

Chemistry 51C: Spring, 2006
Prof. Gregory A. Weiss

Comments from the students are presented here in this font (black, 10-point Arial). A few comments are edited to preserve the confidentiality of respondents, and are marked *** to indicate the omitted material.

Comments by Prof. Weiss are presented in this font (blue, italics, 10-point times).

Preface: Thank you very much everyone who took the time to evaluate the class. I really enjoyed teaching this course and interacting with you all.

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

What are the instructor's teaching strengths?

Thanks for the positive comments below. Teaching Chemistry 51C is an incredible privilege and pleasure for me. I really appreciate your enthusiasm for the course and my teaching. The comments below will help me focus my teaching in the future.

- * Engaging
- * He is really good at what he does. He knows the information incredibly well and is able to answer any kind of random question we may have of the information.
- * knows material. concepts are clear.
- * power point notes are good
- * He rewards us for coming to lecture by telling us what to focus on. Also, his office hours are very helpful. I have learned to keep my mind open, since there is always more than one way to get to an answer.
- * Keeping students attention with powerpoint pictures and being enthusiastic in the morning while most teachers are still sluggish in the morning.
- * smart
- * Very good lecturer, and really tries to help students.
- * He is very clear when he teaches. He surely knows what he is talking about. He is very easy to talk to and ask questions. Very approachable person.
- * Enthusiasm lecture pace
- * Explained concepts and material well. Extremely knowledgeable of organic chemistry so he answered all questions well. Very approachable and easy to talk to. Best chemistry teacher, but also the hardest.
- * Enthusiatic about teaching material
- * -clear and concise lectures: you are able to hear and follow each step of the concepts presented, everything ties together -provides an opening environment to ask questions: wants to get to know his students and their input - worksheets in discussion section were very helpful
- * I like how he goes through the mechanisms and incorporates real life examples of chemistry in his lectures
- * loud voice
- * The lecture notes are very organized and straight forward. They are understandable and very helpful in understanding the material.
- * Understands the subject extremely well. Very enthusiastic and accessible.
- * GIVES CLEAR EXPLANATIONS OF THE SUBJECT.
- * I really liked how professor weiss remembered everyone's name and encouraged participation in class. It's hard to participate in a class with 400 students, but he made it easy. He was always very friendly, helpful, understanding, and accessible during office hours.
- * Great lecturer, explains concepts well
- * he encourages questions and thoroughly understands the material
- * was always clear. provided background information that made class more interesting.
- * very enthusiastic
- * Extremely passionate about organic chemistry. Good explanations of concepts. I like that he got students involved.
- * very enthusiastic about ochem, speaks clearly/loudly, goes over important concepts, very helpful
- * very enthusiastic and clear in explanations
- * breaks down concepts really well. enthusiastic about subject. always gives clear responses

* Professor Weiss is very clear and thorough in his lecture. The lecture and discussion section prepared me well for the exams.

* knows material.

* Very enthusiastic about the subject he is teaching and is very clear

* He is very interested in the subject of organic chemistry and is very informative

* professor is very knowledgeable, pretty nice

* clear explanations, useful examples

* hes very approachable and friendly when he talks about chemistry. he gives a face to ochem and his lectures are not boring bc he incorporates interesting ideas into his speech.

* He knows his material very well.

* Explains concepts with enthusiasm, does his best to make the course interesting and possible to remember mechanisms by offering some connections.

* He's very enthusiastic. He is very organized and lectures are very informative. He tries to get to know his students and his lectures are fun.

* enthusiastic when teaching

* Very interesting and fun to talk to. The worksheets in discussion were very helpful. The pictures were also very helpful

* enthusiastic. explain clearly

* Clarify the synthesis sufficiently.

* Instead of regular lectures, Professor Weiss presents interesting facts relating to the subject. He is truly motivating and enthusiastic about Organic Chemistry. He takes the time to remember students' name, talk about recommendation letters, and clearly present the subject matter.

* He presented major concepts clearly.

* Able to make the content very clear

* Is enthusiastic about the material.

* Lecture is usually very easy to understand.

* Greg's ability to discuss the nature of carbonyl chemistry is superb. Out of the all of the lecturers that I have had in the 51 series he explains the concepts better than anyone else. He also brings life into the lecture, which most lectures in ANY department fail to do.

* Weiss is by far one of the best chemistry teachers so far. He's probably better than Dr. ***. Very clear, easy to understand and stay awake.

* speaks clearly, understands the material very well, lets the students participate

* He's enthusiastic and notes are clear

* He seems very knowledgeable about chemistry and is really enthusiastic about it.

* I enjoyed his lectures, i liked the powerpoint headings and the writing on the chalk board, i liked his enthusiasm for ochem.

* He is very smart and his passion for the subject is displayed in his teaching.

* excellent teacher. very enthusiastic in teaching

* pace, enthusiasm, simplicity, applications, overviews of what is to come

* He's lively, well prepared in his presentation and always relates the material to the real world with a slide.

* I like the way he is enthusiastic about his subject even though his students may not be. He is EXTREMELY helpful during office hours, and extremely easy to talk to. He seems to care a lot about the students and how we are doing in the class.

* He covers all the material required to complete chem 51C

* enthusiasm in teaching

* Dr. Weiss's enthusiasm about chemistry was a big part of what drew me back to class every 8:00am lecture. Even after a long night without sleep I was able to attend lecture and not fall asleep because his teaching style kept us on our toes. At first the class seemed very much like the previous O-Chem classes but when it finally got to the biological aspects of chemistry it really caught my interest.

