

Teaching Statement

Malte Willer

1 Teaching Experience

I am currently teaching a class on human nature at the University of Texas at Austin. The class is a lower-division introduction to philosophy with a focus on questions that arise from our everyday conception of humanity. It has 70 students and one graduate student grader. In Spring 2010, I will teach an introductory class on symbolic logic. Syllabi for my classes are included in this teaching portfolio.

My teaching experience also includes four semesters of service as a teaching assistant for various philosophy classes at the University of Texas at Austin.

- *Ancient Philosophy*—a lower-division survey of ancient Greek philosophy from the Pre-Socratics to Aristotle
- *Introduction to Philosophy*—a lower-division survey of principal topics and problems in epistemology, metaphysics, and ethics
- *Contemporary Moral Problems*—a lower-division introduction to ethics that examines issues associated with abortion, sexual morality, capital punishment, and pornography
- *Logic & Scientific Reasoning*—an honors class on logic studying various sentential and quantified logics, including modal systems

In addition to grading exams and papers, teaching assistants are responsible for weekly discussion sections. Since I always understood discussion sections as a preparation for my later teaching career, I focused on effective communication and good organization. As one can see from the summary of my teaching evaluations below, I have steadily improved in my communication and organizing skills, while keeping constantly high ratings in other fields.

| | Logic & Scientific Reasoning | Contemporary Moral Problems | Introduction to Philosophy | Ancient Philosophy |
|--|------------------------------|-----------------------------|----------------------------|--------------------|
| | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
| # of responses | 36 | 46 | 48 | 33 |
| The course was well organized. | 3.9 | 4.1 | 4.1 | 4.3 |
| The instructor communicated information effectively. | 4.0 | 4.1 | 4.2 | 4.3 |
| The instructor showed interest in the progress of students. | 4.3 | 4.2 | 4.1 | 4.4 |
| The tests/assignments were usually graded and returned promptly. | 3.8 | 4.5 | 4.5 | 4.4 |
| The instructor made me feel free to ask questions, disagree, and express my ideas. | 4.5 | 4.6 | 4.5 | 4.6 |
| At this point in time, I feel that this course will be (or has already been) of value to me. | 2.8 | 4.3 | 4.1 | 4.0 |

Scale: 5—strongly agree 4—agree 3—neutral 2—disagree 1—strongly disagree

Table 1: Average Evaluation of Teaching Effectiveness

| | Logic & Scientific Reasoning | Contemporary Moral Problems | Introduction to Philosophy | Ancient Philosophy |
|------------------------------|------------------------------|-----------------------------|----------------------------|--------------------|
| | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 |
| # of responses | <i>36</i> | <i>46</i> | <i>48</i> | <i>33</i> |
| Overall, this instructor was | 3.9 | 4.1 | 4.0 | 4.4 |
| Overall, this course was | 2.7 | 4.0 | 3.8 | 4.0 |

Scale: 5—excellent 4—very good 3—satisfactory 2—unsatisfactory 1—very unsatisfactory

Table 2: Average Evaluation of Instructor and Course Quality

I have also worked as a reader at the University of Texas at Austin for two semesters, and as a tutor at Ludwig-Maximilians-Universität Munich for one semester. All of the classes I assisted were introductions to classical topics in philosophy. As a reader I had the usual responsibilities for grading exams and papers. As a tutor I led a weekly seminar on texts that accompanied the material of the main lecture.

I have received numerous encouraging comments from my past students. They helped me become a better teacher, and proved to me that teaching philosophy can make a real difference. I strive to teach with the same success now that I am an instructor with full responsibility for all course content. A complete list of all the student comments I received in the past years is included in this portfolio. Originals of the student evaluations as well as of the student comments are available upon request.

2 Teaching Interests

I have broad teaching skills and interests and am always willing to extend my teaching portfolio. I can teach the usual introductions to philosophy (including introductions to special topics such as ethics, human nature, knowledge and reality, or mind/body), critical thinking, and logic. Given my teaching experience I am also prepared to offer an introduction to ancient philosophy.

On the advanced undergraduate level I am able to teach classes on metaphysics and epistemology, broadly construed, as well as classes on symbolic logic. In addition, I have a strong background in 20th century philosophy. I can teach classes that focus on the history of analytic philosophy or on the development of continental philosophy during the last century. I would also enjoy developing a class that critically contrasts the main topics and positions of both traditions in the 20th century.

