

**Michael Guy**  
**MATH2200 - TR, 75<sup>th</sup>**  
**Call #30-062**  
**Spring 2004**

I think you should give more partial credit on word problems. I wouldn't say I'd rather stick a fork in my eye than ask you a question, but I would say that your answers are usually brief and you skip a lot of steps. I found you're more helpful in office hours. Do you own any other type of pants besides jeans?

Michael's ability to relate calculus concepts to my level of understanding was something that I truly liked and appreciated. The grading, however, seemed a bit ambiguous at times - that is really my only complaint. He brings enthusiasm and humor into classroom - great job! \*One more thing, he should review the "suggested homework problems" before assigning our homework.

More questions on tests are needed so if you only miss one question you don't fail.

You really seemed to care about your students you were willing to listen to problems and make changes as necessary. Your tests were very challenging for me but you were always available for help. You did make the course fun by your example in class.

While I do not have access to the grades of other teachers, having a class average of 52 or whatever, with a 10 point bonus, is extremely low. I have had a good grasp on all the material this semester, but the test scores have not reflected this. In my opinion the only students getting A's and B's in this class are the ones who took it in High School. The questions on the tests seemed to have a twist I did not expect, specifically on the last test, the problem with the cop was unfair, it had never been presented in that form and threw me off. Perhaps I didn't have as good of a grasp as I thought, or maybe it was unfair. P.S. Jeremy should have been shot.

I don't think you should be a teacher because you are not good at answering questions, half the time you answer someone's question you do the problem wrong and don't go back and fix your mistake. You are bad at answering questions on students' level and a lot of times you go too fast and don't make any sense also your sarcasm is not funny.

Probably the worst professor I have ever had. His teaching method helped me very little. His tests, especially the last problem on Test 3, were never covered in class. He worked so fast on the board that we had no idea how he was going from one step to another. I would tell anyone taking 2200 in the future not to take his class.

In terms of grading, I think that you should give more partial credit for problems that are at least set up correctly. Office hours were kind of sketchy. I asked for help and you partially explained the problem then quickly went on to another student when I still had questions.

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When questions are asked he assumes too much. For a student to grasp a concept, the problem often has to be worked all the way through. There are definitely time constraints, but if the students are not learning, moving on is not going to help.

I found that our teacher did not help us learn the material well because his tests were very discouraging and no matter how well you thought you understood the material, his tests would raise much doubt. I agree that we learned the concepts, but it was impossible to be interested in Calculus when your grade was never getting better. I am disappointed with how I spent my money.

You covered the material well, I felt as though I really understood it, could do all of the homework and made a 100 on every quiz, however, I still did poorly on the test despite hours of studying. I did not feel the questions on the tests were a fair assessment of my knowledge. I could do everything in class...I don't understand.

He assigned bullshit homework questions, gave unfair problems on tests. And was basically a dick to everyone. He could improve by not being such a jackass to students and actually learning how to teach effectively. So in other words he sucked.

Prof Guy was very enthusiastic about class and came up with some very interesting stories to relate with calculus problems. He did, however, go too fast on occasions and seemed to skim concepts so that we could stay on track. I understood that we are required to learn a certain amount of material, but there is a difference between learning and just getting through the material.

I apologize for the harsh critique but I feel you have potential to be a great teacher if you improved on a few things. 1) More examples that will help in doing the homework. 2) When students ask questions don't act like they are dumb and should already know that. 3) Go over quizzes and tests if not post them on WebCT, don't just not do it out of spite. 4) Be more friendly to students when they come for your help. 5) Don't assume we know everything. 6) Use examples that will help us on the test. Quizzes and HW did not reflect questions on exam 2. 7) Change make-up policy. 8) Add more quizzes and take up homework in order to help out grades.

He is always fair on tests and quizzes. He tries to make the material as interesting as possible. It would be nice to have a review session before tests days since we cover so much material on one test.

When questions are asked in class, you need to go through the entire problem and finish it; not just lean in the right direction. Additionally, more examples should be worked in class to better prepare us for our tests and homework.