* enthusiastic, interesting

* he loves organic chemistry

* - Very Enthusiastic - Explains concepts well and concisely - Gives additional, interesting information beyond the text - Addresses students' concerns and allows time for additional questions - Offers numerous office hours - Picks on the disruptive students!

* He is very specific in what he wants us to know.

* Excellent Instructor, very confident in his teaching, knows his stuff, commands respect, very challenging, really wants to get to know his students.

- * Tries to make the class as interesting as possible. Lectures are easy to follow
- * Very clear explanations Always on track
- * knows his stuff really well.
- * Hes very enthusiastic about the subject, and easy to approach
- * knows how to answer questions, over all knows material very well
- * The instructor's teaching strengths lie in his love for organic chemistry. Because he has such a passion for the topic, his tone of voice and interest for the topic shows through him and makes his lecture worthy.
- * very knowledgable, speaks clearly
- * Great lecturer, great pacing in lectures (i prefer the faster pacing for organic chemistry). He reaches out with questions during lecture to encourage students to think about the material, and he does this often which is good. Exams were challenging but not tricky difficult so that it's doable in the time given as long as you get enough sleep.
- * Clear and concise. Very helpful
- * Very clear on the mechanisms and don't keeps you guess at what he is going to test us on.
- * knowledgeable, clear presentation of material and examples, style of teaching is engaging, makes students interested
- * knows his subjects very well/
- * going through each section of chapter in detail
- * infectious enthusiasm for the material
- * He is a great lecturer that keeps students interested, even when the material is so incredibly mundane.
- * good
- * Explains things well, very nice.
- * unique way of approachinf topics
- * shows willingness to help individually. keeps the class lectures alive
- * Understands the material
- * clear straightfoward
- * Is very enthusiastic about teaching this material. Powerpoints are good because they organize the lectures. His office hours are great because he really enjoys interacting with and helping his students.
- * konws material well able to communicate in a effective way to students
- * Clearly explains material. Is very enthusiastic about the subject
- * He is very enthusiastic about his lectures and the material. Also, I like how he points draws out his notes on the board while having a powerpoint up on the projector regarding the key themes of the experiment/concept that he is going through. Very time efficient!
- * Strong command of the material and able to answer students questions with ease.
- * He shows thorough knowledge of organic chemistry and great interest in the subject. He is always open to answering questions students may have.
- * good explanation of the material and good lecture notes.organized lectures which are helpful for exam.
- * very organized lecture notes and clearly explains topics taught. keeps students informed of what the exams will cover.
- * concepts are clearly predsented in class, midterm material are presented in lecture.
- * Teacher presents all material clearly and is very enthusiastic about the subject.
- * Understanding of the subject and finding various ways to help students understand subject matter
- * Very thorough and presents ideas clearly.
- * He is very enthusiastic about chemistry, which makes it more interesting for me, as a student, to learn about.
- * Explaining the concepts with step by step procedures. He gives many examples and his lecture styling is effective.
- * Very nice person. He is very approachable when you have a question, and you can tell he really wants to help the students pass the course.
- * He's obviously passionate about the subject, makes lectures fun (hard to do for ochem especially at 8AM!!) and gets me more interested.
- * He's enthusiastic about the course material.
- * He is organized and knows the subject matter well.
- * Explains things clearly, very enthusiastic about the subject.
- * explain concept crystal clear very organized, and have good teaching style that different concept simple.
- * Professor Weiss cares alot about his students. He lectures very well.
- * Dr. Weiss is adept at teaching lecture material and reinforcing it in office hours.
- * very well organized
- * Great teacher, loves the subject and very motivating and inetersting to listen to.
- * He somes a lot of enthusiasm for the subject and he seems to really want to get to know the students in his class.
- * knows how to teach ochem to students, interacts with students

- * Great teacher, his accessibility, but his kindness and openness probably the best.
- * enthusiasm
- * He is very knowledgeable and thorough with these lectures. He is passionate about his work and is very friendly during office hours.
- * 46 blank answer(s).

- * Real enthusiastic about teaching and the subject
- * enthusiastic, connects lecture with real life examples
- * O-Chem is so much fun with this instructor!!
- * Very smart and entertaining, tries to make ochem fun
- * very open and responsive to students
- * love and enthusiasm for the subject
- * He makes chemistry interesting.
- * enthusiastic
- * He not only shows us that he knows ochem, he does it sooo enthusiastically. This enthusiasm really keeps me interested, which is especially helpful when trying to learn ochem so early in the morning. He makes me want to learn, and I just love that.
- * Really enthusiastic about chemistry.
- * explains concepts well
- * his passion for chemistry really shows and translates through in the way he teaches. he is friendly, very helpful in class, office hours and via e mail. he was helpful even if the questions i had were not about class material. one of the most friendly, helpful and approachable professors i have had!
- * Knows material, has the lectures structured in such a way that makes it easier to understand. Clear about what we have to know. Also involved in helping us see other applications outside of class. Also, worksheets are very helpful in understanding the class
- * I like how before class he puts up all the announcements and reminds us when everyone's office hours are. that encourages me to go to office hours.
- * Clear handwriting, very motivated, helpful at all times!
- * Thorough in lectures and lessons
- * very passionate about organic chemistry
- * N/A
- * Very enthusiastic about the subject. Very lively in class and explains concepts well.
- * He loves the subject and tries to get the students involved by asking questions. Tells the students what sections of the book are important to what we are doing in the course.
- * Professor Weiss keeps the lecture upbeat and never boring with his enthusiasm. His teachings are clear and comprehensible. The discussion worksheets are always brain-crunching and important in helping us apply and understand the principles.
- * Overall knowledge of the material, great presentations
- * Very thorough regarding the material. He is also very enthusiastic and almost makes me want to love chemistry rather than hate it. It is easy to see he genuinely cares about the students just by sitting in on the class.
- * Good lecturer and has a very strong understanding of how to teach the material efficiently.
- * Brief clear lecture notes, knowledgeable of material, student-teacher participation, willingness to ask questions
- * Helping students. Using both board and powerpoint. Very good in explaining. Amazing amounts of energy! Always happy.
- * Great understanding for the material and great lecture material. Also very responsive to students and willing to assist students with any questions.
- * He explains the complex concepts of Organic chemistry in a manner where we all understand thoroughly. He also makes the class participate.
- * He is very enthusiastic about what he does. I love how organized he is with the notes presented in lecture.
- * Clear lecture
- * He's smart and loves o-chem.
- * The instructor's lectures are well organized and prepared. He also stops once in a while to answer questions and clarify details.
- * clear explanation
- * He knows the material and explains things very well.
- * he explains clearly

