

Evidence of Teaching Effectiveness
Joshua D. Weirick

Courses Taught

Introduction to Linguistics (Instructor of Record; Spring 2019 & Fall 2020)
Introduction to Linguistics (Teaching Assistant; Fall 2018)
Intermediate Speaking & Listening (Teaching Assistant; Spring 2016)
Advanced Academic Writing (Teaching Assistant; Spring 2016)

Tutoring

Graduate Assistant & Writing Center Consultant (Fall 2014-Spring 2016)

Student Ratings

Introduction to Linguistics, Spring 2019

Average student responses on a 5-point scale

Prompt	Average Response
Overall, I would rate this instructor as:	4.4
My instructor is knowledgeable about the course topic.	4.9
My instructor seems well-prepared for class.	4.8
My instructor encourages questions and expression of ideas.	5.0
My instructor asks questions which challenge me to think.	4.5
My instructor is available during office hours.	4.7
My instructor shows respect for diverse groups of people.	4.8
My instructor seems concerned that students learn.	4.7
I would enjoy taking another course from this instructor.	4.5

Representative Student Comments

“I really like this class so far! Homeworks are useful and not tedious, lectures are interesting, and questions are encouraged.” (*Introduction to Linguistics, Fall 2020, early feedback survey*)

“I found it super helpful when we took a break from lecture and did examples of linguistic problems in class. I would like to do more of this as we learn more and more content.” (*Introduction to Linguistics, Fall 2020, early feedback survey*)

“I really like when we walk through things step by step, like when you made a video that just focused on one problem.” (*Introduction to Linguistics, Fall 2020, early feedback survey*)

“I really like the way the labs are set up; I feel like the chance to work through the material with classmates and you popping in occasionally to answer questions helps more than any of the

homework or studying processes ever could.” (*Introduction to Linguistics, Fall 2020, early feedback survey*)

“I enjoyed taking this class a lot. You can tell that Mr. Weirick is passionate about linguistics and enjoys talking about it. He promotes discussion and collaboration between students which I find very helpful. He listens to his students and caters to their needs whether that is to review a specific topic or adjust assignments, so they are more beneficial to our learning. I have already signed up for another class with this instructor. I enjoy how we are given the opportunity to correct weekly homework assignments before turning them in for a grade. This helps me to complete the assignment for my knowledge rather than solely for correctness.” (*Introduction to Linguistics, Spring 2019*)

“I would enjoy more creative activities. There were a few times where we did these and those were my favorite classes. I think this benefits learning rather than only lecturing.” (*Introduction to Linguistics, Spring 2019*)

“I really appreciate your help looking through my paper. I hesitated to submit my writing and I was so nervous about this class. Thank you for taking the time to show me in detail how to make it better.” (*Writing Center Consulting, Spring 2016*)

“I really appreciate your feedback on my philosophy paper I submitted for review. Good insight on areas I can improve and make my paper stronger.” (*Writing Center Consulting, Spring 2016*)

Teaching observation/Instructor-of-record comments

“There were no problems with Josh’s lesson. It was clear and students understood and learned from it. However, Josh and I discussed some common problems that I personally face in this class. One of which is the length of the class is 50 minutes and how it is a challenge to lecture on a topic and give an in-class activity without rushing. One thing that I did was I began an activity on Wednesday (writing topic sentence for a summary), so he was able to use that in his lesson on Friday. We talked about the choice he made to go over the worksheet as a class versus in smaller groups and how that was a good choice given there was only about 10 minutes left in the class. The other issue is what to do when you have more outspoken students who dominate answering questions. We talked about a couple different strategies that can help engage quieter students. I was also able to observe during my observation that many times the quieter students were actually answering and engaged, it just they cannot be heard over the more vocal students.” (*Advanced Academic Writing, Spring 2016*)

“While [the session that I observed] could have been challenging, I’m not surprised to see that Josh handled it well. Josh (much like his observer, Abby) excels in reflective practice, so I was glad to see Abby respectfully offer him some advice on improving and for him to be so receptive. That ability to reflect has doubtless played a significant role in Josh’s development as a consultant: his collaborative and question-centered approach, his ability to establish rapport, and to use that rapport to address the paper at hand are evident in this session. Beyond the session, I’ve been very pleased with Josh’s work in the center. He has helped our professional development efforts by facilitating a workshop based on the research he’s done on our online

service, and he's participated in numerous conferences this year, investing in himself and investing himself in the center." (*Writing Center Consulting, Spring 2015*)