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Great teacher, I felt fully prepared to do the homework and knew that he was helpful and willing to answer questions. He always got our grades back incredibly quickly and the tests were very fair. He seems comfortable teaching and he seems to know and like what he's doing.

You need to have time in class to go over more than 2 homework problem when our homework contained 20 problems. And going over the problems with the class will help the class to recognize other similar problems. And test questions need to come from the homework and quizzes not out of thin air!

Doing more difficult examples in class would help especially since the test questions are so much more complex.

He was extremely excited about Calculus, which was refreshing I enjoyed his somewhat real life applications of calculus. My only comment is that he stays away from the chalk wall. He is by far the most enthusiast math teacher I've ever had.

I feel like we did stuff way too fast. If we would have taken longer to do things we might have understood them better. I believe I am not the only one who feels this way, the class tests averages say enough.

Needs to do examples in class of problems that are equal to those on the test. Would like to see more questions completely answered.

He was very good at getting grades back to the class quickly. He was always willing to help, and he seemed that he wanted to help. Sometimes he could have been a little more thorough in explaining some things.

I think he could have been a little easier on the grading and more tests may have helped the grades, other than that, this class has been the most enthusiastic Math class I have taken.

Michael Guy  
MATH 2200, 75th, TR  
30062  
Spring 2004

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1. The instructor was well prepared for class

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|                          |                  |                           |
|--------------------------|------------------|---------------------------|
| 34.5%; 10 Strongly Agree | 6.9%; 2 Neutral  | 3.4%; 1 Strongly Disagree |
| 48.3%; 14 Agree          | 3.4%; 1 Disagree | 3.4%; 1 No Answer         |

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Mean 3.11

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2. The instructor used class time effectively to assist students in learning

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|                          |                   |                            |
|--------------------------|-------------------|----------------------------|
| 34.5%; 10 Strongly Agree | 13.8%; 4 Neutral  | 10.3%; 3 Strongly Disagree |
| 27.6%; 8 Agree           | 13.8%; 4 Disagree | 0.0%; 0 No Answer          |

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Mean 2.62

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3. The instructor was responsive to questions in class

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|-------------------------|-------------------|---------------------------|
| 13.8%; 4 Strongly Agree | 24.1%; 7 Neutral  | 6.9%; 2 Strongly Disagree |
| 34.5%; 10 Agree         | 20.7%; 6 Disagree | 0.0%; 0 No Answer         |

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Mean 2.28

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4. The instructor was available for individual consultation

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|-------------------------|-------------------|---------------------------|
| 17.2%; 5 Strongly Agree | 20.7%; 6 Neutral  | 6.9%; 2 Strongly Disagree |
| 44.8%; 13 Agree         | 10.3%; 3 Disagree | 0.0%; 0 No Answer         |

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Mean 2.55

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5. The instructor provided prompt and helpful feedback on homework, quizzes, and tests

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|-------------------------|-------------------|----------------------------|
| 13.8%; 4 Strongly Agree | 13.8%; 4 Neutral  | 10.3%; 3 Strongly Disagree |
| 37.9%; 11 Agree         | 24.1%; 7 Disagree | 0.0%; 0 No Answer          |

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Mean 2.21

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6. The instructor has been effective in increasing interest in the material

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|-------------------------|-------------------|----------------------------|
| 13.8%; 4 Strongly Agree | 34.5%; 10 Neutral | 20.7%; 6 Strongly Disagree |
| 10.3%; 3 Agree          | 20.7%; 6 Disagree | 0.0%; 0 No Answer          |

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Mean 1.76

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7. Your answer to this final question, along with your other ratings and comments, will help the Mathematics Department to recognize faculty members whose teaching is truly outstanding. I rate my professor in this course as:

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|--|-------------------------------------|
| 10.3%; 3 Outstanding (exceptional teacher)     | 20.7%; 6 Fair (improvement needed)  |
| 20.7%; 6 Superior (above average to excellent) | 17.2%; 5 Poor (seriously deficient) |
| 31.0%; 9 Good (a solid and competent teacher)  | 0.0%; 0 No Answer                   |

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Mean 1.86

Figure 1: