coursesection	effective	appropriate	comfy
	How effectively is class time used? Is there an appropriate mixture of concepts vs. examples? How could the instructor make better use of class time?	**Is the pace of the class appropriate? If appropriate, was the transition between your last math course and your current course smooth?**	**Is the classroom a comfortable learning environment and do you feel comfortable asking questions during or after class or during the instructors office hours? Offer suggestions for improvement if appropriate.**
	Very effectively. I enjoy the balance of lecture and group work. It makes the hour much more enjoyable and helps to keep me focused more than my other math classes.	Yes.	Yes. Sometimes i am rereading a proof we have just done, looking to see where i have a question, but you move on too quickly.
	I think it is used very well. The most beneficial days for me seem to be when we do proofs as a class, and bounce ideas off of other students out loud as a class.	I think the pace is very reasonable for the type of class this is and for the types of concepts we need to master. I think any faster would be difficult to keep up with.	Yes! No complaints.
	Class time is used pretty effectively. I think that group time is very helpful but at the same time can be very disheartening. A good mix is good. The concepts and examples are incorporated very well.	The pace is good but sometimes I think that our class goes too in depth on some concepts but others we just skim over. The transition between the last math course and this current one is good but it was initially difficult to adjust.	Yes, I feel that the enviornment is very comfortable - especially with switching groups each week and getting to know people in the class on a more personal level.
	very well	class pace is appropriate	yes she makes herself amply available and friendly and considerate to student learning.
	Class time is used very effectively. A lot of time is spent guiding students to discovery using discussion and group work. Technical glitches with project equipment have occasionally delayed class, but this is a minor point.	The pace is a bit faster than in my last math course.	The class has a relaxed and collaborative feel. I feel quite comfortable asking questions during class. The instructor is very approachable and works hard to be available and supportive of students outside of class. In talking with my peers, I find there are some who are a bit put off at times by Emina's exuberant and rather direct classroom manner. I have no problem at all with her style, but thought I'd note the point.
	This course is based off of proofs, thus the concepts and examples are one in the same. Therefore class time is used fairly efficiently.	The pace at the beginning seemed a little bit slow but it built a good foundation for current problems	The classroom is comfortable but the professor seems to favor the graduate students over the undergraduates.
	I like how class time is used. I have told my classmates that I am often happy because usually time just flies in the class. Sometimes I would prefer less group work.	I think the pace is good. We seem to go with the pace of the class, and don't glance over topics becuase we are rushed. I have disliked other math classes because they seem to be too time driven, and the class is often left behind. Yes.	I feel very comfortable in class, and I feel comfortable coming into office hours. I think that Emina is very good at being available to help her students. I feel comfortable asking questions.
	Time is used very well, there is plenty of time to work out proofs from the professor, with group members, and on our own outside of class. One suggestion is maybe giving a couple more tips here and there for students to use for coming up with in class proofs so as to speed up the discussion time...granted you don't want to give it away and it is a learning process of when and where to give them. I think class time is used pretty well, I believe there is an appropraite mixture of concepts and examples. I think we could use a few more examples though. Sometimes I think you give us too much time to try to prove something on our own and we are very stuck and end up just sitting there, wasting class time.	I feel like the pace is fine, it is good in the sense that you need to pay attention, you can't just slack off in class and take notes while not participating (or if you do you probably won't understand it or understand it less than if you didn't). Um...ya there was no transition between math classes, in fact they aren't really related.	I feel quite comfortable, and becoming more so...albeit there are times when I don't say something because I am not sure and it should be obvious and when I don't get it um...ya...kind of feel not so great. It would be well appreciated if there was not so much of a use of "this/that is/was easy..." or what not because then I kind of feel dumb if I don't get it, which leads to not asking questions and more lack of understanding.
		I think the pace is okay.	Yes I feel comfortable, we have a very friendly atmoshpere in the classroom.
	Sometimes the group work in class feels like an inefficient use of time. For example, the class spent trying to prove the crossbar theorem, and figuring out what we would need to prove it. At the end, I felt like the hour was wasted. But in general, the time is used effectively, and I think Emina is improving as the semester progresses, probably in part from feedback she has received.	The pace seems a bit slow, but the depth with which we go (i.e. proving most all propositions) makes it rigorous. My overall feeling for the subject of geometry is that it is tedious. I don't usually get a very satisfying feeling from doing a proof. Instead I feel like I have just gone through an exhaustive task of dealing with all possible cases. Proofs I have done / seen in algebra and real analysis seem a lot more interesting, because often you need to discover some insight or "trick" to prove the proposition. In geometry, it seems like trudging through the cases. I suppose the course would seem tedious if taught by another professor; it's probably just the nature of the material. I have to say that I agree with a statement made by another UM math professor that doing proofs of "obvious" statements kind of gives proofs a bad name. The prof said that proofs are powerful when they allow you to conclude something non-intuitive. (By the way, my discussion of proofs with this professor	Office hours are helpful. There were several times during class during the semester where Emina was obviously pissed off at the class because she perceived us to be doing less work than she expected of us. Here I have a very important piece of advice: making blanket statements about students' performance is not effective. Each time Emina made these statements in class, I felt bad, even though I feel like I spend a large amount of time preparing for this class. If Emina has a problem with student performance, then she should communicate directly with the individual students who are not meeting expectations. That way, the students who are working hard will not be turned off.
