | Least Favor | N/A |
|----|---|---|-----|------|---------|---------|---------|--------------------------|----------|----------|----------|------------------------|------------|
| 8 | Value of the readings | 5 | 3.6 | 0.89 | 3.93 | 3.92 | 3.92 | 20% | 20% | 60% | 0% | 0% | 0% |
| 9 | Amount learned in this course | 5 | 4.8 | 0.45 | 4.29 | 4.26 | 4.26 | 80% | 20% | 0% | 0% | 0% | 0% |
| 10 | Course gave new insights/perspectives | 5 | 4.6 | 0.55 | 4.32 | 4.30 | 4.30 | 60% | 40% | 0% | 0% | 0% | 0% |
| 11 | Value of class discussions | 5 | 4 | 1 | 4.16 | 4.15 | 4.15 | 40% | 20% | 40% | 0% | 0% | 0% |
| 12 | Coherence of the course | 5 | 4 | 0 | 4.29 | 4.27 | 4.27 | 0% | 100% | 0% | 0% | 0% | 0% |
| | | | | | | | | Out- Standing | 4 | 3 | 2 | Poor | N/A |
| 13 | Rate this course | 5 | 4.8 | 0.45 | 4.20 | 4.09 | 4.09 | 80% | 20% | 0% | 0% | 0% | 0% |
| | | | | | | | | Most Favor | 4 | 3 | 2 | Least Favor | N/A |
| 24 | Fairness of evaluation of student work | 5 | 4.8 | 0.45 | 4.49 | 4.45 | 4.45 | 80% | 20% | 0% | 0% | 0% | 0% |
| 25 | Helpfulness of instructor feedback | 5 | 4.6 | 0.55 | 4.33 | 4.3 | 4.3 | 60% | 40% | 0% | 0% | 0% | 0% |
| 26 | Clarity of instructor lectures | 5 | 4.4 | 0.55 | 4.41 | 4.39 | 4.39 | 40% | 60% | 0% | 0% | 0% | 0% |
| 27 | Instructor availability outside classroom | 5 | 5 | 0 | 4.43 | 4.39 | 4.39 | 80% | 0% | 0% | 0% | 0% | 20% |
| 28 | Instructor receptivity to alternate views | 5 | 5 | 0 | 4.54 | 4.51 | 4.51 | 100% | 0% | 0% | 0% | 0% | 0% |
| 29 | Instructor intellectually stimulating | 5 | 4.6 | 0.55 | 4.39 | 4.34 | 4.34 | 60% | 40% | 0% | 0% | 0% | 0% |
| 30 | Ability to facilitate class discussions | 5 | 4 | 0.71 | 4.37 | 4.36 | 4.36 | 20% | 60% | 20% | 0% | 0% | 0% |
| 31 | Instructor treats students w/ respect | 5 | 5 | 0 | 4.74 | 4.71 | 4.71 | 100% | 0% | 0% | 0% | 0% | 0% |
| | | | | | | | | Out- Standing | 4 | 3 | 2 | Poor | N/A |
| 32 | Instructor rating | 5 | 4.8 | 0.45 | 4.47 | 4.41 | 4.41 | 80% | 20% | 0% | 0% | 0% | 0% |

| Instructor | Text Responses |
|------------|---|
| | Question: Number of missed classes |
| | 1 |
| | 2 |
| | 2 |
| | none |
| | 1 |
| | Question: Major |
| | Neuroscience |
| | Biology and Psychology |
| | Psychology |

