

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080),
Fall Qtr 2011

Responses: 155/239 (64.85%)

A. Please comment on the following areas and be as specific as possible:

1. What are the instructor's teaching strengths?

- -Clear and easy to understand -Enthusiastic and helpful
- .
- Cares about students and provides an amount of examples to teach students.
- clarity
- Clarity and patience in teaching. Always willing to help students enthusiastically.
- Clear and gives many examples.
- Clear and loud voice to be heard during lecture. She also clearly explains a problem if there is a question.
- Different examples presented.
- Doing examples step by step.
- Easy examples followed by difficult examples.
- easy to understand and follow
- everything
- everything! she is so easy to follow and she prepares us for the material on the tests
- Examples and explanations
- explained examples from book well
- Explaining concepts
- Explains concepts quickly, yet still very effectively. She knows very good ways to convey the concept she's teaching, and goes through example problems at a good pace. The overall structure of the class is very well done. Professor Pantano's class is pretty great altogether!
- Explains each question in detail by writing.
- Explains effectively
- Explains everything in detail
- Explains topics thoroughly and clearly.
- explains topic very well
- Explanations, and doing problems in short amount of time.
- Explains steps in a problem well.
- Gives examples and projects the examples as she does them in class. Explanations cover the material that goes with the course and lecture.
- gives lots of examples about the main topic.
- Giving a lot of examples and explaining in detail
- Giving lots of examples in class so we understand how to do the problems.
- Giving plenty of examples and addressing portions of the student's request for questions that poses as a big problem in quizzes/midterms.
- Goes over the hardest problems on the homework.
- going over examples thoroughly
- Good examples, timely lectures.
- good examples in class, good pacing

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- Good lectures. Office Hours very helpful.
- Good presentations and LOTS of examples to solidify our knowledge of the material.
- good professor makes the concepts understanding provides help and practice problems answers questions
- Great explanations, gives lots of resources and study material.
- He is an amazing instructor, he always teaches us concepts that are most difficult to understand in a cohesive manner.
- her ability to communicate effectively. her use of examples to describe lessons of importance.
- Her clear explanations of each topic rather than simply showing examples.
- Her clear explanations of of problems. I love how she writes out the notes with the students on the document camera and then post them online afterwards.
- her passion to teach the topic to those who goes to her office hours. professor is really helpful doing office hour, but since it's such a big class it's hard to ask questions during lecture.
- her teaching is very logical
- I appreciate how she uses both power point slides and the document camera to show the main ideas and formulas and then solve examples.
- including the class in lectures and writing down step by step processes
- Instructors strengths are the ability to explain concepts clearly
- I really felt her passion for math. VERY APPROACHABLE for such an intimidating subject. Notes are clear
- knowledge of subject matter, enthusiasm
- knows the material
- lots of examples!
- lots of helpful examples, provided all of the resources needed to do well in her class, posted the lectures on line
- Lots of practice & examples. Very well organized
- Makes concepts easy to understand
- Making sure students understand each concept
- Many examples
- Mrs. Pantano is great at explaining and demonstrating most of the concepts during lecture, so that I do not have to teach myself with the book.
- My instructor is really good at including the class in her lectures. She is also humorous which makes it easier to stay focused in class.
- Nice voice, good pace, great at teaching at any subject, well organized, and always trying to make it easier for the students.
- Passionate about the subject and actually teaches the material.
- Patience as well as willingness to post up examples and take time to go through said examples in order to provide clarity of learning.
- Posting notes online and help
- Professor gives very organized lecture. Professor gives students great help to solve course questions during office hour.
- Provides a lot of review material and good examples.
- providing examples
- Providing relevant examples to go along with concepts.