Based on my research background I can teach graduate level classes on all aspects of philosophy of language and philosophical logic, including a class on developments in formal semantics since Montague and a class that covers foundational semantic issues in contemporary analytic epistemology, metaphysics, and ethics. I am very interested in interdisciplinary teaching and would welcome the opportunity to teach (or to participate in teaching) an interdisciplinary graduate level class that links contemporary philosophy to current developments in linguistics, computer science, and cognitive science. The following table summarizes my current teaching interests (sample syllabi are available upon request).

| | |
|-------------------------------|---|
| Undergraduate: Lower Division | Introduction to Philosophy (historical and topical) Ancient philosophy Critical Reasoning Introduction to Logic |
| Undergraduate: Upper Division | Metaphysics & Epistemology (broadly construed) Symbolic Logic History of Analytic Philosophy 20th Century Continental Philosophy |
| Graduate | Philosophy of Language Philosophical Logic Formal Semantics |

Table 3: Summary of Current Teaching Interests

3 Teaching Philosophy

Many students of philosophy, even those who major in this subject, lack a clear conception of the purpose behind a philosophical education. Specifically, though virtually all students of philosophy find the subject interesting, they have a hard time explaining what they intend to *do* with their education. Failure to understand the purpose behind studying philosophy is, I think, the biggest obstacle to a successful learning experience. My goal in teaching philosophy is not to tell students what to do with their education, but rather to help them discover the intrinsic value of critical thinking for their private and professional lives. When students realize that philosophy is primarily about developing analytical skills, this enriches their learning experience, allows them to appreciate their education in a new way, and, above all, makes them better students of philosophy.

At the beginning of the semester, I tell students that this class is going to be about issues that directly affect their lives, and that they will be expected to develop a kind of skill—critical thinking—that is essential to virtually every aspect of one’s professional life. I often refer to my own career in order to support my claim. I have worked as a consultant for a global management consulting firm, and my philosophical education very often served me well in this career field. My experience is that I can convincingly convey the relevance of philosophy to my students. As a result, many of them—including those who merely take the class as an elective—are highly motivated and remain so throughout the semester.

My lectures are designed in such a way that they highlight the private and professional relevance of philosophy. Every class starts with a casual conversation that illustrates the problem to be discussed. For example, when talking about Hume on personal identity this semester, I started by asking students how they felt in the last exam and what they expect their test results to be. I used these questions and the students’ responses to highlight the importance of the notion of the self for our everyday thinking. Casual conversations such as these do not take much time, but they considerably help students relate to the problem under consideration. The rest of the class is almost exclusively devoted to the study of specific arguments. Together with my students, I discuss the form of the arguments and every premise in detail. When students disagree with a premise, we work together until we have an argument that refutes it. Time permitting, we take a critical look at the students arguments as well.

A combination of lecture and discussion is essential for successful learning. I am always prepared to lecture through the whole class, but since students often bring up many relevant points on their own, much productive work is done through discussion. Lecture slides are made available online so that students only need to take minor notes during class and can focus mostly on following the dialectic. In my exams I often ask students to carefully formulate a central thesis held by a particular author we have studied, and then to reconstruct and evaluate the defense of that thesis. Comprehensive exam questions are asked near the end of the semester. Students will then have to critically compare the vices and virtues of various views about topics like moral value, knowledge, and so on. In addition, I assign short writing assignments to encourage students to reflect on the readings in advance of my lectures.

Learning is a collaboration between teacher and student. To keep students active I encourage them to give me feedback throughout the semester. I achieve this result by being approachable and by soliciting feedback during the term (rather than just at the end) to ensure that student expectations, as well as the goals of the course, are being met. When teaching smaller classes, I plan to ask students to do collaborative work. I will ask students to work on a certain philosophical problem together in a small group over the semester. At the end of the semester, students will present their main results in class, followed by a Q&A session. This will not only be an interesting experience for the students, but also help them develop further crucial professional skills: cooperative problem solving and public speaking.

I am a successful teacher if students internalize critical thinking skills and apply them consistently to their own beliefs and the beliefs of others, both in their private as well as in their later professional lives. My teaching evaluations strongly indicate that I have achieved a substantial measure of success as a philosophy teacher. I enjoy teaching and am eager to improve. It is complementary to my research efforts since it allows me to sharpen my own understanding of the philosophical problems discussed. I am very happy as a philosophy teacher, and look forward to a long and rewarding career as a professor.