	Class time is used well. I don't like the group work even though it is often useful. I liked when full proofs were written out during class better than the new picture method. Seeing every detail is helpful because examples of good proofs show what you expect in the homework problems.	The pace is fine. There was no transition.	Sometimes the graduate students make the undergrads feel embarrassed to ask questions. In groups, graduate students sometimes disregard comments made by undergrads.

interesting	goals	classwork
Are the lectures interesting and inspirational? Are topics and examples presented appropriate to the course? Is the instructor enthusiastic and prepared for class? Offer suggestions for improvement if appropriate.	**Have consistent goals, procedures, and expectations of the instructor been established for the course? Has the instructor followed through with these goals?**	**Is the classwork (homework, projects, tests,...) appropriate and enlightening? Is grading fair and consistent? How much time per week do you typically spend on classwork? Do you study alone, in the tutoring center, or in a group?**
I would prefer more lecture and less discussion. I believe many of our classes serve as sort of a "private tutoring session" for just a few individuals who talk a lot. The rest of us are left in the dust while you're just teaching to them...		study in a group...the time commitment is starting to become longer and longer.
YES- i really enjoy your enthusiasm.	yes.	Yes the homework helps and seems to be graded fair. i typically study alone
Very enthusiastic! No complaints.	Yes, I think so.	I think the classwork is appropriate. I feel like grading is somewhat hard, but it is consistent and fair. I think it challenges the students to try to go the extra mile to question their steps and make sure everything is valid. I spend the most time on trying the homework, meeting with the groups, and typing up and understanding my notes from class and from the book. I study alone, with the exception of homework groups.
The lectures are engaging, I'm not sure if they are interesting to me just yet. I think that the examples are very appropriate even though the topics can be frustrating.	I think so.	The homework has progressively been getting harder. I spend on average 3 hours before meeting up with the group and 2-3 hours after depending on how productive our meeting was. Group meetings average about 1 and a half to 2 hours.
yes she is very good at presenting material. very enthusiastic. i admire her a lot. i think that she is conducting a great class.	yes	
The lectures are very interesting. In other hands, the materiall could be quite dry and the class tedious. Emina works hard to engage the class with the material, and to provide thoughtful discussion points and material. Her use of PowerPoint and other presentation tools is a good supplement to the lecture material. It is clear from lectures that she is well-prepared for each day's class. I have been very impressed with the way Emina has used teaching methods not usually found in a college math course. Problem-related discussions, student exploration, in-class group work - all of these have made an interesting and rewarding environment.	Expectations, while quite high, have been explicitly stated and reinforced. The mechanics of the class - homework, group work in class, etc. - have been clearly described and consistently implemented.	Assigned work is relevant and challenging, and is fairly and consistently graded. I feel the amount of time I spend on the work may be a bit disproportional with my other classes, though - probably six hours a week independently, and another hour or two with my group for homework.
I think that the class is pretty interesting, but i don't know about it being inspirational. I like how we are faced with the problems of solving problems before we are given the theorems. I like the use of picture/diagrams from different internet sources.	Yes	The homework is frusterating and I believe that students are beginning to spend less time on it because regardless of the amount of time spent completing the homework, no improvement is seen in the grades. I study alone, and then might ask my classmates for help occasionaly. I spend maybe 3 or 4 hours per week doing homework. Sometimes if I am really stuck on a problem I will spend 5 hours. I spend 4-6 hours on homework assignments.
The lectures are quite often very engaging and interactive and I find them very useful right now for what I am doing outside of class in a couple of my other experiences and ventures. The topics are representative of what the book goes through but I have yet to find a whole lot of topics and issues that I would cover in a secondary classroom. I realize that it was pretexted in the class that there wouldn't be too much talking about teaching mathematics (geometry)...but I feel that in the course description it says that a goal is the development of enrichment and problem materials suitable for secondary geometry classrooms. Maybe that is what will happen after the second exam, but I would like to see more of this because we are all future teachers and it would be beneficial to all of our learning experiences to have that.	There has been consistency with all parts of the course, and there has been latitude given when necessary. yes the professor has followed through with these goals.	The hw and tests have covered the material in an appropriate fashion, it has been firm yet fair and consistent. During the week I would say that I spend about 10 hours including class time on this work. I tend to study alone except for group homework.
