

Project Title: **Law Data Migration - (Autumn 2015 - Winter 2020)**

Number Enrolled: **48**

Number of Responses: **33**

Report Comments

Class evaluations are extremely important and are used by the faculty and the administration to ensure that the Law School meets its commitment to provide students with the best teaching and curriculum. Over time, class evaluation questions may be expanded as part of this effort, in response to ABA Standards, and/or expanded due to changing circumstances related to teaching. For example, starting in Autumn 2019, class evaluation reports display responses to questions relating to the Law School's designated Learning Outcomes. And in Spring 2020, class evaluations included a question related to learning in a remote environment as it was applicable due to remote teaching during the COVID-19 global pandemic.

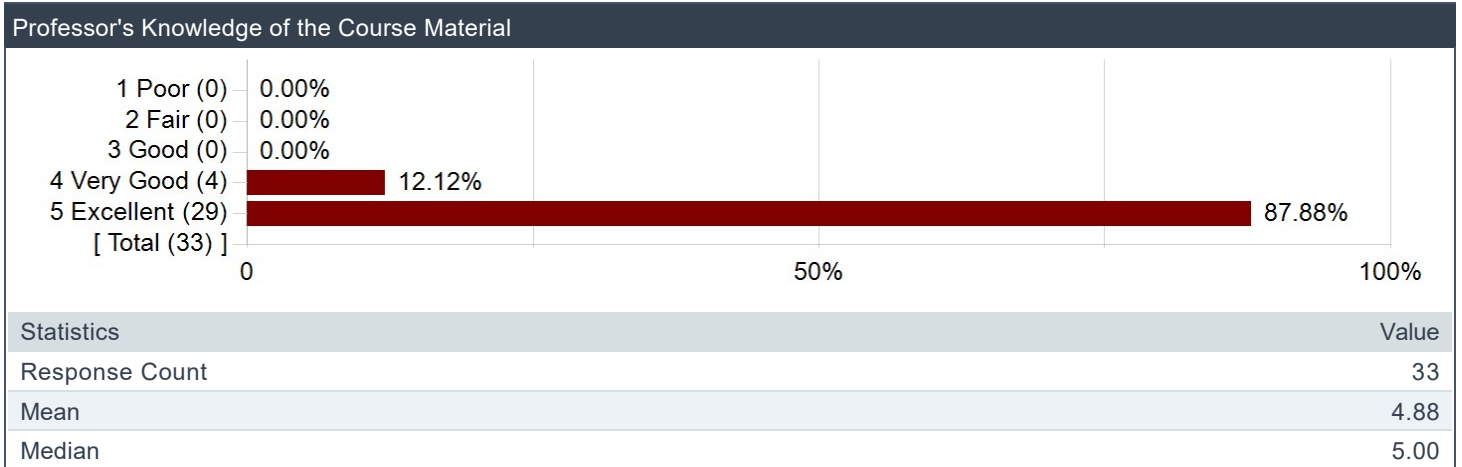


Prepared by: **Hossein Moosavi**

Creation Date: **Thursday, July 30, 2020**

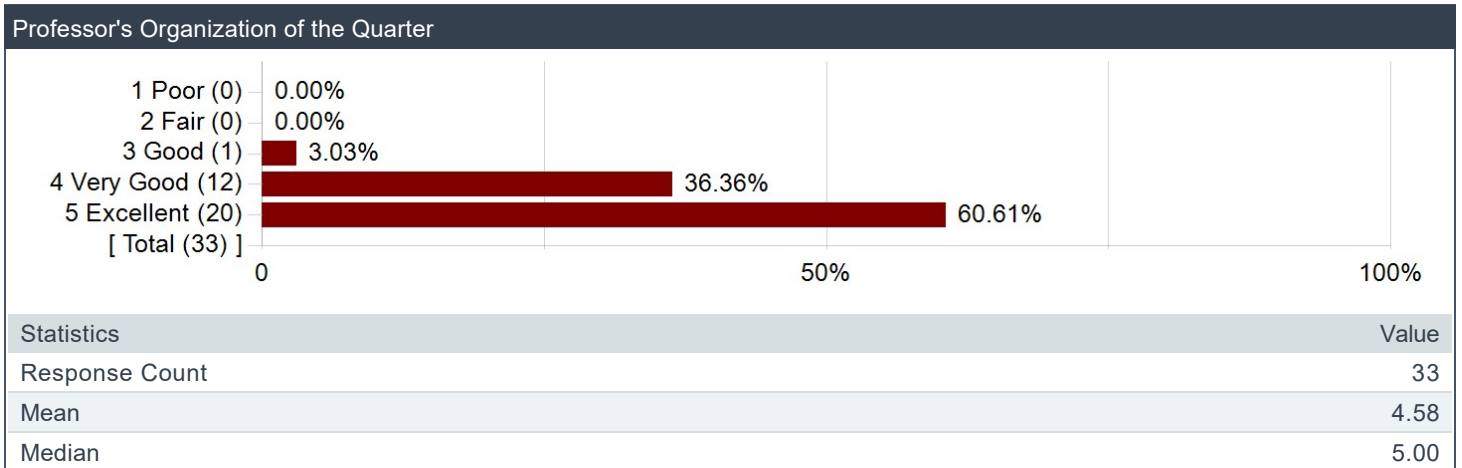
Raters	Students
Responded	33
Invited	48
Response Ratio	68.75%

Professor's Knowledge of the Course Material



Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.88	4.78	5.00	4.88	5.00	4.72	5.00	4.95	68.75%

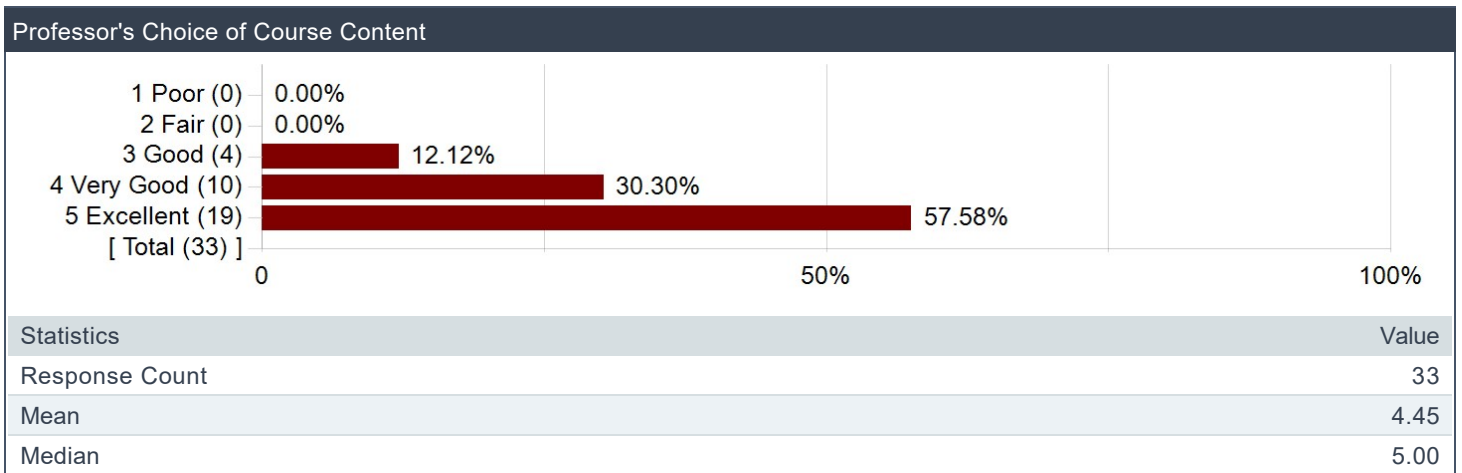
Professor's Organization of the Quarter



Comments
A lot of the material ended up blending together for me at the end.
I thought covering Crawford and the Confrontation Clause earlier in the course was a smart way to organize the material.
It's a little rough to schedule a makeup class so late in the quarter. In the future, it might be easier on the students to slot a makeup, when there's an anticipated need, for within the first few weeks.
It is very confusing material, but I think Prof. Leiter does the best job he can in organizing it. We do occasionally need to cover some material in the next class, but it isn't much.
Only thing I would change: I would prefer that we didn't learn Authentication and the Best Evidence Rule on the very last day of class. It would be better if we could learn only one of those and save the majority of class for review.

Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.58	4.41	5.00	4.51	4.00	4.16	5.00	4.77	68.75%

Professor's Choice of Course Content



Comments

A lot of emphasis on hearsay

the textbook is poorly written and difficult to follow

I really like the book and problems are particularly helpful (especially when they answer the questions they posed).

