

Comments -

- I really enjoyed the content provided in the course. Dr. Pawlik was more than accommodating for grading as well as any disability needs. I don't generally test well, but Dr. Pawlik made his tests multiple choice which helps with that. Studying well really helps to improve grades on the tests!
- This course was clearly a lot of information and a lot of hard work, which was expected. What was most unhelpful was constant discouragement from Dr. Pawlik about our abilities. He makes it very clear that the information is easy for him to digest, and often leaves one feeling as if they are not committed enough if they are not excelling in the course. There seems to be little consideration for our time and other commitments as far as the unguided lab goes, and the expectations for time we are able to be studying. The lab was exceptionally hard, and having to digest the material before it has been covered in class made it difficult to know what was expected of you for the practical exams. I wish the lab sections had more written material to help you understand what was expected of you, as many of them would suggest studying structures and organisms that were not included on exams. Overall I found the structure of this class, lab, and Dr. Pawlik's attitude towards the subject matter and its difficulty quite discouraging. I believe as students are regularly failing all of your exams at such a level, the common factor to be changed is the teaching style and not turning it around on the students for not being dedicated enough.
- Dr. Pawlik is a phenomenal professor with immense knowledge on the course material and beyond. I felt that he really wanted people to pass, as well as make an effort to learn the material. I believe this class should be required with how important and the amount this course covers. It is a lot of material mainly because of just how much there is to talk about, and I believe that Dr. Pawlik has made the course as approachable as possible in its current state, be that from auditory, visual or kinesthetic learning. The kinesthetic is tough as its so much memorization but the way lab is done makes the best effort to support this learning type. Getting me to draw things helped immensely and everything I read in lab I felt like writing in my notebook word for word as the information was so well presented. I feel that the material was also timed well with the lecture and lab, which is a difficult task as its so much material. This class was one of my favorites of my undergrad even with its difficulty. Really my only gripe about the class was the multiple choice questions having a-f sometimes, it inspires knowing the material as the method of success, but it also feels like a gamble when there are so many terms to know. One of my favorite things was to write down fun facts given during lecture that inspired me to explore the world more and piqued my curiosity on subjects that were always glossed over in other classes. Dr. Pawlik also presents material on the general ideas of Biology and life on earth and finally learning about the "primordial soup" hypothesis instead of it being shied away from due to its "combat" with religious beliefs of many. This was affirmation for me on the ideals of science and I am appreciative of it as I believe it. Dr. Pawlik creates a class of substantial learning and growth for the minds of the students who attend. Thank you Dr. Pawlik for helping make this a fantastic final semester!
- I think overall Pawlik is very knowledgeable in the subject matter that he teaches; however, I think that the course has been taught in a manner that reflects older practices. It was encouraged to have printed notes for the course- which is fine however printing isn't possible for all students and the use of laptops and iPads was heavily discouraged and talked about constantly about students using devices and it being distracting. He also made me feel bad when asking questions as if I am supposed to be a master in the subject like he is. I wasn't a huge fan of the delivery of the course and the amount of time, or lack thereof, between exams with the amount of information that needed to be studied and retained. I do appreciate that there weren't any assignments outside of class to combat the amount of information that needed to be studied but there were so many exams one right after the other that it got to be too much at times. As far as the lab: I thought the lab was really interesting and Pawlik did a great job at providing live specimens to be able to observe in real-time along with directions to really be able to visually see the material; however, I didn't like that the lab was every week that lecture was. When labs take up to 4 hours and there are still labs over thanksgiving break and times when typical labs aren't running for the week is kind of an inconvenience for students in my opinion. I think the fact that labs could be done whenever and whatever time is an excuse to have them going for the entirety of the semester instead of picking and choosing what labs to do like every other lab course does. Not everyone has the option to go to the lab at whatever time due to work, other classes, personal life, and simply needing to sleep. I also was not a fan of the delivery of the lab practicals for the course. It was difficult to see some of the specimens in the photos and made it hard to really distinguish what you were looking at, at times. I think there could be a better delivery method or simply have less questions to allow students to actually be able to observe the species.
- Dr. Pawlik was an engaging and knowledgeable professor. He was passionate about the topic and it showed in his lectures which made them much more interesting. He was very transparent at the beginning of the course saying that it would be very hard. Not necessarily because the material would be hard to grasp, just because there was a ton of stuff to go through. I appreciated this because it set the tone for the class that I was going to have to put in a lot of work if I wanted an A. Overall, would love to have Dr. Pawlik as a professor again, he was fair and straightforward with his expectations.
