

SUNY Potsdam

Fall 2020 Course Evaluations

Course: 93064_MUCH611.001_brooksem_FALL20: INTRO TO GRADUATE STUDIES - Brooks - Fall 2020
Instructor: Erin Brooks *
Response Rate: 9/10 (90.00 %)

1 - Reason for taking the course (complete all that apply):

Response Option	Weight	Frequency	Percent	Percent Responses	
Major-required	(6)	8	88.89%		
Major-elective	(5)	1	11.11%		
Minor-required	(4)	0	0.00%		
Minor-elective	(3)	0	0.00%		
General Education Requirement	(2)	0	0.00%		
Free Elective	(1)	1	11.11%		
Response Rate		9/10 (90%)			

2 - Class Year:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman	(6)	0	0.00%		
Sophomore	(5)	0	0.00%		
Junior	(4)	0	0.00%		
Senior	(3)	4	44.44%		
Graduate	(2)	5	55.56%		
Other	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
9/10 (90.00%)				2.44	0.53
					Median
					2.00

3 - Expected grade:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
4.0	(13)	4	44.44%		
3.7	(12)	3	33.33%		
3.3	(11)	1	11.11%		
3.0	(10)	1	11.11%		
2.7	(9)	0	0.00%		
2.3	(8)	0	0.00%		
2.0	(7)	0	0.00%		
1.7	(6)	0	0.00%		
1.3	(5)	0	0.00%		
1.0	(4)	0	0.00%		
0.0	(3)	0	0.00%		
S	(2)	0	0.00%		
U	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
9/10 (90.00%)				12.11	1.05
					Median
					12.00

4 - I attended class:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Always	(5)	7	77.78%		
Frequently	(4)	2	22.22%		
Moderately	(3)	0	0.00%		
Occasionally	(2)	0	0.00%		
Rarely	(1)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
9/10 (90.00%)				4.78	0.44
					Median
					5.00

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5 - How many hours outside of class did you devote to this course on average per week?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
9+	(5)	0	0.00%					
6-8	(4)	3	33.33%					
4-5	(3)	5	55.56%					
2-3	(2)	1	11.11%					
0-1	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				3.22		0.67		3.00

6 - Rate the level of your participation in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very active	(5)	3	33.33%					
Active	(4)	5	55.56%					
Moderate	(3)	1	11.11%					
Minimal	(2)	0	0.00%					
Not active	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.22		0.67		4.00

7 - What overall rating would you give yourself as a student in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	3	33.33%					
Good	(4)	6	66.67%					
Adequate	(3)	0	0.00%					
Poor	(2)	0	0.00%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.33		0.50		4.00

8 - Erin Brooks demonstrates competence in the subject area. -

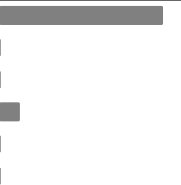
Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	9	100.00%					
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				5.00		0.00		5.00

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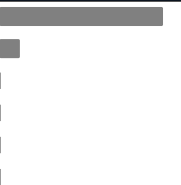
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9 - Erin Brooks's teaching is effective. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	88.89%					
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	1	11.11%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.67		1.00		5.00

10 - Erin Brooks is concerned with students' progress in the course. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	88.89%					
Agree	(4)	1	11.11%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.89		0.33		5.00

11 - Erin Brooks is available to students outside of class -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	5	55.56%					
Agree	(4)	1	11.11%					
Neutral	(3)	3	33.33%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.22		0.97		5.00

12 - Examinations relate well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	5	55.56%					
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	4	44.44%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				5.00		0.00		5.00

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13 - The work required in this course relates well to the stated course objectives.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	88.89%					
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	1	11.11%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.56		1.33		5.00

14 - Erin Brooks evaluates student performance fairly. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	88.89%					
Agree	(4)	0	0.00%					
Neutral	(3)	1	11.11%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	0	0.00%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.78		0.67		5.00

15 - I learned a great deal in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Strongly Agree	(5)	8	88.89%					
Agree	(4)	0	0.00%					
Neutral	(3)	0	0.00%					
Disagree	(2)	0	0.00%					
Strongly Disagree	(1)	1	11.11%					
Does not apply	(0)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.56		1.33		5.00

16 - Overall rating of Erin Brooks: -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	8	88.89%					
Good	(4)	0	0.00%					
Adequate	(3)	0	0.00%					
Poor	(2)	1	11.11%					
Very Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
9/10 (90.00%)				4.67		1.00		5.00

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Response Rate: 9/10 (90.00 %)

17 - THE COURSE: Please comment on course content, requirement or any other aspect of the course.