* You can see that the professor is very interesting in the subject and encourages students to be interested too. During his office hours, he is very helpful in explaining difficult concepts and he actively discusses the subject material with the entire class. He is fair, honest, and overall, a good teacher.

* -Has a high level of enthusiasm for the subject -Responds to student questions and concerns appropriately -Knows the material very well

* Very enthusiastic about material.

* his passion for subject and clear notes

* he's awesome in every which way i know...clear, helpful, enthusiastic.

* good teacher

* He knows his chemistry.

* Goes in to details of the topics being discussed and shows passion in his work.

* Clearly explains topics covered in class. relates topics to life makes time for his students.

* The instructor relates the reactions and products (particularly of polymers) to everyday life.

* he loves chemistry, and wants everyone else to too

* very enthusiastic about teaching. very willing to help us out. provided many office hours. clearly teaches major concepts and details. encouraged us to come talk to his office hours. excellent teacher.

* he enjoys the class and makes it interesting.

* interest, knowledge, and enthusiasm for chemistry

* knows chemistry. like chemistry.

* enthusiasm

* Very knowledgeable, very willing to help, really enthusiastic about the subject, teaches well.

* Knows material very well.

* he knows a lot about the subject and is very capable of teaching the end and outs of it to students. He will also go over things in more detail during his office hours, which is very helpful.

* Explaining material in a concise and helpful manner

* very clear, well organized, good lecture notes

* Very friendly and willing to answer all questions (no matter how stupid some may be), wants very much to help students learn the material, very enthusiastic about subject

* Dr. Weiss is my favorite chem professor. He shows a lot of concerns on helping students successful in this course and understand the material. His lectures are fun to listen to.

* good at explaining, helpful

* very approachable and helpful even in matters not directly related to course material--thank you for your help with letters of recommendations and various other helpful hints you shared with the class throughout the quarter~

* very enthusiastic, spoke clearly, wrote clearly

* Knows material very well

* Great pace, friendly, interested in his subject, makes subject easy to follow, clarity, tests are fair, accessible

* Very thorough and not monotonous.

* HE is very knowledgeable. He clearly loves and knows a lot about organic chemistry. He also uses advanced vocab in his lectures, trying to improve our vocab list. He really wants students to do well, in ochem class or as a student in general. Any type of questions are encouraged. He spoke clearly in lecture.

* he was so into what he is teaching

* interesting and engaging

* Very passionate and clear of what he expects from us.

* Interesting slides

* interest in subject, knowledgeable in subject, involves students in lectures, interesting lectures, personable

* Approachability during scheduled office hours

* sorry, I couldn't distinguish any

* he is loud and clear in lecture. He helps out as much as possible.

* He's very interested in what he teaches.

* Very clear explaining materials

* he is organized and he is enthusiastic about the subject. he seems very outgoing and nice...he gives us prompts to further understand the subject matter and he gives us advice on how to do well beyond the class

* He is very enthusiastic and keeps the class very interesting. He uses many good examples to illustrate his ideas and asks questions to get class participation. He also remembers names really well.

* He really understands what he is teaching, and gets excited to show us.

* Can explain materials very clearly.