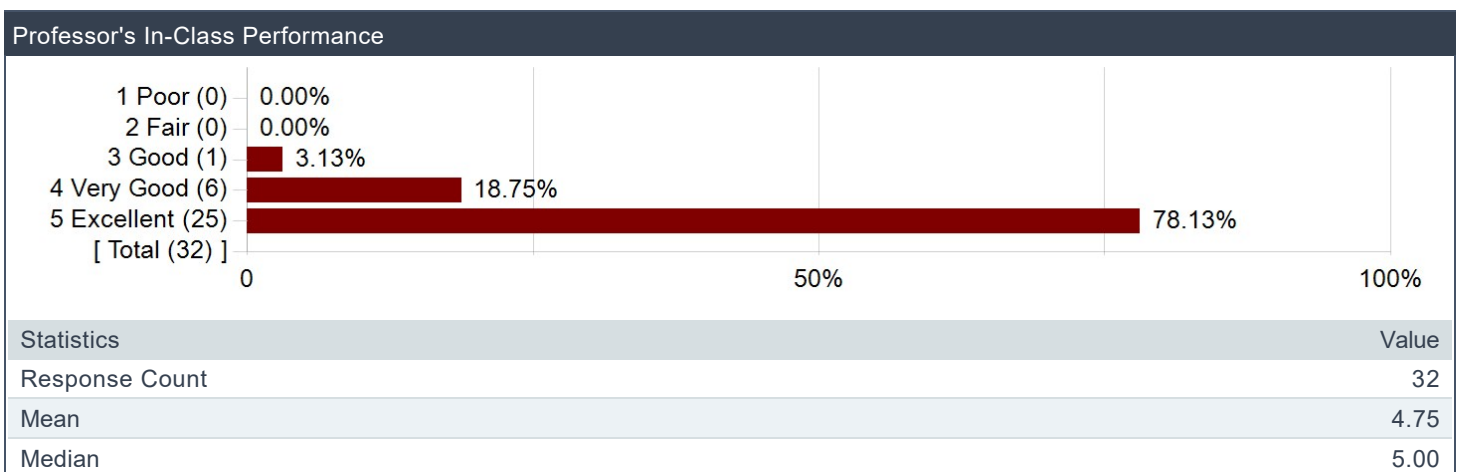
I wish that we had spent more time on how to lay foundation, and other practice-ready skills.

A majority of this class is on hearsay, but given how complex it is, I suppose that makes sense.

While I enjoyed the focus on hypos in the textbook, I would have liked if the book provided more clear answers. Instead, I often felt like the book and the class were a little disjointed, and sometimes the professor did not agree with the book.

Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.45	4.38	5.00	4.46	4.00	4.11	5.00	4.73	68.75%