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- responsible
- She's pretty good at giving explanations and pointing out specifics that we need to take note of when doing practice problems.
- She's really nice and she posts all the notes.
- she actually cares about here students and wants them to do good
- She always makes sure everyone understands the material before moving on, and is also very active in the manner in which she explains the material. In addition, she tries as best she can to get students involved in the lecture, which gives students the chance to think for themselves as opposed to simply writing down what she puts on the projector.
- She cares
- She communicates well with students and genuinely cares about student success.
- She describes everything really well and makes sure we understand everything!
- She does not skip the "common sense" parts that are not really common sense to a lot of people. She understands that most people make mistakes on the little parts of the problems, so going through most of the things in detail I think really help a lot of people. I also like the fact that she holds review sessions for us outside of class.
- She does well explaining everything
- She draws great diagrams and executes the applications of calculus well when she writes out the problems.
- She explains everything thoroughly and step by step which is very good for people who have a hard time with math. Also, she is always willing to answer questions.
- She explains things clearly
- She explains things fairly well. She uses both powerpoint presentations and an elmo projector.
- She explains with details each concept. Her way of teaching is versatile and very effective for students to understand.
- She gives a lot of examples in class.
- She gives out lots of example and explain them very carefully.
- She goes at a good pace and gives plenty of examples
- She goes over every chapter in a very detailed way and prepares us for the midterm really well.
- She goes over examples that are going to be on the exam.
- She goes step by step in her examples and is always open for questions
- She has great patience and can teach very well
- She is a very good professor. Teaches the topic well.
- She is good at describing graphs and word problems.
- She is super nice
- She is very clear, and keeps the pace going throughout all her lectures. She goes in depth with her examples, which really does help.
- She is very good.
- She is very patient and she makes certain that we understand each step by going over similar problems. She is very hardworking and organized which makes learning easier. She asks us to let her know if she can do anything better so that she will be able to run the class in a way that we feel comfortable. Overall I think she is very motivational because she tries many ways of running the class in order for us to succeed.
- She is very precise when going over solutions. She also gives nice visual aids.
- She knows how to explain problems clearly and is helpful.

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- She knows the material well.
- She loves the subject.
- She teaches very similarly to the book. She also puts up all the notes and slides online.
- She tries to make materials easy so students can actually understand
- she will make the example clearly on the board.
- showing student step by step on how to approach and solve a problem . also communicating with students to answering the problems.
- shows how to solve problems step by step & thoughtful.
- Smart
- Speaking skills
- Speaks loudly and seems to want the students to do good.
- Spoke loudly, clearly. Amazing coverage of material. Very willing to help. Explained concepts understandably. Also brought up other math events and encouraged students to work harder.
- Takes her time
- Teaches the subject very well. Gives plenty of examples.Makes hard topics seem a little easier.
- The examples that she uses.
- The instructor always seems to have the best interests of the students in mind. She is always available for students seeking help and goes above and beyond in ensuring students adequately understand concepts/problems by scheduling review sessions prior to exams. These review sessions prove beneficial to myself in particular.
- The instructor is the most caring professor I have had this quarter. She really wants her students to learn the material, and provides multiple opportunities in which students can better their grades. She is very encouraging, when she mentions office hours, people are inclined because she gives off such a positive aura. She is also very clear in her teaching, and simplifies the material in a way that it is highly comprehensive.
- the lecture notes, examples
- The professor is able to keep the attention of most students making her overall instruction effective.
- This teaching strength is enough for me
- Understanding and usually well-paced
- Understands the topics that she is teaching, tries to explain each topic thoroughly. Really tries to help students understand the material.
- Using PPT
- Very clear, precise, effective, and enthusiastic.
- very clear~
- Very eager to teach
- Very enthusiastic
- Very enthusiastic about her teaching materials. She is also very organized and well-prepared for her lectures.
- Very flexible and willing to try new things to make the class more productive
- Very Good.
- very good at explaining
- Very good at explaining material by using slide camera. Can break it down into simpler terms despite a problem's complexity. Office hours very helpful and can introduce a new topic very well

- Very well organized in lessons.
- well-organized lectures (including powerpoint slides and notes). Always try to help her students and eager to meet with them in her office hours. Good instructions!
- Well explanations
- When asked for specific clarification on a problem she was helpful, but asking too many questions would slow the course down drastically.
- writes clearly and explains very well. to the point on the topics and does not wastes time dabbling off tangent
- You provide a lot of examples in class and explain clearly.
- 23 blank answer(s).

2. How can this instructor improve as a teacher?

- -post grades faster
- .
- Accent
- Addressing the more difficult question [mainly word problems that requires more critical thinking than the actually ability to do the problem] that can be found in the homework.
- Although I have taken calculus in high school, she somewhat teaches as if the material had been covered before.
- asks what the students need or struggling on. needs more participation
- As of now, I have no suggestions as to how this instructor can further improve as a teacher.
- Be a little more interesting, enough to wake up exhausted 8 o'clock classes.
- be more clear about what can be expected on tests
- Better examples?
- better office hours
- By articulating herself more clearly by being louder.
- By being a little more organized on the notes given in lecture. its a little jumpy.
- Cannot think of a way for her to improve.
- cover more topics rather then spend all the time on one single examples
- Do more examples in the class. Explain more details about the course.
- Don't have a class at 8:00 A.m.
- Do the lengthiest and hardest problems in class.
- energize the class since its a morning class
- Engage the students more.
- enunciation, teach in a more organized matter. difficult concepts can be taught in a more concise, effective way
- everyone can improve. she can emphasize on important concepts a little more. Spend more time on possible final questions.
- Explain each question in detail by talking.
- Explaining better the problems
- fewer problems on the midterm so I can finish.
- Focus on the most important parts.
- Get students to participate when a question is asked. If nobody answers, call on someone, even if it's just someone in the front row.

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- Give homework related to the midterms, as well to give examples that stimulate thinking which will in turn allow students to have a better understanding of the material.
- Give more examples and ways to solve the problems.
- go at a little slower pace!
- going a little slower because sometimes it is hard to understand
- going through difficult problems that might appear on the hw and or midterm/final
- Go over hard examples in class to feel more prepared for the final.
- Go through more examples during class
- I believe the instructor did a great job and have no improvements I can offer
- I cannot think of any improvements.
- If harder problems would be taught.
- if she could include the answers with the power point slides she prepared for lecture and not do it on a different sheet of paper.
- Instead of just having the students learn from the lecture, reading, and homework, in-class clicker usage could provide for far greater learning experiences, as it will force students to think on their toes.
- I think for the first half using slides and the camera are a good idea. However, for the second half, the material was really dense and a little harder and when you're teaching with slides, I felt that it was explained a little too fast.
- I think Mrs. Pantano can improve by focusing on concepts at a deeper level by demonstrating different approaches to the concept. For instance, instead of repeating three problems that have the same concept, she could vary the concept and show what to do in certain special cases, problems, etc.
- I think this instructor has the qualities that will help students learn the materials easily.
- It would be great if she writes bigger. I find it hard to read when I'm sitting in the middle back.
- It would be very helpful if she provided answers for a majority of the extra review problems.
- I understand that 50 minutes isn't a lot of time to get through a lesson, but slowing down the pacing just a bit would be nice.
- Less homework
- longer discussion sections
- Loose the accent, its impossible to understand you sometimes.
- makes simple errors
- Maybe give more examples that are the same difficulty level as in the hw problems. the hw problems are really difficult compared to the examples we go over in class so we can't even use our notes as a reference. also, we go really fast in class as far as learning the topics. i feel like we need more than 50 minutes to truly understand the topic.
- Maybe she needs to improve her english
- More doable tests.
- More example problems for students in class.
- More practice problems
- My instructor could improve by making it more clear which section she is teaching in class so that it is easier to know which homework needs to be done.
- N/A
- N/A

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- N/A
- N/A
- N/A
- n/a
- N/A
- N/A he is the best TA ever.
- No improvements needed
- none
- None
- none
- None needed
- NOTHING
- Not much.
- Possibly pick on random students to answer questions if no one responds.
- Post worksheet solutions to the worksheet files she suggested students under her class files. Some examples shown in class were a lot easier than homework problems assigned, thus making homework difficult.
- Professor Pantano does run through problems fairly quickly, but that's just due to the large amount of content that needs to be covered over such a short period of time. She definitely explains the problem well but there's only been a few occasions when I felt behind.
- Provide harder examples at a slower rate
- she already has perfect teaching skills
- She can go over harder examples or go over the examples at a faster pace.
- She can make more use of time and spend equal time on each problem.
- She can slow the pace down and help the students understand the concept.
- she could give harder examples during lecture so that the homework is easier for us
- She could have more accessible office hours.
- She could slow down quite a bit.
- She could try doing more challenging problems
- She goes over material quickly. I think she should slow down as some people may not have seen the material before.
- She is a very good teacher, maybe she can write the notes more clearly
- She is doing great! What she taught me I understand more clearly than if another were to teach it.
- She is doing well overall so I don't not believe she needs to improve anything.
- She is really good. I can't think anything.
- she needs more practice problems during lecture and it might have been helpful if she went over the problems from review worksheets
- She needs to slow down a little bit so I can catch up with all of the information.
- She only needs to explain slower.
- Shorter exams
- show more examples
- SLOW DOWN!

- Slow down a little on the more difficult topics
- slow down the pace a bit
- Spend a little more time on difficult subjects instead of doing repetitive moderate level questions. Dont get me wrong, I love the practice, but there are other questions that could be harder and show up on the final.
- Spend less time explaining how a method works.
- talk more clearly
- Talk slower and take everything slower. You go way to fast and skip steps and when someone doesn't know the material they get completely lost and you go so fast we don't even listen we just write. Its very hard to learn the material this way.
- The instruction can be a little more detailed.
- The instructor can improve with more final or midterm-like problems. But other than that, I believe she is excellent.
- There is nothing I can ask her to improve on.
- There is not much that I can list here, she seems to be doing everything that can be done.
- the speaking
- Time was limited on both midterms which affected grades.
- use examples not used in the book.
- Use questions from the lectures and discussion quizzes on the midterms and final. The midterm questions were a lot harder than the ones we covered in class.
- You can maybe have more hours when you are available. You are a good professor though.
- 47 blank answer(s).

3. Any other comments about this course?

- .
- Fantastic teacher, very intelligent.
- For exams, the content is not extremely difficult. However, it can be challenging to finish all problems in a timely manner.
- Fun class
- Fun class. helpful in physics 2.
- Great class, teacher, and TA's. This was the best class out of all of my 4.
- Great on example amounts.
- Great professor, the best I've had so far in college!
- I
- I'm glad there is no calculators because it allows me to learn the material on my own.
- I am glad that I was in Dr. Pantano's class. She was very helpful and tried to be available whenever I needed her to be. She answered all my questions and gave great examples.
- I enjoyed how she conveyed information and how she made said information available online.
- I feel this course gives students what we need in order to learn. I really like the fact we are able to review material on the class website that she puts in all the time which turns out to be very helpful. I appreciate her hard work for taking the time to load in the the camera slides which proves extra work but she keeps up with it.
- I hate calculus, I find it very frustrating and stressful. My roommate agrees. No further comments.
- I like the way the professor posts the lecture notes and slides on the course website.

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- interesting subject
- It is an easier course, but i wish there was a way to help your grade out a little more. but its not too much of an issue.
- It is much easier to understand after taking calculus in high school
- It is very difficult especially for the students who have no background on calculus. She also does not curve, which is very diifficult.
- It was a lot of fun. Thanks!
- It was a pleasure to take this course. I feel prepared to take Math 2B in the winter.
- it was kind of hard to understand but overall good teacher.
- It was very challenging and I struggled to learn.
- I wish we had more time for the midterms and tests, I feel that is why I'm falling a little behind.
- Lectures weren't always too clear, and I found myself being more confused than helped because of that. UNDERSTANDING of the how's and why's wasn't taught...instead it was more of just do it because that's how it was done in class. But what happens when students come across a situation which they haven't seen before?
- Less homework
- Less quizzes.
- making it at a later time.
- maybe during the class, we should have few minutes discuss time.
- More material with solutions would be helpful
- More time in lectures would lead to better lessons.
- Most of the examples come straight from the book.
- N/A
- N/A
- N/A
- N/A
- N/A
- n/a
- N/A
- N/a
- N/A.
- No
- No
- no
- No
- No.
- No.
- None
- none
- None.
- nope
- nope

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

- Nothing
- Not much, other than the fact that clicker usage would of definitely forced the hands of many to start paying far greater attention and something that I believe I am also guilty of being lazy for.
- Other than being at 8 in the morning, the course is very manageable. If you want a good grade, you have to work for it.
- Overall, great instructor. Teach later in the morning! Collect the tests when everyone is sitting down, for example, have the students “pass to the left or right”.
- Overall great instructor, great methods, and great teaching!
- Overall she is a great professor
- really good teacher, well taught class
- she always exceeds on time
- She gave the class a HUGE, monumental break on the midterm. The fact that we can raise our grades that much is fantastic! Not only is it good practice for the final, but the fact that you can have the chance to significantly raise your midterm grades after the fact is absolutely incredible. Pantano wins.
- She is really good at explaining problems.
- She made this class easier than I thought it would be and I would definitely recommend her to other students planning on taking Math 2A.
- She teaches WAY too fast and I can't keep up with her lectures
- so far so good no complaints
- The book is the worst book to learn calculus from I have ever had. The examples and descriptions are HORRIBLE. Unless you've taken calculus before, most don't make any sense. The teacher is good, but the textbook associated with the class sucks.
- The midterms are written too long in order to finish in 50 minutes.
- the professor is a really great teacher and does her best to help her students
- the quizzes were too much and the grading coterie is terrible. Once you did badly in one of those midterms or final you failed the WHOLE course, even though you tried your hard in the normal time. It's math so it happens.
- the schedule and informations about course should be more clear.
- The TA is honestly better than professor Pantano, he explains things in a more comprehensive way.
- the test is really different from the sample midterms provided to us. i studied the sample midterm and the subjects its asking for but when it comes to the real midterm it's really different and nowhere near the sample midterm as far as the concepts required.
- This class is just right. You have to do a lot of practice problems in order to succeed.
- Too early in the morning...
- very good
- Very good beginning math course.
- Very helpful.
- Very helpful and easy to approach.
- 77 blank answer(s).