- * Good
- * Humorous, strightfoward, relates to real world.
- * clearly explains the material
- * Great teacher. He explains concepts really well. Makes sure the students understand.
- * Really enthusiastic about chemistry, and does a good job of clearly writing out the equations
- * Dr. Weiss is one of the best professors at UCI. Dr. Weiss actually cares about his students; he is very enthusiastic about chemistry. The lectures are clear and he is ALWAYS available for help. The exams were a bit tricky...but, organic chemistry is a difficult course. GREAT PROFESSOR!
- * good notes, good pace overall, lets you know what the most important parts of the chapter are and what he is going to test on
- * He is extremely interested in the subject, which stimulates the interest of the students as well. He uses real life example to show us how applicable o-chem is. His lectures are clear and easy to understand most of the time.
- * He is receptive to questions in class and office hours. Tries to relate material to bigger picture.
- * Very thourough.
- * he was very knowledgeable about the material and tried his best to answer the questions students had in class.
- * The professor speaks loudly, answers all the questions students may have, and he himself asks us questions to stimulate the learning process. He is also very enthusiastic.
- * Simplifies things, very organized
- * very knowledgable
- * Very knowledgable of his material. Sincerely cares about his students. Knows what he is doing. Lets you know what he wants. Very nice and helpful
- * Instructor is enthusiastic, energetic, and provides clear explanations of the material.
- * Knows the material well and is enthusiastic
- * Very clear, very accesible, and always has a smile on his face! He's easy to approach and is more than willing to help!
- * He is very enthusiastic about his subject and explains well
- * The instructor taught about important subjects quickly and concise in order for students to understand the main concept.
- * His explanations are clear and don't have a lot of extra fluff.
- * none
- * Very enthusiastic about the subject, and very helpful and accessible. Very good at announcing time and class changes so students know when/how to reach him and TA's.
- * great prof. really easy to talk to and answers all questions. n
- * A very enthusiastic, fun professor. Great in explaining and connecting ideas to real life situations. Superb lecturer!
- * He really knows what he is talking about. He is really organized and clear in lectures.
- * Dr. Weiss is very interested and enthusiastic about organic chemistry.
- * I like how he draws all reactions in detail on the board.
- * great knowledge of subject.helpful. enthuaistic.
- * He was great in all
- * He's enthusiastic about his subject. It seems like he really likes teaching. I love how he tries to get to know the students and memorize their names...it must be hard since there are so many of us. He goes at a good pace and is very clear. He's very fair and i know what to expect. Great professor!
- * He is fast paced yet can still keep the student's interests.
- * great teacher and is enthusiastic about chemistry
- * He is very friendly, eager to help with any problems, and does a good job of relating things back to the "bigger picture"
- * He loves chemistry and it shows.
- * He is very animated as well as excited and knowledgeable about his subject. Dr. Weiss is always well prepared for class and fields questions in lecture efficiently. He also makes himself available during office hours and after class. He is also very concerned with other issues of importance to students as well, such as text book prices, and works to see them fixed.
- * good at what he does, very energetic
- * clear and concise
- * very enthusiastic, explains extremely well, very motivating, very approachable/reassuring/kind/polite, EXCELLENT PROFESSOR, cares a lot for students
- * Enthusiastic about organic chemistry.
- * -energetic, enthusiastic.
- * He is able to lecture well and keep his student's attention.

- * He is clear
- * very clear on explanations
- * toooooo goodddd at explaining concepts :D Nice guy Loves to help students succeed
- * Very enthusiastic about subject and clearly loves what he teaches
- * Not boring, his lectures are pretty interesting and keeps me awake.
- * He is able to explain so that the class is able to grasp his concepts organized notes and always on top of everything
- * He knows his material, and is enthusiastic about the subject.
- * Very enthusiastic about the subject material taught and willing to help and promote further graduate education.
- * He comes to class like he loves the subject. It is because of that attitude that makes me like organic chemistry a lot more. He is a lot better than my last professor. His exams test the major topics of the course. He make people think about how reaction take place and encourages people to participate.
- * Everything. His knowledge of Organic Chemistry. His explanations of the subject. His enthusiasm and how responsive and willing he is to help you if you have any question no matter how small or silly it may seem. He truly wants everyone to succeed in his course and he will help you if you are having trouble. He is very helpful in office hours. I also like how he remembers everyones name, it makes interactions more personal and it makes you feel welcome and not like you are just another student who has a question. He cares about his students and his subject.
- * he's my favorite teacher. i thought he was entertaining
- * Explains concepts so that they're clear for the material/topic.
- * Dr. Weiss has a real passion for chemistry and does a good job in sharing that passion with his students.
- * Posts note outlines online, frequent e-mails and updates
- * material presentation
- * Explains concepts very well during lectures
- * very clear in lecture and takes the time to answer questions
- * He helps us understand the material and explains in detail
- * Relatively knowledgeable, presentations pretty clear, tries to make class fun, overall decent job
- * 53 blank answer(s).

Again, thanks a lot. You were a great group of students, and it was a pleasure to help you all succeed. I really love teaching, and am delighted by your enthusiasm for my style.

2. How can this instructor improve as a teacher?

Thanks for all of the helpful comments below.

- * Too fast

True. Sorry. I wish we had more than 10-weeks to chat about organic chemistry. It's tough to cover all of the material necessary for American Chemical Society certification, MCAT preparation, etc. So, yes, the course is necessarily too fast.

* What he teaches, although is often straight from the book, are just building blocks to which we are to use. He does not show HOW to use those pieces to put them together for problems like he would ask us in class. We are expected to just understand what the problems would look like without ever being exposed to them. He needs to help us understand what he teaches are only parts of a larger picture; we don't even know what that larger picture is until we start studying for the tests!

True. I address this shortcoming, necessitated by the 10-week constraint of the course, by providing the TA's with problems requiring the building blocks to be put together.

- * be less condescending.

Hmmm.... Ok, I think this refers to my usual sarcasm, when being asked to repeat something for the 10th time or so. I'll do my best to be less condescending, but really I think it would be tough for anyone to avoid condescension in such situations.

- * n/a

* Maybe make sure that all of the TAs have the similar and absolutely solutions for the Discussion section problems. I found that the only TA to finish every worksheet correctly was Jiten.

Good idea.

- * Maybe give examples that will be more like the problems given on the test.

Discussion section problems became the basis for ≈25% of the test problems. Also, practice exams were available.

- * draw more neatly, slow down on important topics

Sorry. Not enough time for slower pace to maintain necessary coverage.