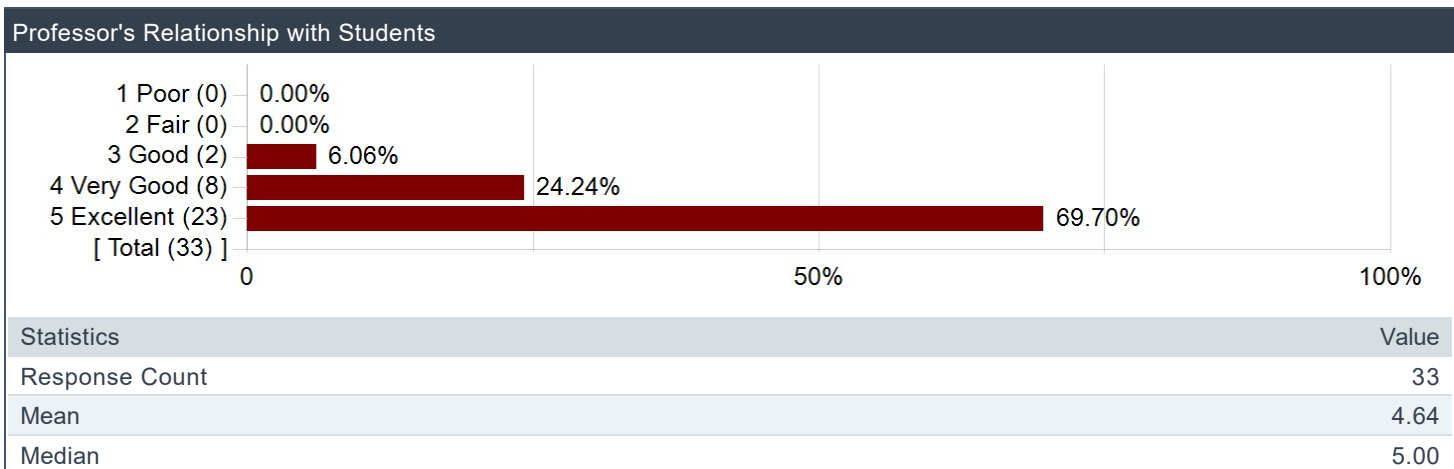
Professor's In-Class Performance



Comments
I think Professor Leiter is a very clear presenter and is a great lecturer.
Professor was very clear in teaching the rules and covering the problems in the casebook.
Perhaps covers the readings a little too thoroughly.
Very light on cold calling, which is nice, and you are only on call once every 3 sessions. He also does a great job of making very complicated and confusing material much clearer, and explains things coherently.
The pace of the class was perfect - easy to follow and take notes on, but still engaging. I also enjoyed knowing which group of the alphabet would be called in advance.
Discussing examples/hypos other than the ones in the book would have helped solidify my understanding of the rule. We did this occasionally, but I'd recommend doing it more often.

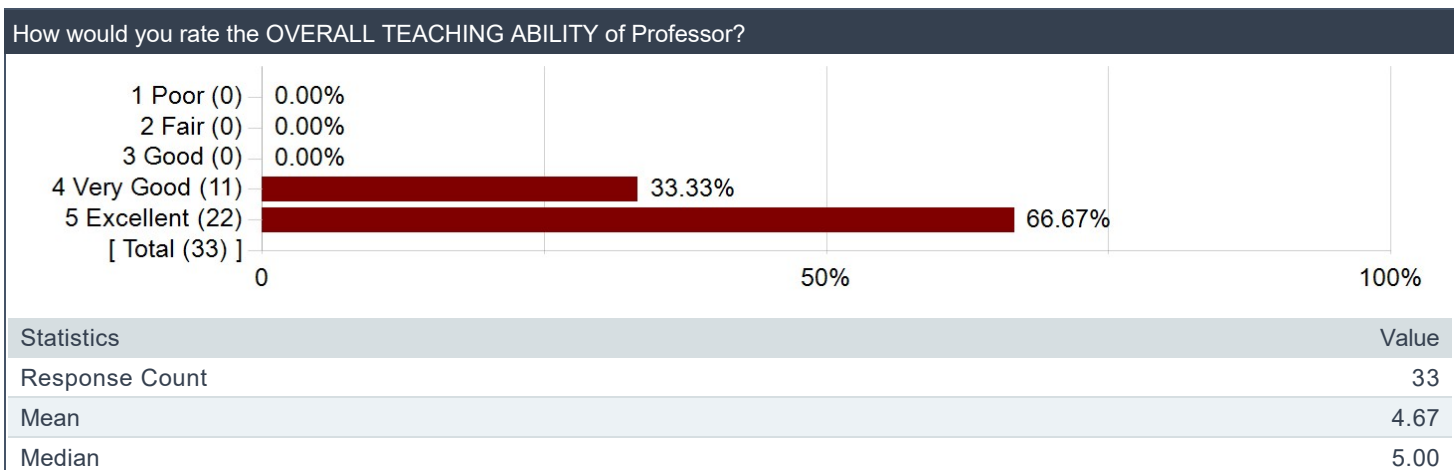
Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.75	4.41	5.00	4.55	5.00	4.20	5.00	4.75	66.67%