Response Rate 6/10 (60%)

- I must admit that the content of a bibliography based class is not my favorite subject, but Dr. Brooks presented it in a way that made it interesting. She highlighted the important content, and discussed how it was applicable in real life scenarios. I was stressed about the final project, but after following her process I completed it early, and I was very proud of the outcome of that paper.
- Mostly covering material that I learned in comp 101 at SUNY Potsdam, I learned almost nothing in this class. I expected to be immersed in research and writing, when in fact I was required to do almost none at all. Almost every in-class assignment was laced with Dr. Brook's political agenda, which had nothing to do with the required course content. The weekly assignments were so easy, I am surprised this is considered a graduate level course. Besides the final project, this class required almost no involvement from students. The in-class group work was not as fruitful as I had hoped it would be. Every class we were split into break-out rooms, where we spent approximately 10 minutes skimming articles about various music or research-related topics. We then 'discussed' with our partners what we found significant about each article. These documents were usually about 15 pages long, and we never really knew what to discuss besides vague ideas and impressions. In general, the students used the time for filtering 1 or 2 somewhat unhelpful ideas out of a 15 page paper instead of discussing important ideas that lent to the main purpose of the class. I get the impression that Dr. Brooks intended these for brainstorming with "each other", but we barely had enough time to skim the articles given to us. It might be helpful if instead, each student was required to accomplish more specific tasks that relate more to the course content.
- I actually really like researching and learned a lot from this class. I'm really glad I did it before actually going to grad school.
- I learned so much in this course in regards to how to properly write a research paper and more! I also learned how to correctly cite citations in my paper in addition to how I should be properly searching for sources that will help me write the paper.
- Fantastic class. Wish I took it in undergrad.
- The course is really helpful in preparing us to work on graduate-level research. Taking this course in my last year of undergrad was of particular value, because I feel as though I'm getting a good preview of what's to come in my graduate studies. I really enjoyed all of the work that we did on our research projects this semester. I learned a lot and feel that I am a strong researcher. I thought there were a few assignments that might not been as valuable to me (like the archive review), but I recognize it is good to learn about these topics despite them not having specific relevance to me and my research.

18 - THE INSTRUCTOR: Please comment on the strengths and weaknesses of Erin Brooks. Would you take another course from this instructor? -

Response Rate 8/10 (80%)

- This is my 3rd or 4th class with Dr. Brooks and I can not say enough good things about her teaching style. She has so many effective teaching techniques that keep the students engaged. She takes five minutes at the beginning of every class to check in with us and see how we were doing/ask about our lives. She was the only teacher who effectively developed positive student-teacher relationships. She used break out rooms in a great way. Her teaching style is straight forward but incredibly inventive. I wish I could take another course with Dr. Brooks. She deserves the highest praise that Crane can offer to a professor.
- Dr. Brooks is an amazing professor and it was a pleasure to take a class with her. I think that this class could have been incredibly awful with any other professor as the content is not the most thrilling thing to learn, however, I think that Dr. Brooks presented it in a manner that was engaging and interesting. I am taking another class with her next semester and I am so excited to have her as a professor again.
- Extremely knowledgeable and somehow manages to make research fun. I only wish she would be a little more prompt when responding to emails. I would definitely take another course from this instructor.
- No, I would not take another class with Dr. Brooks. She is very compassionate towards her students, which is much appreciated! But I barely learned anything, so no, I definitely would not take another class with her. I earlier mentioned that Dr. Brooks boldly wove her political agenda into this class. I believe it is every American's right to have free speech. But in the classroom? Seriously? A professor's stance on common issues such as human rights and racism have "nothing" to do with research and writing about music. Please know that I realize a good understanding of these modern day issues "do" effect how we research and write. Student's "don't" need to know a professor's personal viewpoints on these topics to understand how the political climate of today effects research techniques. Boldly proclaiming political agendas in the classroom is biased and one-sided. For reasons unknown to me, Dr. Brooks took about 10 minutes at the beginning of each class for us to chit-chat about life. We first would tell the class about any important announcements, such as student recitals. Then, we would all put in the Zoom chat something irrelevant to the class content, such as, "your favorite food at Thanksgiving," or "something you aren't looking forward to this week." We only met once per week for 75 minutes (actually, make that 80 minutes, because she "always" went overtime), and 10 of those precious minutes each week was wasted to discussing things unrelated to writing and research. Also, Dr. Brooks only submitted 1 assignment grade for this class on Moodle (we had about 20 assignments total). I realize it was within my power to reach out and ask, but it should not be necessary for the student to request grades from the professor. Moodle has a system that allows for grades and comments for each assignment, and she barely utilized this at all.
- Erin Brooks is a true queen and the Crane School of Music does not deserve her.
- I loved taking this class with Dr. Brooks! I had her for Music History III as well and she was really helpful in both of these classes and I learned a lot from her too. I would definitely recommend this class to anyone especially if you are interested in staying for the Crane Masters Program. I also would recommend to anyone to take a class with Dr. Brooks if they haven't already. She is amazing! <3
- She is a fantastic teacher, and extremely knowledgeable on writing well written essays. Only thing I wish for would be that she would respond to email a little quicker. Sometimes would go a few days without any responses. I would take another course with this teacher.
- Dr. Brooks is incredibly equipped to teach this course! The course materials were well scaffolded and presented in a logical sequence. She is extremely personable and understanding of issues when they arise. She has been very accommodative throughout the semester, which has contributed greatly to my success this semester. She made the class enjoyable, relevant, and engaging.