		The homework is sometimes hard, my homework grade isn't that great. I usually work on my own for a few hours and meet with my group for a few hours every week, for a total of about 6-8 hours a week.
I like the "discovery" model of teaching, with the caveats mentioned above. I don't think it's a good idea to give students an impossible task without giving them some inkling that perhaps the statement is insoluble with the tools we currently have. For example, I think we spent a lot of time trying to prove LSP when we didn't have what we needed to do it. The task ended up being the definition of frustration.		I spend probably around 10-15 hours a week preparing the homework assignments. In general, I think the assignments are too long. Many of the proofs (as discussed above) feel like pure tedium. Homeworks are generally done individually then reviewed with the group, but sometimes group members don't have much work completed before the meeting, and lately, groups have prefered to meet on Sundays which makes things difficult for asking questions. Efforts of individual group members to complete the entire assignment beforehand and meet sooner aren't awarded. Studying alone seems most productive. Time spent has been steadily increasing especially with the groups, and normally increased efforts leads to improved grades, but that is not necessarily the case with this class. Grading is consistent.
yes, Emina is much more approachable than most math teachers.	The website schedule could be updated on future topics/reading. Expectations on the homework assignments were not made extremely clear. I feel like I am still learning new expectations at every group meeting. What is the grading scale? I think I remember hearing something about the standard 10 percent scale, but it is not posted.	

expect	recommend	comments1
What grade to you expect to get in this class, and why?	**If a friend planned to take a course from this instructor, what would you tell them?**	**Additional Comments**
I thought I'd get an A, because I work hard and generally am able to master the material. However, the fact that you're not curving the test and the fact that less and less people are able to participate in the discussions that are taken over by just a few people is starting to worry me.		
B... i try hard and for the most part understand the material, but not as completely as others in the class	Emina keeps the class interesting- keep up w/ the reading and you should do fine.	
A or B. I think that I understand most of the content and concepts, and that I am getting better and understanding the wording, the questioning of various things we might want to call facts at times. I put a lot of effort into this class, so I hope that my grade will reflect that.	I would tell them to work hard. I would tell them to be ready for a challenge that is nothing like most math classes, and nothing that they would really expect. It is a subject that seems very simple but in reality is very conceptually challenging at the level we are learning.	
barely passing grade because not much time to study for this challenging class.	I would tell them that the instructor is very open to all types of questions and even though sometimes can be intimidating, is very available to help. I would tell them to take it, it will help you learn how to reason in a much more rigorous way. think Emina is a great professor to experience, everyone should be so lucky. She clearly is a very devoted educator.	
I expect to get an A-. This is my current average, and I expect my performance to continue about as it has.	Expect to be challenged, interested, frustrated at times, and to work very hard.	
A-, I complete all the homework assignments to the best of my ability and perform decently on examinations. I believe that the current letter grading scale seems to be a little too strict given the serverity of your grading of homeworks. Considering the amont time students spend on the homeworks, improvement should be viewed by all instead of consistantly low grades. In most nearly every math/science based class at the university, homework is ment to help improve your grade instead of keeping it lower.	Do not take it. This was once an interesting fun class. But the work as become too stringent as far as proofs. The emphasis is now on rigor instead of geometery.	
I am hoping to get an A or B. I might get marked down because my homework scores are never that good. An A or B.	I would tell them to take the class, and not be afraid to go to office hours I would tell them I liked the class.	
I would say that in the class I would get a B-/C+ because that is about where my work is right now.	Go right ahead, get after it. She is a good teacher, and kind of a relief from most of the other math teachers and essentially what I have experienced going through math courses at the university. She actually teaches and goes about things in a way that makes it seem as though she actually has some experience in teacher education courses or something along those lines.	
I hope I get an A! More realistically, I hope I can get a B, because that's what I usually get in math courses at UofM.	She's a good teacher, pay attention and always go to class!	
I expect to get an A. I did well on the first test (A range), I have done well on all the homeworks (A range), and I think I did well on today's test.	I would say what I have said above. Despite all the bitching I have done above, I think the course is good, and that Emina is doing a solid and very good job. Obviously Emina is working hard, and cares a lot about being a good instructor. Please accept the statements above as helpful comments.	
I don't know. I know my grade for all the assignments and exams, but I don't remember the scale that will be used.	Very interesting, but if the credit is not needed, take it pass/fail.	