4 Appendix A: Sample Syllabi

Philosophy 303 Human Nature MWF 3–4

CLASS TAUGHT AT THE UNIVERSITY OF TEXAS AT AUSTIN, FALL 2009

Instructor: Malte Willer
Office: WAG 427
Office hours: MW 2–3
Email: willer@mail.utexas.edu

Reader: Brian Cutter
Office: WAG 406
Office hours: T 1–3
Email: cutterbc@mail.utexas.edu

Course Website: http://www.maltewiller.net/?page_id=5

COURSE DESCRIPTION

This course provides an introduction to philosophical questions which arise from the ways in which we, as people, take ourselves to be unique or special in the world. Common sense conceptions of human nature give rise to issues in the study of value, knowledge and reality. Many people say that life has a purpose, but is that really the case, and if so, what is it? We take ourselves to be agents capable of freely choosing between good and evil, but is there a free will, a good and an evil? It seems as if our knowledge increases every day, but is there knowledge in the first place and if so, by what mechanism is it achieved? Readings from the history of philosophy will provide us with a better understanding of these questions and—if we are lucky—with some possible answers.

A close reading of key texts and an analysis of the arguments contained in them will be the two pedagogic foci of the course.

University E-Mail Policy: All students should become familiar with the University's official e-mail student notification policy at:

<http://www.utexas.edu/its/policies/emailnotify.php>

SYLLABUS AND ASSIGNMENTS

We will follow the syllabus as closely as possible. Please do the assigned reading before the lecture discussion of it. There is a substantial amount of reading for this course. I strongly encourage you not to fall behind the syllabus. Please bring with you to class the texts with that day's reading assignment.

BOOKS

1. Steven M. Cahn (ed.), *Classics of Western Philosophy*, 7th edition, Hackett Publishing
2. Any further materials will be available on Blackboard (online)

GRADES

Grades will be determined as follows:

1. 4 in-class exams increasing in weight: 15%, 20%, 25%, 30% respectively
2. 2 response papers: 5% each

Those who participate in class will be looked upon favorably when it comes to deciding borderline grades, though there is no punishment for not participating.

Exams will consist of both short answer and essay questions.

Response papers will consist of short discussions (2–3 pages) of an assigned reading, to be submitted on the day that reading is discussed. The choice of reading is up to you, but at least one of them must be done by **Friday October 16**, the second by **Wednesday November 25**. These discussions should express your personal reflections upon the reading for that session. They are meant to express your thoughtful reactions to the readings before they are discussed in class.

MAKEUPS

If you have a valid medical, religious, or some other reason for missing a deadline or exam, please notify me as far in advance as possible. Please note, however, that it is the policy of the University of Texas at Austin that you must notify your instructor at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holiday. In order to reschedule any missed exam, you are expected to provide me with the appropriate paperwork within 48 hours of your absence. I will not give incompletes.

SCHOLASTIC DISHONESTY

Scholastic Dishonesty on any assignment will result in a failing grade (F) for that assignment which may not be dropped. Any further scholastic dishonesty will result in a referral to the office of the dean. Scholastic Dishonesty includes any kind of cheating. Students are expected to abide by the standards of academic conduct of the University of Texas at Austin, as detailed at:

<http://www.utexas.edu/student/registrar/catalogs/gi06-07/app/appc11.html#Subchapter.11-800>

DISABILITIES

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone). More information can also be found at:

<http://deanofstudents.utexas.edu/ssd/>

ROADMAP

- | | |
|---------------|--|
| Week 1 | Introduction to philosophical inquiry |
| 08/26 | Arguments |
| 08/28 | Analysis |
| | |
| Week 2 | Early Platonic dialogues on piety, virtue and knowledge |
| 08/31 | Plato's <i>Euthyphro</i> |
| 09/02 | Plato's <i>Meno</i> , 70a–79e |
| 09/04 | Plato's <i>Meno</i> , 80a–99e |
| | |
| Week 3 | Why should anyone play fair? Introducing the problem of justice |
| 09/07 | Labor Day |
| 09/09 | Plato's <i>Crito</i> |
| 09/11 | Plato's <i>Republic</i> , Book I 327a–331d, Book II 357a–367e |
| | |
| Week 4 | Justice in the state and in the soul |
| 09/14 | Plato's <i>Republic</i> , Book II 368a–376c, Book III 412b–417b, Book IV 427d–434e |
| 09/16 | Plato's <i>Republic</i> , Book IV 435a–445e |
| 09/18 | Plato's <i>Republic</i> , Book VI 503a–511d, Book VII 514a–521b |
| | |
| Week 5 | The Human Good |
| 09/21 | Aristotle's <i>Nicomachean Ethics</i> , Books I, X |
| 09/23 | Aristotle's <i>Nicomachean Ethics</i> , Books II–III |
| 09/25 | Aristotle's <i>Nicomachean Ethics</i> , Books VIII–IX |