* He makes his exams really, really hard. I am a very nervous test taker and the difficulty of his exams just made it worse.

I'm not trying to make them really, really hard, but I do want to test creative thinking abilities, beyond fact regurgitation. Such abilities will be critical for all of your future courses and career plans.

* Instructor gives the general material and then tests on complex synthesis or mechanisms, examples of such prior, not just in discussion with such limited time, would be helpful

Thanks. Again, too little lecture time.

* When giving examples in class, Professor Weiss could give us harder mechanisms similar to what he places on the test so that we become familiar with it because sometimes the book doesn't provide us with problems that deal with things like how adding different substituents can change a reaction

Thanks. Again, too little lecture time.

* Maybe by offering some sort of online practice for students

Coming soon – I hope.

* slow down

Thanks. Again, too little lecture time.

* GIVE MORE EXAMPLES OF REACTIONS THAT WILL LET THE STUDENT GET A BETTER FEEL OF HOW THE PROBLEMS ON THE EXAMS ARE GOING TO BE LIKE.

Thanks. Again, too little lecture time. Also, discussion section problems became the basis for ≈25% of the test problems. Also, practice exams were available.

* I can understand why professor weiss chose to deviate from the course text on certain topics, but it made it harder for me to figure out what I was expected to know for the exams. I am someone who understands something better by reading it, and it would have been helpful to me if we had followed along with the book. And when it came time for the exams, I was always very surprised about what was on it. This made me really anxious.

Sorry. There are times where the book incorrectly presents material or presents unnecessary facts. In such cases, going outside the box improves the pedagogy of the course.

* he needs to improve on preparing students for the midterm better, i suggest posting actual notes on line so students can follow his lectures and logical reasoning at home.

Good idea, but I have a hard time following my notes (and I can read my handwriting!).

* more stories or interesting stories to make reactions more comprehensible.

Thanks. That would be fun, if we had more time...

* very good already

Thanks.

* Sometimes it would help to move a little slower through the material. At times it felt very rushed.

Thanks. Again, too little lecture time.

* goes a little fast sometimes, but understandable since there is so much to cover

Thanks. Again, too little lecture time.

* be more open to questions

You talking to me?

* give harder problems in lecture so people aren't stunned on the midterm

Thanks. Again, too little lecture time.

* Professor Weiss is a great professor. He's very helpful during office hours although sometimes, he is strict.

Thanks.

* talk slower. act more chill.

Thanks. I'm trying. It's tough to chill in front of 300+ people...

* Sometimes the explanations are a bit too concise

Hmmm... That's surprising. Will think about this.

* he give more examples to reactions and write out the mechanism if we are going to know it.

Thanks. Again, too little lecture time. By the third quarter of o-chem, I can assume the students know a small number of basic steps, which I necessarily skip for time considerations (e.g., proton transfers).

* his tests are too hard!

True. However, the course finished with a 60% average on the final. So, they must not have been that hard...

* more examples to show variation in problems

Thanks. Again, too little lecture time.

* he's too good, and his tests are fair

Thanks.

* Test us on material in the book instead of having us do problems that we've never seen before.

Hmmm... Would this be organic chemistry or some other course focusing on memorization? I really don't see any other way to test deep understanding of the material.

* I realize this is more the department than him, but there is a lot of material covered in a short time. Going a little slower and more in depth on a couple of problems would be helpful. His tests are a bit more challenging than they need to be, but that can be seen as a positive because they are fair. Oh, please put something on a test that you say you want us to study for. The fisher and sawhorse projections took up a lot of study time.

Sorry. As described above, content is dictated by the requirements for the course. Hopefully, you learned something useful in the process of studying the fisher and sawhorse projections.

* no comments

* more preparation for his exams

Ok. That will be difficult given the constraints of the course time.

* An outline of what upcoming lecture will discuss

Good idea. will try to implement next year.

* slow down a little bit

Thanks. Again, too little course time. Maybe we should extend the course to 12-weeks?

* No comment

* No comment, current teaching style is amazing

Cool. Glad you liked it.

* n/a

* By having the lecture material reflect the complexity of the exams.

Again, I hope discussions do hit the challenging problems.

* Sometimes he brushes off students.

Please accept my apologies (unless you were trying to weasel out some detail of what would appear on the exam – in which case I hope the brush off conveyed my feelings about such sliminess).

* Does a rat tell an eagle how to fly?

Hehe. Thanks.

* lecture slower

Thanks. Again, too little lecture time.

* He barely touches on the subjects that we are required to learn from the text. I learned the majority of what I needed to know for the class by meticulously studying the text. His exams are WAAAAAY too hard for the level of difficulty (or lack thereof!!) that he teaches in class.

Well, I'm glad to hear you meticulously studied the text.

* Sometimes notes can be a little confusing.

Ok. Will work on it.

* be more specific on what he wants us to know for midterms, tests are challenging, but I guess fair.

Yeah, this is a bit of a conundrum for any instructor. Obviously I can't tell you exactly what will be on the exam...

* Maybe slow down a little bit when drawing mechanisms on the board.

Thanks. Will try.

* he can be a lil more challenging but his test is somewhat challenging already

Wow! More challenging? You're ready for upper division o-chem.

* I do not like being singled out to answer questions in lecture. It makes me not want to attend lecture.

Sorry.