| |
|---|
| neuroscience |
| Psychology, biology |
| Question: Expected grade |
| A |
| B |
| A- |
| A-/A |
| A |
| Question: Comment on reading/Title A |
| N/A |
| I did not really find this source that helpful as opposed to recent primary research articles I would find on my own relating to the same topic. |
| I really appreciated how accessible the textbooks were. They gave a good basis and helped if I didn't understand something in class. A lot of the BNS techniques I had never learned about before |
| The Carlson & Birkett were much shorter than the readings from the other textbook. This made these reading a good overview of the topics, but they didnt provide as much detail as the Carter & Shieh readings, which covered most of the information in the Carlson & Birkett readings. |
| Question: Comment on reading/Title B |
| N/A |
| same as Title A |
| I also appreciated how accessible it was. I thought it gave a good cohesive background knowledge |
| The Carter & Shieh readings were more informative than the Carlson & Birkett readings, but they were also much longer. At times, the amount of detail in these readings seemed to be more than necessary for class. |
| Question: Comment on reading/Title C |
| Learned a lot |
| I found the additional resources to be very helpful because usually whenever I didn't know how to do something (like how to run an SPSS test) it was listed under one of these tabs. |
| I thought the additional resources were helpful for when i was curious about a topic or needed a reference article for a paper, the additional resources was helpful |
| Its really helpful, my literature searching skills and reading skills improved A LOT this semester. |
| Question: Comment on exams/assignments/oral reports |
| There were no exams, which I think is great. However I think that minor quizzes throughout the semester would help students consolidate info and help the professor know what is and what is not known by the class. The due dates of several written assignments and projects felt clustered and would be managed easier if separated |
| I enjoyed all of the labs and hands on work. We didn't have exams, which i enjoyed , especially for this type of course. |
| I thought the lab reports were a good way to measure our knowledge. A lot of the things we did in lab were completely knew to me as well and I was able to learn so many techniques most undergrads don't get to learn. For reporting data and making good graphs I had only gotten a very basic teaching on how to do so. Maybe having in the beginning a session on reporting stats and learning SPSS could be helpful. Some of the times we were given a lab with a very detailed description of what to do but it was stressful because it was a completely knew topic and a demonstration could be useful! |
| I really like the lit review and novel experiment project, its hard and challenging, but I feel like Im doing something that is useful and Im really interesting in. |

| | |
|--|--|
| | I liked that this class didnt have any exams. We covered so much information this semester that I think exams would have been overwhelming. Application of these topics also seemed more important than memorization. The novel experiment paper was difficult, but in a good way. |
| | Question: Comment on lectures/discussions |
| | Lectures and discussions were good, because of the topic and number of students it's a hard class to create a discussion in with |
| | I feel as if I gained a lot of knowledge from attending lectures and also listening to what other people's perspectives were on things made me more insightful |
| | I learned a lot in the lectures! I think if this class continues to be small having more of a round table (sitting closer) and having chances to talk with our peers more to learn about eachother could be nice! |
| | I enjoyed the lectures. I thought they were interesting and covered a lot of content without being dense. |
| | Question: Comment on course as a whole |
| | Enjoyable and educational, I ended up overwhelmed with the several projects at the end of the semester. I would have preferred an intense focus on our final project over making the posters so late in the year |
| | I would definitely take it again if I could. |
| | this class has definitely been challenging but one of my favorites. I genuinely felt like I learned something new each class which does not always happen |
| | Although I did not take any other psych labs, but I can say this class is the best lab in the psych department :), The lab section really gives me the vibe of doing formal experiments, and I have learned a lot of new methods and knowledge. |
| | This class was really fun! I especially liked the labs where we got to work with the rats. |
| | Question: Most valuable aspects of course |
| | The experiments ran in lab and research done on papers |
| | The 3 Behavioral Experiments |
| | At wheaton the neuroscience classes are somewhat limited and I really think this lab is beneficial for students interested in neuro as the techniques used are different from psych and bio labs it's valuable that we have our own separate thing. A lot of students may not even know what behavioral neuroscience is! |
| | I think its the way we design our experiment as a class, and how the professor making the timeline of the experiments, its so practical and useful that I will definitely keep using them in the future. |
| | I think that the lectures and labs were both valuable. The methods that we covered in class and in the lab can be applied throughout science. |
| | Question: Least valuable aspects of course |
| | The poster session |
| | literature review |
| | I thought it was all valuable! |
| | Question: Quality of student preparation and participation in course |
| | 7/10 |
| | A-/A |
| | Very prepared |
| | I think I prepared and participated pretty well. I (almost) always took notes before coming to class, and I asked/answered questions during lecture. |
| | Question: Additional comments |
| | Thank you for a great semester! |
| | Question: Comment about instructor |

| | |
|----------|--|
| Reppucci | Very well taught, the class is not easy to teach, and the size of the class as well did not make it easy to facilitate discussion |
| Reppucci | I thought Professor Reppucci was a great professor if I could take another class with her I would. |
| Reppucci | Prof Reppucci is an amazing addition to wheaton and the neuro department. I learned so much from her as I found her to be extremely knowledgeable in anything neuroscience. She was always simply a kind person and was easy to talk to! |
| Reppucci | She is always willing to help, and always respond our emails quickly. She is also very nice, respectful, supportive, and always open to any kinds of questions. |