- Week 6** Wrongdoing and the problem of freedom
 09/28 **Exam I**
 09/30 Augustine's *On Free Choice of the Will*, Books I–II
 10/02 Augustine's *On Free Choice of the Will*, Book III
- Week 7** Egoism
 10/05 Hobbes's *Leviathan*, Introduction, Chapters I–VI
 10/07 Hobbes's *Leviathan*, Chapters XIII–XV
 10/09 Hobbes's *Leviathan*, Chapters XIII–XV continued
- Week 8** The foundations of knowledge and mind-body dualism
 10/12 Descartes's *Meditations*, Mediation I
 10/14 Descartes's *Meditations*, Mediations II–III
 10/16 Descartes's *Meditations*, Mediation IV
Last day to hand in 1st response paper
- Week 9** Humean Nature
 10/19 **Exam II**
 10/21 Hume's *Treatise*, section I
 10/23 Hume's *Treatise*, section II
- Week 10** The proper limitations of liberty
 10/26 Hume's *Treatise*, section III
 10/28 Mill's *On Liberty*, section I
 10/30 Mill's *On Liberty*, section II
- Week 11** What should I do? A utilitarianist answer
 11/02 Mill's *Utilitarianism*, sections I, II
 11/04 Mill's *Utilitarianism*, section III
 11/06 Mill's *Utilitarianism*, section IV
- Week 12** Civilization as a perverting force
 11/09 Rousseau's *Second Discourse*, part I
 11/11 Rousseau's *Second Discourse*, part II
 11/13 **Exam III**
- Week 13** Resentment and the slave revolt in morality
 11/16 Nietzsche's *On the Genealogy of Morals*, Introduction
 11/18 Nietzsche's *On the Genealogy of Morals*, First Treatise
 11/20 Nietzsche's *On the Genealogy of Morals*, Second Treatise
- Week 14** Internal drives, external threats
 11/23 Freud's *Civilization and its Discontents*, chapters 1–4
 11/25 Freud's *Civilization and its Discontent*, chapters 5–8
Last day to hand in 2nd response paper
 11/27 Thanksgiving
- Week 15** Existence versus essence
 11/30 Sartre's *The Humanism of Existentialism*
 12/02 Sartre's *The Humanism of Existentialism* continued
 12/04 Wrapping up

Final exam: December 15, 2:00–5:00 pm

Philosophy 313

Introductory Symbolic Logic

MWF 11–12

CLASS TO BE TAUGHT AT THE UNIVERSITY OF TEXAS AT AUSTIN, SPRING 2010

Instructor: Malte Willer
Office: WAG 427
Office hours: MW 12–1
Email: willer@mail.utexas.edu

Course Website: TBD

COURSE DESCRIPTION

This course is an introduction to the use of formal logical techniques in the analysis of arguments and texts. We will begin by examining the logic of natural human languages like English, and then develop a canonical formal logic language of sentential logic. We will then develop several specialized branches of logic, including modal logic (the logic of possibility and necessity), counterfactual logic, deontic logic (the logic of moral obligation), and multi-valued logic. Finally, we will examine quantified logic, a more powerful extension of sentential logic. We will focus throughout on acquiring a real ability to use the formal devices as a tool in real-world reasoning, and on gaining insight into how one develops formal logical tools and what analytic virtues come with those tools.

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BOOKS

— Daniel Bonevac, *Deduction: Introductory Symbolic Logic*, 2nd edition, Blackwell

GRADES

Grades can be obtained using Blackboard and will be determined as follows:

1. 6 homework assignments: 7.5 % each
2. 2 in-class exams: 12.5% each
3. 1 final exam: 25%
4. Class participation: 5%

Homework assignments typically consist of several multi-part questions designed to test your knowledge of the material currently covered in class. Unless you have a valid and documented excuse (see below), late homeworks will be 10 points off for each day they are late.

The in-class exams will be very similar to the homework assignments in structure and content, though any material covered prior to the test may appear on the test.

The final exam is cumulative, and will consist of multi-part questions designed to test your knowledge of a range of concepts and skills, from simple definitions to natural deduction proofs in sentential, quantified, and modal logic.