* Be more consistent on his tests (his first midterm focuses mainly on the book, but his 2nd midterm focuses on his lecture notes)

* test student more on the homework

* the lecture is relatively simple compare to the test

* tests are too difficult and involve concepts NOT emphasized in lectures

Ok. I hear you. Please understand that writing a good exam is actually a real challenge...

* Maybe he can give his students a little more time to write down notes (sometimes he goes fast - drawing structures takes a long time!)

This is a tough one, as we have a lot of stuff to learn in a short 10-weeks.

* I noticed that the book, for this part of the series, really wasn't as helpful as it has been in the past. And although I attended every lecture there were a few times when the book left out an explanation for a mechanism or an explanation in general, and so also, did prof. Weiss. I understand that it may just be the subject matter and that's the reason why we couldn't go into to deal for certain things because it was way out of league for what we were expected to know for our year in college but at the same time it was frustrating because I learn by knowing "why" something is the way it is. And for this course I felt that there were a lot of times when I couldn't answer: why this is the way it is.

I understand your concern, and recommend taking Chem 125 and 128, which should fill in a few of the mechanisms for you.

* Nothing

* Easier test questions

* need to make the test easier. his tests do not test the basics but rather the really hard little tricks that no one really pays attention to the first time around because we are learning it for the first time. geez.

Ok. See other comments about exams.

* I dont know

* more office hours, slow down in lecture sometimes goes too fast to comprehend the material

This is a tough one, as we have a lot of stuff to learn in a short 10-weeks.

* --i can't think of any.

* Needs to slow down at times and go through the entire process instead of skipping little steps that are needed on the exams.

This is a tough one, as we have a lot of stuff to learn in a short 10-weeks.

* get rid of the ppt and whiteboard technique and use overheads, much easier to follow and see.

Really? I find the overheads messy after a short time, as the projector heats up. I've experimented with both, and greatly prefer the current format.

* hmmm.

* He could explain difficult concepts/reactions more.

This is a tough one, as we have a lot of stuff to learn in a short 10-weeks.

* nothing much

* Make exams easier

See other comments about exams.

* be less condescending

Condescending? Me?

* commit to the students the exact pages they are responsible for knowing. it seemed that I was most confused about the mechanisms because the TA's, you, and the book had there own way of seeing things

Page requirements were announced in class.

* more examples in class

This is a tough one, as we have a lot of stuff to learn in a short 10-weeks.

* dont ask pointless questions on the exam. What compound smells funny?? Thats not very relevant to the course as a whole!!!! Stick to the basics.

Actually, I think this is an important question. Knowing what compounds smell bad and why is a critical fact taught in organic chemistry courses for 150+ years.

* Towards the end of the quarter, he seemed to struggle more with the lecture material. He made a lot more mistakes towards the end than earlier on in the quarter. Having some bad days, maybe?

Huh? I thought I made a lot of mistakes at the beginning too.

* His exams could better reflect his lecture notes. It seems the exams are much more complex than what his notes cover.

Ok. See comments about exams and time for lecturing.

* he is doing good

Cool. Thanks.

* can seem a little bit intimidating to talk to.

True. If you have something important to relate to me, please know that I'll listen and do whatever I can to help.

* Perhaps, use themes to make related topics more unified.

Like chapter headings?

* Go over more practice problems.

I've tried this, and it simply doesn't work in the format of a large lecture hall. Only in discussion sections can one take the time to ferret out the small details confusing to a few students, but not others, etc.

* The tests are very difficult and the means are always so low. Why not make a more reasonable test with a higher mean?

Well, means of 47, 49 and 60 on the two midterms and final seem reasonable for a challenging course, like organic chemistry.

* Very unapproachable, maybe need to cut down some ego, and give students some respects (even though they may sound illiterate, that's why they go to school) too intimidating during office hour!

http://www.youtube.com/watch?v=fOIMI_xOSro&eurl=http%3A%2F%2Ftime%2Eblogs%2Ecom%2Fdaily%5Fdish%2F

* He should have more practice problems.

Well, if I provide problems beyond practice exams, homework, and the discussion section worksheet, I get complaints about too many problems being required (even if they are labeled practice).

* Maybe he could assign a few online homework problems to reinforce the important topics in the class. For example: have an online quiz of 10 questions to get people to practice the material.

We're working on it, but early examples of online organic homework don't appear promising.

* His tests are WAY hard. He is fair on the grading but I don't think he needs to make the tests that hard. He also makes me feel stupid sometimes when I ask a question.

Sorry. See other comments about exams.

* n/a

* maybe help train us how to do mechanisms

Again, too little lecture time. Discussions meant to accomplish this.

* n/a

* make the tests a little easier.

See other comments about exams.

* 77 blank answer(s).

* none really...

* N/a

* go slower through the material

Again, too little lecture time.

* write more words on the board to help explain concepts

Thanks. Again, too little lecture time.

* at the end of each section summarize what was covered

Good idea. It's tough with the constraints of lecture time.

* he is already a good teacher.

Thank you.

* Even though on the exam having problems that come straight from the homework is extremely helpful, I don't really feel this helps me learn. Most of the time it is the EXACT problem, and I find myself just writing down what I memorized the night before, not really understanding any of it. I don't like that. I would suggest that the exam problems be very very similar to the homework, but with a slight twist so that the students must think, even a little.

Yeah, I agree. This was an experiment, which overall seemed appreciated by most students. I'll take a poll next year.

* sometimes teaches too quickly

Again, too little lecture time.

* maybe have a little neater notes on the board and maybe write some more about the reactions in words so that it makes a little more sense when looking through the notes again- just a suggestion though

Thanks. Will try despite constraints of lecture time.

