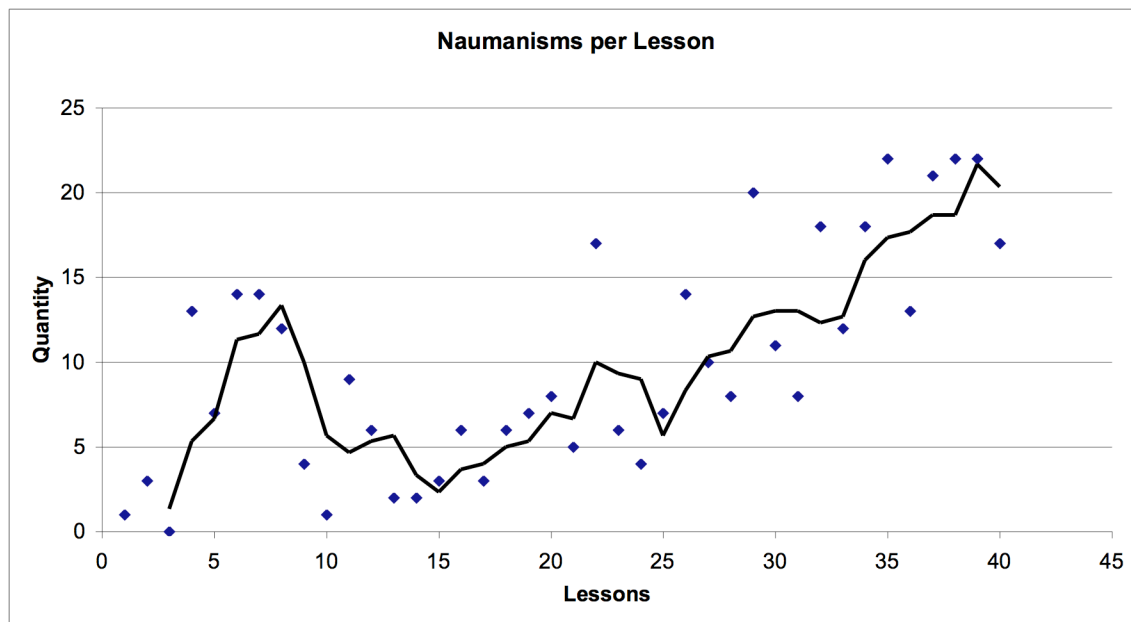


Introduction: *Naumanisms*—as defined by four well meaning students—is a term used to incorporate any form of the phrase referring to the positive expressions demonstrated through the way of oral conversation. The classic examples of Naumanisms are such phrases as, “Good Stuff!”, “Great Stuff”, “Beautiful Stuff!”, “A Beautiful Thing”, etc.

Throughout the fall semester of 2004, the before-mentioned students conducted a count of every Naumanism that Professor Eric Nauman, PhD used during the course of regularly scheduled ME270 classes (recitation classes did not apply to the count). The count was purely up to the discretion of these students of what phrases to count, and what not to count. To clarify, when in context, a saying such as, “This free body diagram is good” would probably not make the count; where as if it were worded, “This free body diagram is good stuff,” it would make the count.

The overall goal of this activity was to chart the usage of such Naumanisms for no educational purposes what-so-ever. It was just a mere “game” played during class, and should be construed as active participation in class. It is important to note, that no mockery is intended by this presentation at all. This is not intended to be taken offensively, but rather should be looked at in high-spirits as a positive way to end a great semester!

Data: An attached graph is provided. This graph breaks down the occurrences of Naumanisms used per class. A moving average line has been drawn on to better visualize the data. The record set on numerous occasions was twenty-two usages in a single class; the low was a class with zero. The average number of Naumanisms used by Professor Eric Nauman, PhD was shown to be 9.9 usages per class and the standard deviation was calculated as 6.6 usages per class.



Data Analysis and Results: Upon completion of the semester and analysis of the data, there seemed to be one trend in the data, but nothing too definite. This is neither good nor bad; after all, there were no expectations, hypothesis, or practicalities for such an “experiment”. If anything, the usage of Naumanisms seemed to increase as the semester continued on. This trend

can be due to a multitude of reasons. A first reasoning is that there was a growing relaxation of criteria for tallying phrases heard in class—the more the semester went on, the more enthusiastic the students got by hearing these Naumanisms. However, this reasoning is hard to believe, as there were four judges.

Another—more accepted—reason the usage grew throughout the course of the semester can be attributed to the fact that Professor Nauman seemed to get more enthusiastic about the material as the course proceeded; after all, vector addition is far less interesting than the dynamics of a moving particle in cylindrical coordinates! It was noticed that the best numerical days (the days with the highest counts) seemed to occur when Professor Nauman clearly stated that the work about to be done during that class was some of his favorite material.

Conclusion: It is to be concluded that the usage of Naumanisms was large on the days that Professor Eric Nauman, PhD was extremely enthusiastic about the material he was to be teaching that day. It was this enthusiasm that drew students' attention—at least enough to learn the material while maintaining a fun atmosphere in the classroom.