19 - The teacher's interaction with you: did the teacher give you the attention and time you believe you needed in this course?

Response Rate 9/10 (90%)

- 100% Dr. Brooks is very good at communication. She is great at addressing both needs of the whole group, and of the individual. She was fantastic.
- Somewhat lagging on email responses but I think overall it was okay.
- Yes
- yes
- Sometimes Dr. Brooks took several days to answer an email related to a course assignment, and by the time she responded, the question was often irrelevant. The required meeting about the final paper topic was good to have. Definitely keep doing those! It was super helpful.
- Yes she was my literal rock during some difficult times this year.
- Yes
- Yes. She always gave time to discuss any questions or concerns.
- Yes, I felt that my needs were met and I got help when I needed it.

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20 - Did she explain all matters, topics, objectives?

Response Rate	9/10 (90%)
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- Everything was communicated and explained very clearly. No complaints.
- Yes
- Yes
- yes
- Yes, but often so quickly and nonspecifically it was hard to remember the important ideas.
- Yes
- Yes in a very organized way
- Yes. Everything was explained clearly.
- Yes, each class lecture was clear, relevant, and helpful!

21 - Evaluate the teacher's presentation, attitude, and performance. Was she usually prompt or late to class? Did she come prepared for the day's lesson?

Response Rate	9/10 (90%)
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- Always prepared, always on time. Always very positive, professional yet friendly. Just great. The only thing that I would bring up in regards to time, is that on occasion she went over time by five minutes. This was never a matter of not wanting to be in class, but having to leave for work. My only critique would be to try and be mindful of the end time. But this was not a big issue at all, only happened a handful of times.
- she was awesome super great professor
- Always on time, and always prepared with a great attitude.
- Always on time, always prepared
- Dr. Brooks was prepared to teach material relevant to a level 100 class. What I don't understand, and I stated this earlier, is why she goes 5 minutes over each class? I've taken in-person classes with her before, and she also went at least 5 minutes over every class time.
- She always came prepared and was always energetic!
- She was always on time for class and in addition to always being prepared
- She came prepared and on time everyday, with a positive attitude. Class was clearly presented and planned.
- Dr. Brooks always started on time and was fully prepared to teach each class.

22 - If applicable, what is one thing you found enjoyable about this class?

Response Rate	9/10 (90%)
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- I have more than one thing, but my favorite was just chatting with her and the rest of the class. She can be very funny, caring, thoughtful, smart, etc. She realized that COVID is hard on a lot of us, and she brightened our days with those five minute chats every class. It is really the small things that make the difference, and she pays attention to all the small details.
- I thought that Dr. Brooks somehow made the content interesting when it's really not the most thrilling thing to learn. Plus, I feel as though I took away a lot of information that I can use for the future. Also the Turabian ROCKS, I will use it forever.
- The professor took the time to ask us all a non academic question at the beginning of class, usually "What are you obsessed with this week?" It was a great way to start class every week and I really enjoyed it.
- the class discussions
- I enjoyed finding a research topic I loved, and I'm glad you helped me find a good one. I also found that seeing other students' cats was very enjoyable.
- I actually liked researching about things I was interested in
- Her lectures
- While this class was virtual I did enjoy her chat questions asking us how our week has been. It aloud for more socialization between peers
- I really enjoyed working on my individual research project throughout the semester! This course made my research skills stronger and peaked my interest.