- Underestimated how difficult this course was in terms of scope; I had no idea how much is out there and how complicated things get for invertebrates. The material itself was fascinating, and I appreciated your knowledge and enthusiasm on the subject (especially when it comes to stupid body plan designs). However, this course was very overwhelming, especially considering the classes supposed to prepare you were entirely online for 2+ years. It could have just been my personal circumstances that hindered my ability to be successful, but I often felt discouraged going into exams knowing there was just too much for me to grasp (esp. taxonomy-wise). The labs were interesting as well, but took a very long time especially if you are someone who cares about the details and aims to really understand each station. Dissections were frustrating because of how little I could see despite them being crucial practical material. I wish that could have been clearer. Practical were the most difficult part of this course by far (as seen with the averages), and it was stressful to have them line up with exams in the same week.
- The lab was very interesting with lots of cool specimens to examine. The lab really helped reinforce the lecture material. It also provided a lot of practice to improve my handwriting.
- Much of the core language and terminology was confusing to me from the beginning and took a long time to understand. Examples - "coelom" and "pharynx". Early focus on key terminology would have helped me understand and absorb course content. The flexible lab schedule was great, but sometimes it made it hard to engage without the normal classroom setting. Maybe encourage people to come at a single time if they are able? Overall, great course with lots of dense subject matter. Reading the book was very helpful in preparing for tests.
- I enjoyed this class, I feel like I have learned a lot. However, there is so much information to memorize for the exams I was never able to pass without a curve. These type of exams make students feel defeated. No matter how hard I studied it would never benefit me. Some students can just memorize information that quickly and these tests were extremely reliant on memorization. Although I enjoyed the topic and the lectures were very interesting, the exams were just too in depth for any reasonable amount of studying.
- Dr. Pawlik keeps course material interesting and organized throughout the semester.
- I feel like it was unreasonable to expect us to know as much material as was expected given most, if not all of us had up to 4 other classes that we needed to study for. I constantly felt overwhelmed by the amount of material and in depth taxonomy we were expected to know especially given the frequency of the exams.
- I only took this course to fulfill my marine biology requirements since Ichthyology was not offered this semester. I never planned on taking this course and I am now wishing that I did not, but I wanted to graduate in time so here I am. When I first started the course, I knew it would be difficult because Dr. Pawlik had emphasized how the material in itself was difficult. Knowing this, I studied like I had previously done for other biology classes and managed to do well on the first exam. However, each exam since has proved to be more difficult. While I feel that I am still putting in as much effort as I was in the beginning, it has become very defeating. The past two exams have been very detailed, so after studying the material in depth, there were still words on the exam that I had never seen before. During class, I try to write down every word he says because he often puts things on the exam that are not on the slides. It is honestly just defeating to take an exam and know you did so poorly after studying the material for hours, simply because the professor puts the minor details on there instead of the big concepts. The course is a large overview of invertebrate zoology, yet he tries to cover it all and go into more detail than is comprehensible for anyone to master on an exam. In total, we will have 8 exams in this course, which I think is ridiculous. We had 5 regular exams, all of which consisted of 3 or more sections and each time I made over 200 notecards. We then had 2 lab practicals which were 100 questions in which there was no word bank and he expected us to remember down to the Order level. This required us to memorize over 50 names for each practical, not including all the structures we had to know. At the end of this course, there will be a cumulative final, which I am predicting will be extremely difficult. Overall, I am frustrated because I have been able to master difficult biology classes in the past and have never received anything other than an A for bio classes. Right now, I am questioning whether I can even make a B in this course, which is very upsetting considering all the hard work I have put into it. In the beginning, I liked Dr. Pawlik and enjoyed class, but over the course I have determined that he is expecting his students to learn all the material he has had 34 years to master. While he is very smart and knowledgeable on the subject, I think his expectations are quite ridiculous. Unless a student is very interested in invertebrate zoology and wants their sanity to be taken from them as they try to balance this class along with a full course load and other life things, then I would never recommend this course.
- Dr. Pawlik is an incredibly knowledgeable professor and I was incredibly grateful to have the opportunity to learn from him. With this being said, I was very disappointed in the quality of his teaching and his willingness to help his students. He did make exceptions for our incredibly large class, but the vast majority still struggled all semester. There is simply too

- much information thrown into one course and Dr. Pawlik expects students to know all the information mentioned. When asked for more specific content to study or any suggestions on how to better approach the material, students were met with nothing. His only suggestion was to handwrite all the information, but there are hardly any notes on his slides. He lectures and tells all this information off the top of his head and if you miss anything he mentions even for a second, you are screwed for the exams. I recommend giving students more to study off of either in note format or a study guide. Expectations are simply too high for the course.
