211. Evidence Prof. Letwin Fall 1972

Prof. Letwin has a most entertaining style of lecturing. His debonair cynicism makes one question the bases and assumptions on which the law is built in a way I find very fruitful. I enjoy his courses immensely.

I felt an urgent need to attend his classes which is more than I can say for most other classes I've had.

Mr. Letwin is a good human being. I enjoyed his teaching style. I never once felt tense or uneasy in his class.

Tell Graham he's a fink! Letwin's okay!

Enthusiasm of prof added greatly to course. Half the battle in Law School is getting a good prof.

The major problem was, I feel, organization. Your thoughts seemed to jump around without continuity. Student comments were often ignored when they didn't fit into your train of ideas at that moment. Also, it would be helpful to have the handouts available further in advance of the class for which they are to be read. Perhaps most important, you relate well to students as people, not as sub-human creatures. The school could use more people like you.

Generally very concerned individual. Good person and prof.

Letwin's a good teacher. This is my second course with him (you). Your approach is more practically (as opposed to academic) than many profs here and is somewhat refreshing. The girl who sits next to me thinks you're sexy. She's too embarrassed to write it down, but I thought you'd appreciate knowing.

Found the course to be good but class discussions a bit unorganized. Too much rambling. Hard to follow. Prof. Letwin is a good prof and a good person. Totally unlike most lawyers.

Instructor was a little green, obviously a virgin when it came to actual practice. But nicest guy in school as to help, cooperation with student.

Did you understand this form or the keys -- no?! Letwin knows his stuff but sometimes he gets erratic. But he's cute and cuddly and that compensates for almost anything except cutting off his beard.

? 25. How do you know since you have no way to gauge it!

Instructor was excellent! Presented material very well and was careful to elaborate on all ramifications of the cases and materials. Presentation encouraged individual students to really think in evaluating material and hypotheticals.

More effort should be spent in tying the material together. I liked the outside speakers; helped put course in perspective of practical problems.
Down with the socratic method.

The course stunk. I didn't learn anything.

Phew!

I do not understand this rating system.

This was my favorite course this quarter; I must admit that I was a little disturbed over the lack of use of the casebook -- either don't make us buy it (my choice!) or use it more. (Note: I find the University Casebook Series one of the best.)

At times, Prof. Letwin is a superior instructor. Only major exception (problem) is that he tends to mumble, ramble or, shall I say, get off the topic. Thus, at times, lectures would be hard to follow.

See: Advisory Committee notes.

Letwin's a great guy; unfortunately he cannot teach. Moreover, he conveys his inept attitude to the student, i.e., since he didn't know why should we? He is a manifestly inadequate professor who is stealing the people's money every month he picks up his check!

While very enthusiastic about the subject matter, Prof. Letwin skipped around a good deal and was consequently difficult to follow. I would have appreciated a more structured, organized approach to the material.

The course seemed very elusive--conceptually due, I feel, to a combination of the subject matter itself and the professor's habit of skipping from topic to topic. I'm not exactly sure how to rectify this problem, but perhaps it might be more useful to lay a more concrete conceptual foundation before exploring the subtle nuances present in the diaphanous evidence code.

I think a little more lecturing and less use of intellectually masturbating student comments during class would be desirable.

He always has a refreshing cynicism.

Very good prof. Imaginative but sometimes sloppy in use of terms, a little too loose in class discussions. His interesting assignments were better than most of his lectures, though a few lectures were outstanding.

Course was poorly organized. I think that a syllabus would have helped considerably. Very fine instructor.

I found the instructor to be one of the best I have had in my education.

I loved it.

Letwin excellent if not always organized.
Excellent course taught by an excellent teacher.

Interesting, energetic and knowledgable prof. His mental gymnastics sometimes made it difficult to discern key issues. Generally, however, he clarified points in subsequent lectures.

Letwin is a very bright, capable teacher. Course units should be reduced. Course not worth 5 units.

Felt there was very little organization to presentation of subject.

Need for slightly more structure in class sessions in order to more comprehensively cover the subject matter--fewer tangents in course covering "completely new" material.

I had Prof. Letwin for lst year Civil Pro. & his teaching has improved about 500%. We need an advanced course or seminar in Evidence.

Very good instructor; knew material well, but could have spoken a little slower sometimes when an important point was being discussed.

The lectures seemed disorganized. I'm not sure I know the Code. It seemed that we spent a great deal of time on some sections but I don't know if I really understand the Code and how to read it. Professor Letwin's enthusiasm was appreciated.