* Sometimes skips steps in mechanism that don't seem intuitive so as a result, am confused. Perhaps if there were less shortcuts in mechanisms, then it would be easier to understand because I have gotten so used to seeing the mechanisms to understand the problem

Thanks. Again, too little lecture time. By the third quarter of o-chem, I feel willing to skip steps. If it's unclear, I need someone in the class to ask me about it.

* i feel intimidated to talk to Dr.Weiss, somehow open up more?

Sorry. Am not sure what to do about this. If you have something intelligent to say, I'll definitely appreciate hearing it. Hmmmm...

That sounds condescending.

* N/A

* Possibly have more detailed slides or notes (study guide?)

Anyone volunteering to write another textbook?

* Change the format of the tests. I think it would be beneficial to have shorter questions on the exams, instead of a few long ones. I think this would improve scores because if someone doesn't know the first step of a long synthesis, then they can't even try the rest of the problem even though they might know some of the later reactions. I liked the fill in the boxes questions.

Good suggestion.

* The one thing that might help with his instructions is better organization of the concepts. I think his lecture has a somewhat organized stepwise format, but I think there are many sections that build on each other and it would be more helpful if those were pointed out so it will give us a direction and organization of learning. For example, when he taught the Michaels 1-4 Addition and then later the enolate reactions, he can then outline explicitly that Robinson Annulation is going to use both of these.

Agreed. Good point. Will try to implement next year.

* Great professor, though a bit strange at times.

Hehe. Not sure what this means, but I'm glad to entertain you.

* Assign graded homework to ensure that we keep up in class.

Great idea, but executing it would require hiring a huge number of TAs, which we're not given the budget to do. Even expensive, elite private schools do not grade o-chem homework.

* Give more complicated examples during the lecture that will help prepare students for the types of questions asked during the exam

Thanks. Again, too little lecture time.

* none!

* I understand about challenging students, but I think that the tests should be designed to not be as difficult as they have been. A mean of 45 does not show great understanding of test questions in general. I studied very hard for tests only to feel disappointed.

Hmmm... I actually thought a mean of 45 on a tough exam demonstrated great competence.

* He can explain things more clearly and have the exams be more like the things he explain in classes and not so odd and impossible for majority of the student to solve.

Tests looked like the practice exams.

* Provide and go over more practice problems in class

Thanks. Again, too little lecture time.

* provide more explanation for mechanisms

Thanks. Again, too little lecture time.

* go slower and give easier tests!

Thanks. Again, too little lecture time.

* Perhaps make his final exams less difficult.

See other comments about exam difficulty.

* -Offer more practice problems -More flexible office hours

See other comments about practice problems. Office hours are challenging for a course of this size.

* provide more sample exam problems

See other comments about practice problems.

* nothing i can think of

* He could slow down and take more time on each chapter. He could take it easy on the tests he gives.

Too little lecture time

* Have a better organization of what he writes on the chalkboard. Some of the things he writes down are hard to follow when he switches boards from the right end to the left end.

Hmmm... Will try. I was very consistent about always going from the far right to the far left at least.

* Show more examples that weren't covered in the book.

Thanks. Too little lecture time.

* tests are too hard

See other test comments.

* a better book, the book and his lecture didn't go together so sometimes it was confusing.

I agree. We're working on this. I do feel obligated to correct the book where necessary, and deviate where the book makes a hash of the material.

* maybe give an extra mechanism or two for tough concepts to make sure that students thoroughly understand the reactions in class, because sometimes i understood the one shown in class but i couldn't apply it to another problem by myself later on, which i think an extra example or two in lecture would solve

Again, too little lecture time.

* find a way to make chemistry easier.

That would be cool.

* none

* Don't give crazy tests.

* Not make his midterms so hard!

See other comments about exams.

* n/a

* nothing

* perhaps you could slow down a bit during lecture, even though you thought you could gloss over a few concepts, it would be nice to get a quick review of things during lecture since sometimes you did let us out early and repetition is essential to learning.

To coordinate with the other lecture section, sometime the 9 am lecture did end early. I regretted this, but it was important to present essentially the same material to both classes.

* slow down when explaining and writing down reactions, put variety in which information is presented

Not sure about what's meant by variety. I did try to keep the lectures varied and engaging.

* Go into more detail. Tests are too challenging

See other comments about lecture time and tests.

* N/A

* Give easier tests. Okay not really they were okay.

Yeah! See?

* be nicer

Huh? Niceness is defined as "pleasing and agreeable in nature." Whenever possible, I certainly went out of my way to be agreeable, though I can see when basic principles of fairness could conflict with "niceness." For example, during exams, I am necessarily ruthless about enforcing rules ensuring a level playing field for all. This required me to dock points off of students continuing to write on their exams after time was called. Sure, to the students losing the points, this was not nice. However, to the other students who followed the instructions to stop writing, this was a nice gesture. So, niceness is in the eye of the beholder. If you have a particular issue, I'd be happy to consider it.

* slow down

See other comments about lecture times.

* Please give us a better idea of what might be on your tests. They are so unpredictable.

They followed the sample midterms and finals pretty closely (see comments from other students stating this observation).

* don't just treact examples from the book; use some other examples to illustrate the concepts. I know he wants us to understand the reactions, not simply remembering them. That's why he sets difficult questions. However, how are we supposed to tell him that we understand, when the questions are above our standard and so unfathomable? He is basically scaring students away from O Chem with excessively hard questions, which just shows hs ego.