Professor's Relationship with Students



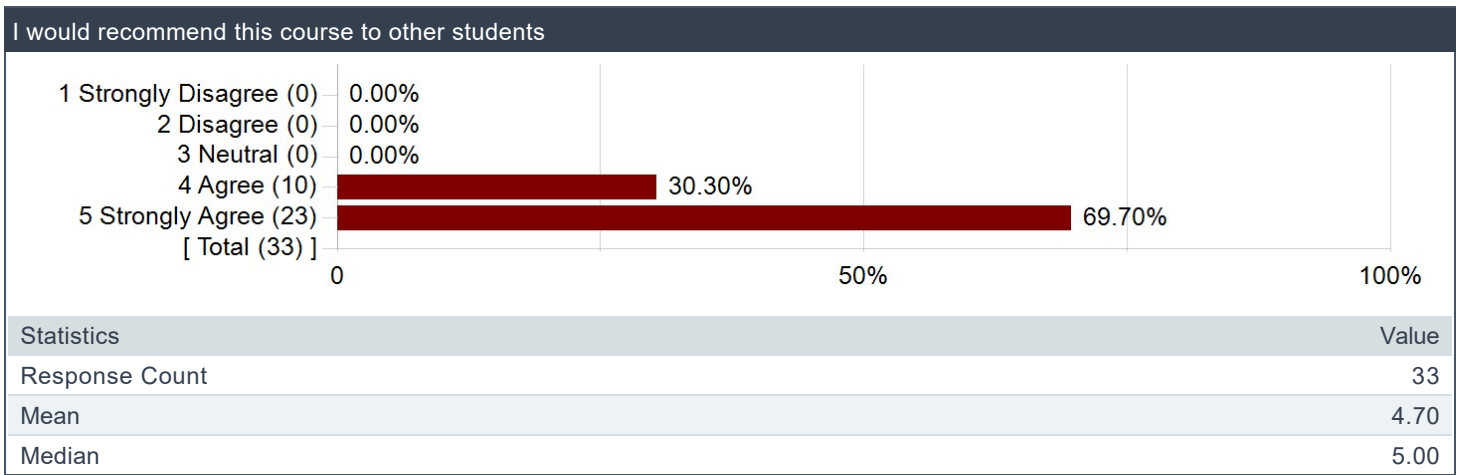
Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.64	4.58	5.00	4.70	4.00	4.41	5.00	4.84	68.75%

How would you rate the OVERALL TEACHING ABILITY of Professor?



Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.67	4.47	5.00	4.61	4.00	4.28	5.00	4.78	68.75%

I would recommend this course to other students



Offering Mean	School Mean	Offering Median	School Median	Offering 25th%	School 25th%	Offering 75th%	School 75th%	%Response Ratio
4.70	4.44	5.00	4.56	4.00	4.17	5.00	4.79	68.75%

Additional Comments:

Comments
I liked our cold calling system. I enjoyed the course very much (even though I will do transactional work after graduation). I highly recommend taking this course with Professor Leiter!!!
I like going through the hypotheticals in class, definitely made the concepts clearer.
I would keep everything the same, as I feel that I learned the material well with the Professor's teaching of this course.
I enjoyed this class (as much as one can enjoy evidence) and thought that Professor Leiter did a great job making complex rules understandable.
Professor Leiter did a good job of explaining complicated material to the class. He was always open to accepting and answering questions from the students. The hypotheticals were useful in understanding the complexities of the rules. Overall, the class was structured well.
If you have to take evidence, taking it with Leiter is a good idea. He is very clear.
I appreciate that Prof. Leiter asked for questions regularly throughout class. The pre-assigned on call was nice. Also, I LOVE the example question method used.
The choice to assign only certain portions of the class to be on call on any given day was incredibly thoughtful and helpful in terms of time-management. (Though I was shocked that some students were still unable to be prepared for the 3-4 classes for which they were actually required to have thoroughly read the materials - I have no idea how to solve that problem more effectively than by the system you've already implemented).
Very clear. One of the best professors at the school.
The syllabus said that we would be able to bring in our own copies of the Federal Rules of Evidence to the exam. On the first day of class, we were told that we would be provided with a copy of the rules for the exam and we were not able to bring in our own version. However, this was after many of us had spent \$50 on the copy of the Federal Rules that was suggested. This was very frustrating.
The class was practical black-letter, which was great. Professor Leiter was very clear about the law and about his expectations about our in-class performance and what we need to know for the exam. I'd strongly recommend this course with Leiter.
Professor Leiter made a subject I was extremely not interested in, very interesting. He clearly knows the material and I strongly suggest anyone who wants to take Evidence in preparation for the bar exam to take it with Leiter.
He was very nice and very well informed.
Evidence is a core class and really should be taken, and Prof. Leiter does a great job teaching it.
Very organized, which is one of the strengths having a philosopher teaching the class.
I really enjoyed the 20 minutes we spent talking about epistemology.
Loved having Evidence with Professor Leiter! His enthusiasm for the subject was evident.
Only relatively negative comment: I did not like the course book. Many of the notes were too long and turned out to not be that important.
I wish we had engaged with examples outside the ones in the book. Reviewing the book problems sometimes felt like just a rehash of the notes that followed the problems. Also, having only one core example of how a particular rule applied didn't leave me feeling with a strong understanding of the rule in some cases.
Don't hesitate to choose Professor Leiter - his anecdotes make Evidence entertaining!
I really think the discussion during class is really helpful.