Fairly interesting course. No pressure.

Either the course material is very superficial or the professor's approach is very simplistic. He's an entertaining, nice guy, but the class became dull far too often.

Didn't interrelate material sufficiently. Didn't "lay it out" and we wasted much time. Evidence should not be a 1/4 course. That's ridiculous!

Mr. Letwin is a very kind man who makes the class feel at ease. The course was quite enjoyable. I noticed class attendance was very high. I wish Mr. Letwin would analyze hearsay from a set system. Is it hearsay under 1200? Is it hearsay under case law?

Prof. was interested & "dynamic," but it would help if he would keep up with law and read his own assignments. The handouts were valuable, but lectures, class discussions not "edited" at all. Letting a constant group of voices dominate without end is not my idea of a valuable discussion.

Refreshing detoxification of the law. Very humane. If he taught other courses outside first year I would take them regardless of course content or title. Re 25 he didn't give us all. What we got was well pared, for time spent outside of class.
I thought the handouts were quite helpful and well prepared, especially as to the hypothetics.

"Outasight--dynamite!" Why the hell did he shave the beard?

Mr. Letwin is best all around teacher at UCLA Law School. He should not have shaved beard!!

Course material (i.e., evidence itself) is very disorganized, & so was instructor--poor combination. Professor needs to be better organized to deal with the chaos of the subject matter. Leon: Keep just the mustache--no beard.

Extremely brilliant professor. Very approachable and likeable. However a bit scatterbrain. Needs to organize his lectures more. I feel the problem is that he thinks faster than he can communicate. Looks much better without his beard. Keep the mustache.

Professor should try to go a bit slower and provide more in-depth explanations of difficult concepts, i.e., hearsay.


Professor is a very entertaining, interesting instructor who gives students a feel for the practical aspects of the area. I object to objective tests. Ridiculous to try to fit an ambiguous subject into an objective test.

He seems interested in relating to students and is extraordinarily friendly and human for a law professor. His teaching is, however, sometimes disorganized and his sentence fragments difficult to follow.
Distribution on scale of 9 to question:

"What was your overall rating of this instructor?"

131 respondents out of class of about 160, forms + typewritten comments attached.
Student Evaluation Form

211. EVIDENCE (Prof. Letwin) Fall 1972

INSTRUCTIONAL QUALITY

1) Was easy to approach and made you feel welcome in seeking out his/her help?
2) Involved students in class discussions?
3) Appeared to have broad knowledge of subject matter?
4) Was concerned with whether students understood the material?
5) Discussed points of view other than his/her own?
6)Was considerate of student opinion which differed from his/her own?
7) Was enthusiastic about teaching this course?
8) Held your interest during lectures?
9) Was free from any speech or language habits which interfered with communication?
10) Was able to turn you on to the subject?
11) Was unnecessarily harsh or embarrassing to students?
12) Accurately gauged student background knowledge in the subject?

TO WHAT EXTENT DO YOU FEEL THE INSTRUCTOR?

1. Very low or inferior 2. Low 3. Average 4. High 5. Very high or superior

What is your overall rating of this course?

1. Very low or inferior 2. Low 3. Average 4. High 5. Very high or superior

UNDERESTIMATED 4. ABOUT RIGHT 5. SLIGHTLY OVERESTIMATED 6. MODERATELY OVERESTIMATED 7. GREATLY OVERESTIMATED

COURSE BENEFITS

TO WHAT EXTENT DO YOU FEEL THAT THIS COURSE HELPED YOU TO DEVELOP OR ENCOURAGED YOUR:

13) Understanding of proposed academic or professional plans?
14) Ability to think?
15) Skills relevant to future plans?
16) Intellectual curiosity in the subject matter?
17) Knowledge of basic principles/practices in the field?
18) Understanding of the practical and/or social implications of the course materials?
19) Desire to do further coursework or reading in the area?

GENERAL SUMMARY COMMENTS

20) What is your overall rating of this instructor?
21) What is your overall rating of this course?
22) Before you began this course, what was your level of interest in this subject?
23) How much has your interest been changed by this course?
24) How many hours a week, outside of class, did you spend on this course?
25) Considering the amount of new material presented, how difficult was it to adequately master the contents of this course in one quarter?
26) What percentage of assigned readings did you read?

Comment

Weigh change or overall rating about 7.