The grade for class participation will depend on your performance during discussion sections and be determined by your teaching assistant.

I will not hold you to a strict attendance policy. However, success in this class will require constant attention throughout the semester. Students who let a week slide (or who take a vacation from the homework exercises) frequently never manage to catch up. Parts of this class will seem to some of you to be painfully simple, but almost everyone will find some parts quite difficult. So do not get overconfident—keep up with your homework and attendance.

Your letter grade will be determined by your final numerical grade. I will make use of the plus/minus grading system as recently introduced for undergraduate courses.

MAKEUPS

If you have a valid medical, religious, or some other reason for missing a deadline or exam, please notify me as far in advance as possible. Please note, however, that it is the policy of the University of Texas at Austin that you must notify your instructor at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holiday. In order to reschedule any missed exam, you are expected to provide me with the appropriate paperwork within 48 hours of your absence. I will not give incompletes.

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ROADMAP

The following schedule provides an overview over the topics that we will address during this semester, as well as the assigned readings and important dates. Please do the assigned reading before the lecture discussion of it.

All readings are from Bonevac's *Deduction*

| Date | Topic | Reading | Notes |
|-------|---------------------------------|---------|------------------|
| 01/20 | Basic Concepts of Logic I | Ch. 1 | |
| 01/22 | Basic Concepts of Logic II | | |
| 01/25 | Natural Language Formalized I | | |
| 01/27 | Natural Language Formalized II | | |
| 01/29 | Natural Language Formalized III | | |
| 02/01 | Truth Tables I | Ch. 2 | |
| 02/03 | Truth Tables II | | |
| 02/05 | Truth Tables III | | HOMEWORK # 1 DUE |

| | | | |
|-------|-----------------------------------|----------------|------------------|
| 02/08 | Truth Trees I | Ch. 3 | |
| 02/10 | Truth-Trees II | | |
| 02/12 | Natural Deduction I | Ch. 4 | |
| 02/15 | Natural Deduction II | | |
| 02/17 | Natural Deduction III | | |
| 02/19 | Natural Deduction IV | | HOMEWORK # 2 DUE |
| 02/22 | FIRST EXAM | | |
| 02/24 | Multi-valued Logic I | Ch. 10.1, 10.2 | |
| 02/26 | Multi-valued Logic II | | |
| 03/01 | Expressive Power | | |
| 03/03 | Vagueness | | |
| 03/05 | Modal Logic I | Ch. 9 | |
| 03/08 | Modal Logic II | | |
| 03/10 | Modal Logic III | | |
| 03/12 | Modal Logic IV | | HOMEWORK # 3 DUE |
| 03/15 | Spring Break | | |
| 03/17 | Spring Break | | |
| 03/19 | Spring Break | | |
| 03/22 | Possible Worlds Logics I | Ch. 11 | |
| 03/24 | Possible Worlds Logics II | | |
| 03/26 | Possible Worlds Logics III | | HOMEWORK # 4 DUE |
| 03/29 | SECOND EXAM | | |
| 03/31 | Conditionals I | Ch. 12 | |
| 04/02 | Conditionals II | | |
| 04/05 | Conditionals III | | |
| 04/07 | Conditionals IV | | |
| 04/09 | Quantifiers I | Ch. 5 | |
| 04/12 | Quantifiers II | | HOMEWORK # 5 DUE |
| 04/14 | Quantified Truth Trees I | Ch. 6 | |
| 04/16 | Quantified Truth Trees II | | |
| 04/19 | Quantified Natural Deduction I | Ch. 7 | |
| 04/21 | Quantified Natural Deduction II | | |
| 04/23 | Quantified Natural Deduction III | | |
| 04/26 | Quantified Natural Deduction IV | | |
| 04/28 | Identity and Function Symbols I | Ch. 8 | |
| 04/30 | Identity and Function Symbols III | | |
| 05/03 | Identity and Function Symbols III | | HOMEWORK # 6 DUE |