B. Please choose the appropriate rating on the letter grade scale A to F:

'A' indicating an excellent and 'F' indicating a wholly inadequate performance. If you have no opinion on the question asked or if it does not apply, please select NA.

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

4. The course instructor shows enthusiasm for and is interested in the subject.

A	A-	B+	B	B-
111	25	15	3	1
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
C+	C	C-	D	F
0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
Mean	Median	Std Dev		
3.86	4.00	0.27		

5. The course instructor stimulates your interest in the subject.

A	A-	B+	B	B-
63	35	30	16	2
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
C+	C	C-	D	F
5	1	1	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
Mean	Median	Std Dev		
3.59	3.70	0.48		

6. The course instructor meets stated objectives of the course.

A	A-	B+	B	B-
101	37	10	4	1
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
C+	C	C-	D	F
1	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
Mean	Median	Std Dev		
3.84	4.00	0.29		

7. The course instructor is accessible and responsive.

A	A-	B+	B	B-
114	15	12	6	2
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
C+	C	C-	D	F
1	1	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
Mean	Median	Std Dev		
3.83	4.00	0.36		

8. The course instructor creates an open and fair learning environment.

A	A-	B+	B	B-
105	25	15	7	3
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7
C+	C	C-	D	F
0	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0
Mean	Median	Std Dev		
3.81	4.00	0.32		

UCI EEE Evaluations

Final Evaluation (CTEF) for Pantano, Alessandra MATH 2A LEC A (44080), Fall Qtr 2011

9. The course instructor encourages students to think in this course.

A	A-	B+	B	B-	
98	31	16	8	1	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
C+	C	C-	D	F	NA
0	0	0	0	0	1
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.81	4.00	0.31			

10. The course instructor's presentations and explanations of concepts were clear.

A	A-	B+	B	B-	
91	28	20	9	1	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
C+	C	C-	D	F	NA
1	0	3	1	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.71	4.00	0.50			

11. Assignments and exams covered important aspects of the course.

A	A-	B+	B	B-	
95	29	18	8	2	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
C+	C	C-	D	F	NA
0	2	0	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.77	4.00	0.38			

12. What overall grade would you give this instructor?

A	A-	B+	B	B-	
92	36	20	3	1	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
C+	C	C-	D	F	NA
2	0	1	0	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.78	4.00	0.37			

13. What overall grade would you give this course?

A	A-	B+	B	B-	
69	40	26	11	6	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
C+	C	C-	D	F	NA
1	0	0	2	0	0
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.63	3.70	0.49			

C. Please answer:

14. Based on completed assignments thus far, what is your current course grade or approximate standing?

A	B	C	D	F	NA
29	60	39	8	2	14
Value: 4	Value: 3	Value: 2	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
2.77	3.00	0.90			

15. How much academic dishonesty seemed to occur in this course? If applicable, please describe the type of academic dishonesty that occurred (not the particular students involved).

1.

A lot	Some	A little	None I could discern
4	8	10	129

2. Examples:

- At the end of the exams, while waiting to turn them in, there would be cases of cheating via the form of exchanging answers.
- During midterms, some students continued to work after time was called.
- Helping other students do Webworks problems.
- I've never witnessed or demonstrated any form of academic dishonesty.
- I did not notice anything that would disobey the expectations of academic honesty.
- I personally did not witness any, but the professor did say that some has occurred and urged us not to repeat what the others had done. Other than that I do not know of anything pertaining to this.
- peaking at neighbors
- People would keep working on the test after they would told to stop and i saw people still working while they stood in line to check for id's
- People would take out calculators and wait for the TA to tell them to put them away.
- Post it note cheat sheet during midterm.
- received an email about cheating
- The problem with this is largely noted whenever we take our mid-terms. It feels far too cluttered and the chances of people asking for help may be high. As far as I'm concerned though, these are just assumptions as I have sat at the edge on both mid-terms, so I have no solid evidence proving this.
- When the tests were being collected, some students standing in line were all talking among each other or still working on the tests. This is unfair to the honest students.
- while i was trying to take the first midterm, the guy next to me tried to cheat. I covered my answers as best as possible.
- 141 blank answer(s).

16. How helpful were the textbooks and/or readings to your overall learning experience?

Very	Adequately	Somewhat	Not at all
34	76	37	7

17. How challenging was this course?

Very	Adequately	Somewhat	Not at all
42	82	28	2