- Fundamentally, Invertebrate Zoology is difficult by subject matter alone. By its very nature it requires intense memorization and hours upon hours of study. I had this expectation going into the class, but I was also told by others that this class has a bad reputation. In fact, Invertebrate Zoology has a reputation among students for being nearly impossible to succeed. Going into this class, I was told by prior students AND by Dr. Pawlik himself that I would likely perform worse than I wanted. I took this as a personal challenge to succeed, but many of my classmates heard this and felt very discouraged. While yes, it's important to let students know that this class is challenging and they'll have to work hard to master the material... there is a balance with how to convey that message. At the beginning, Dr. Pawlik set the class's expectation that we will fail, and that set the tone for the rest of the semester, for many students. Discouragement aside, my MAIN piece of feedback is this: Dr. Pawlik is an extremely smart person, with more niche knowledge on the subject than anyone I've ever met. It was amazing to learn from him, and I looked forward to class every week. However, Dr. Pawlik also seems to suffer from a common roadblock for extremely smart people: it is very hard for him to judge the "average layman's baseline" level of knowledge. Many times, I heard classmates ask a question about a complex topic, and when Dr. Pawlik answered, many times he would start his explanation from a higher level than the student understood. In these cases, it would've been more helpful to start from the more fundamental basics and build up to the complex answer. That way, the student understands the context behind the answer to their question. We learn in steps, after all, and we can't get to a higher step without first addressing all those in between. Overall, this class was fascinating, and I'd take it again in a heartbeat. I've had to work incredibly hard this semester, but I'm grateful for the challenge.
 - I think Dr. Pawlik is a great professor. He definitely knows his stuff and is very fair in how he grades and is also a nice person in general. He encourages learning and asking questions and is passionate about invertebrate zoology. I actually really appreciate the grading system because it is based on the class as a whole and how well you do compared to your peers. The effort that students put forth is rewarded despite how hard the material is. While this isn't the course that I wanted to take, I am glad I did because I learned a lot of great information I would have never known otherwise. I had a love/hate relationship with the labs. I'm a slow writer so the labs always took me longer than most students, especially since I'm an art kid and wanted to do drawings of the organisms well, so I did have to travel to CMS several times to complete labs. I recognize that is partly my fault, but it did take a lot of gas. The lab material was always interesting and I loved it when we had live material that we could watch under the microscope. My only real complaint is that I would have liked Dr. Pawlik to be available more during lab time for questions. I understand that that is hard to do when the lab is open all week, but I think it would be beneficial to students for Dr. Pawlik to be in the lab during the scheduled syllabus time to answer questions and such. Other than that I think this is a great course!
 - This class is incredibly difficult. He has it designed a way where his students can't fail, but if you're like me and don't want a C, the effort and time this course demands is too much. For a student with good biology background, no job, and only like 2 other classes, they can definitely get a B. But I put my 110% into this class and it was never enough. I love what we learn, and Dr. Pawlik is incredibly passionate..which I admire..but he demands you know everything, from the tiniest detail to the biggest and you'll never know what'll be on the exams. Once again, I love the content and Dr. Pawlik is an excellent and intelligent professor, but it is way too much to know in one semester, especially right after online learning has officially ended. The lab is extremely time consuming, and taking pictures is a MUST to prepare for lab practicals. You are responsible to remember taxonomy, body parts, habitats, certain bodily functions, and the gender of over 80 species per lab practical (which there are 2). Class is HARD, but in no way is Pawlik mean or inconsiderate. He cares, but he just wants his students to learn, try, and hear what he has to say. I admire how much he knows. My biggest complaint is that we are expected to know in 16 weeks everything he learned over the course of 30 years. The course is jam-packed.
 - Of all of my classes that I have taken as a student, this is the only one where I genuinely felt sad that the class was over after the last lecture. It is very clear that Dr. Pawlik teaches the class out of passion for the subject matter and wants his students to become engaged with the subject matter. There is a lot of information to memorize, but it is worth it if you have any interest in invertebrates/marine life.
 - The professor brought a lot of energy that made the content fun and interesting. There were often fun stories regarding the organisms we were discussing, which helped break up all of the facts to be memorized. The tests were the only part that seemed overwhelming, simply due to the difficulty of the topics. Overall I loved the course.