Final Exam to be scheduled by Registrar

5 Appendix B: Student Comments

5.1 Spring 2008

- Malte is the greatest teaching assistant I've ever had!
- He is very good!
- Great TA. He has helped us learn the material with more applicability + made discussions easy + fun.
- Malte has been very prepared and on top of the course. His work is professional, entertaining, and thought provoking.
- Excellent TA. Very knowledgeable, displayed mastery of subject. Answers sometimes long-winded, maybe shorten responses sometimes. Very funny, very likeable.
- Malte's class is sexy time!
- I appreciate your "approachfulness", meaning you made it clear that you were available for any additional assistance. Also, when e-mailing you for clarification for studying, you always responded promptly and made me feel as though you generally wanted me to do well and get the highest grade possible. Thanks Malte!
- Malte is funny!
- I thought this discussion was very helpful in understanding the lecture material.
- I was unclear most of the class of how to write philosophically. I think a lesson on logic would be helpful.
- I enjoyed Malte as a TA. He is a very nice and funny guy. He is very knowledgeable and able to make things clear. It would be helpful if more helpful comments were written on tests. He also needs to write more legibly on the chalkboard.
- Good course. Very fun. Congrats on your dissertation.
- I did not have a problem with this course. The only time I got confused is when other students [talk about] complicated ideas.
- I really enjoyed the discussion section. I feel that we as students had the full opportunity to philosophize and discuss topics.
- Discussion sections were excellent and I generally enjoyed the time spent. Malte is excellent at pointing out the redeeming qualities of Ancient Philosophy.
- The discussion was very interesting; however, I would have liked it if we could turn in some kind of commentary as a grade because some days we don't get a chance to speak but my still have questions or concerns.
- "So long and thanks for all the fish!"
- Malte worked very hard to help students understand the material, even if that meant late night emails or office hours appointments. Always willing to answer questions.
- Doing great.

5.2 Fall 2007

- Malte's personality was great and he did a good job of maintaining order and helping us to understand difficult concepts.
- Malte was very helpful and even scheduled times outside of office hours if I needed help. He tried to meet the needs of the students and answered questions in pretty detailed explanations. Overall he was a good TA.
- Grandioso! Perfecto! 5 stars! Two thumbs up! Excellent! Superb! I appreciated especially the openness with which the discussions were held. On topic just enough to hold a common thread.
- Malte is a good teacher. He does a good job explaining the logics behind different theories. Very knowledgeable.
- The course was organized nicely and Malte did a good job reviewing lecture. He answered questions whenever he was needed.
- I thought you did a good job explaining some of the ideas (especially St. Anselm's take on God). Class participation is difficult to initiate.
- Great job...
- Malte is an exceptional TA, he explained philosophy to the point and in a very interesting way!
- I felt each class a day we only discussed one topic. I feel it would have been more helpful to discuss more than one topic per class day.
- The instructor's discussion section made the information easier when it came to test time.

5.3 Spring 2007

- Excellent TA, very good!
- Enjoyed the class & the instructor.
- The only complaint is that there was very little discussion. This obviously wasn't Malte's fault, but it is there.
- Malte did a great job of handling the material. My only complaint is the handling of the death penalty discussion; I felt attacked by fellow students + it was not stopped. Overall though, he was great.

5.4 Fall 2006

- Malte was a patient, diligent and an excellent teacher. He made this class worthwhile.
- He was very nice and definitely showed interest in our progress, but sometimes he didn't communicate effectively. I found that it helped more to go to his office hours as opposed to the TA sections, because in 1-on-1 time he is more clear.

- Malte is very helpful and explains things in an easy to understand way. I felt very comfortable attending his office hours.
- Malte was very nice and somewhat helpful. I feel as though the problems I had with the course are mainly Dr. Dever's fault—poor teaching, unreasonable deadlines, etc. I also think that Dr. Dever prevented the TAs from being effective as they could have been. Malte—you did well, but try to organize your sessions more.
- Overall Malte Willer was a good TA. I felt comfortable talking to him about the subject. He made discussion sessions useful and he emailed us with any help he could give. The course itself is not as satisfactory, the lectures are useless.
- Malte is a really good teacher. He had to TA this logic class when nothing ever made sense, but somehow he managed to explain many of the concepts. Sometimes his answers were not very direct, and he explained things in a convoluted manner, but usually he managed to get the point across.
- The discussion session gives a more concrete understanding of the course material. I sometimes feel like the practice problems available for proofs are uninformative compared to what is expected on the tests. I learned the most from the methodology in which logics were constructed.
- This class is terrible, but it's not the TA's fault. I don't think he could have done anything to make the course valuable to me.
- I like the language barrier because it was to an extent to be funny but not to the point where we couldn't understand what he said; plus, interesting exclamations.
- Miserable course. Waste of time. Malte is a good guy.
- It started out rough but Malte got a lot better and really showed interest in our progress. It is clear that he is very smart but the first weeks I felt like information was not being communicated well. By the end of the semester, however, I felt Malte was a very good TA.