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23 - If applicable, what is one thing you found particularly challenging about this class?

Response Rate 9/10 (90%)

- The content was challenging, but that doesn't mean it's bad. The scariest thing for me was the final project, but it turned out to be something I'm proud of.
- Nothing, Dr. Brooks spread out the work in such a manner that it was not overwhelming which was much appreciated.
- The content was definitely more advanced than what I've encountered thus far.
- writing the paper, but it too was enjoyable
- I found that compacting my final research project in the last few weeks of the semester was super challenging. Why wait so long to assign the main bulk of the paper? I wish that the main portion of the paper was a semester-long project versus a "quickly-write-in-the-last-3-weeks-of-school" project.
- I didn't like the group work
- Starting the research paper
- Really nothing. Class was paced out so well that I was concerned that I wasn't doing enough work for her. I thought it might all pile up at finals week but it didn't!
- I thought the assignments not directly related to my research project were a bit cumbersome, although I recognize the importance and relevance of each assignment.

24 - Please name one or more readings or class subjects that you found particularly interesting or useful. (You may name more than one, and you may offer details).

Response Rate 9/10 (90%)

- I think the most important stuff was about citation. For me I need a lot of refreshing on that stuff. As we discussed depending on where you looked you'll get different answers on what's right. I think it would be cool if we developed a cheat sheet/guide by the turabian style.
- THE TURABIAN !!!!!!!
- I liked going over archives. Very interesting.
- How we went through the works by Turabian and Bellman made for interesting readings and I learned a lot from them.
- I didn't find that any particular reading was more fascinating than any other.
- I liked the Turabian chapters about citing
- The turabian textbook that we worked out of
- The Turabian is a book I wish I had for my undergrad. Rather than sending PDFs of chapters she should have her student buy the book. It's a lot easier to go through the book rather than trying to find the chapters through moodle. Also, its not expensive.
- I got the most use out of the Turabian chapter that overviewed how to cite particular sources in Chicago format.

25 - Please name one or more readings or class subjects that you disliked or found particularly confusing. (You may name more than one, and you may offer details).

Response Rate 9/10 (90%)

- I wasn't a big fan of the sections on finding articles, just wasn't of a high interest to me.
- none
- I would have appreciated if we spent a little more time going over structuring/outlining research papers.
- none
- I definitely was a little confused when we discussed quantitative and qualitative research methods. It was good for us to discuss this, but I feel that I still don't fully understand these concepts.
- I can't remember but definitely in the beginning of the semester
- I didn't dislike any of the readings that we did in this class
- I really can't. Everything was useable in my research.
- I didn't get much use out of our work over viewing archives.

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26 - If you had to take a class like this one again, how would you change your own approach as a student? (Considering such things as time allotted, preparation approach, etc)

Response Rate	9/10 (90%)
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- Honestly, I wouldn't do much differently. I knew what I was getting myself into so stayed ahead of my work the entire semester. Like I mentioned before I'd probably review citations more.
- I would have figured out my research topic earlier
- I would spend more time planning before proceeding to complete the assignments.
- Spend more time researching
- I'm not sure I would change my approach. I didn't find anything flawed about the way I studied for this class.
- I would take less time on note taking and focus more on the bigger picture
- I would start my assignments the second Dr. Brooks assigned them
- I would want to pace myself a little better. But that's general for all my classes.
- I wouldn't change a thing! Maybe make it in person if COVID wasn't a thing... :(

27 - If applicable, please name at least one thing from this class that might change your approach to your own musicianship or pedagogy. (You may name more than one).

Response Rate	9/10 (90%)
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- I think she showed me a lot of practices as a teacher that I can and will use in virtual and non-virtual settings. She was kind and caring to her students. The biggest thing that set her apart for me this semester was how she took 5 minutes to check in, and that made the entire class run better. I hope that she continues that practice even when she's back in person teaching. Thanks for all the great times in class at Crane!
- n/a
- n/a
- Knowing where to research things that may be applicable in my song research would greatly assist in future performance practices and concert notes
- I've realized after taking this class how important it is for me, as a teacher, to leave out the discussion of my personal political or religious values in the classroom.
- I would change my look into citations and being more inclusive
- Give myself time when working on projects or assignments
- How to find context within pieces of music, where to find sources and how to trust sources,
- N/A