Choosing more diverse examples is a good suggestion. I've found students get confused when the lecture topics and examples wander too far from the reading and problem assignments. However, I'll try to change things up more in the future without treading over the line of confusion. With respect to the "excessively hard questions," see comments about exam difficulty. My ego doesn't benefit from difficult problems, however.

* in many, many ways, first of all he could be much less ambiguous about what he expects out of the students, also, by being less critisizing and rude to students who ask questions in his office about midterm scores would be nice

See practice problems, sample exams, and weekly discussion handout. Sorry I offended you when you inquired about your midterm score. Telling someone they need to study more, however, is not rude. In fact, it's my job!

* Ease the class material.

See other comments about choice of class material governed by standards set nationwide for ACS accreditation.

* NA

* Slow the pace but just a little.

See other comments about pace.

* He sometimes goes too fast over lecture topics, but overall, he's a very good instructor.

Thanks. Wish I could slow down more.

* He could ease up on the tests.

See other comments about test difficulty.

* provide a lot of sample problems, problems from tests should not be surprising.

More questions than the sample exams, discussion handouts, and assigned problems would overwhelm the average student. I'll get lots of complaints about making the course too demanding.

* Give Weekly quizzes

Good idea, though difficult to implement for a class with 700+ students. In the past, I've run into academic honesty issues with quizzes. So, haven't given quizzes in years.

* The tests don't adequately test our knowledge. Many people study really hard for his test and still don't do well. The test is too tricky and relies solely on the fact if you can skills that do not pertain to the subject.

Actually, the tests strike at the heart of fundamentals in organic chemistry.

* Sometimes it would be helpful to have some of the concepts written out in words

Will try given constraints of time.

* None

Thanks.

* His exams are difficult, but the biggest problem I have encountered with the exams is that the grading is very inconsistent. While I may receive 5 points for one problem, another peer with the same exact answer receives 12 points. The graders are usually quite harsh too... not a lot of partial points given, if any at all.

That's annoying. Bring such problems to me for regrades.

* Vary your teaching style a bit. It becomes very repetitive and boring just lecturing and writing on the board every day.

More dancing perhaps? What else am I supposed to do to help you learn the material?

* The professor seems to be annoyed with out questions sometimes (well I agree if the question is why does chlorine leave the tetrahedral intermediate, then I would be annoyed too, but sometimes good questions, or questions that take more than 5 mins to answer seem to get on his nerves).

Good questions or not, they deserve a solid answer, and I apologize if I appeared annoyed. Sometimes, I need to insure we cover a specific section in a designated amount of time. Meeting such deadlines is a bit of a challenge at times, which makes me occasionally annoyed about off topic, long questions. Off topic short questions = fine.

* na

* Have the material reflect more onto the test. I understand that you want to have us think more, but we just want to pass the class.

*I want you to pass too, which is why the exams ask you to demonstrate **understanding** of the material.*

* I would appreciate if the midterms covered less material from previous quarters. Many problems could not even be started without relying on reactions learned previously (such as the bromination of alkanes when exposed to light).

I tried to avoid this, but it's inevitable, given the cumulative nature of organic chemistry.

* The tests are much more difficult than anything we do in the class. Maybe prepare us for that more.

Discussion section handouts were designed to do this. Perhaps they need to be harder?

* Put up more practice midterm/final problems for us to practice with!

See comments about too many problems beyond practice midterm/finals.

* to be more clear on what he expects of the students and also hints on how to do well because he expects a lot from the students

Beyond practice exams? I think you want me to come out and say, "I'll put a question on this concept on the exam, and another on this one." I don't do that. Sorry.

* Provide more problems that stress the importance of them on the exams.

Not sure I understand.

* he needs to focus tests on big concepts, not itty-bitty ones that pop out of the blue. exams were inordinately difficult and unfair. he was also very inapproachable and it was clear who his "favorites" in the class were.

Disagree with this criticism. My exams actually cover big and little concepts. Sorry about the inapproachability. Not sure I can change this.

* n/a

* more office hours.

At limits of human endurance currently...

* No improvements; wonderful professor!

Thanks.

* I am not sure.

* When grading, I think that partial credit should be given to certain problems and not just a 0 for that part.

I agree, which is why lots of partial credit was given.

* explain at the students level

Hmmm... Well, that's my intention.

* NONE

* Since there is so much information for each chapter, it would be very effective if he can spend some time to get an overview of the chapters he covered.

Will try, but given time constraints, this is a challenge.

* doesnt need to

Thanks.

* Give out example problems that are the same/similar format as those that would appear on the exam. The problems out of the book were nothing like some of the problems that appeared on the exams.

Practice exams were meant to address this, and the exams tracked these pretty closely.

* Stop putting kids on the spot and making them feel really crappy about themselves.

Sorry. Making students feel crappy was not my intention, but lecture shouldn't be entirely passive. I am expecting students to step up, and contribute to the learning environment.

* Don't scare the students so much. The night before the first midterm I had a panic attack. I had chest pains, couldn't sleep, felt nauseous. I studied so much for the exam in the preceding weeks but I still thought the midterm would be impossible. From the practice exam and Weiss's dire warnings about its potential difficulty, I thought I would be unable to answer anything on it. Turns out I did more than fine on the midterm, but getting there was an awful experience. Maybe Weiss should give more positive reinforcement. "If you study hard you'll do great!"

Wow. Glad it turned out well. Just relax.

* There was a major discrepancy in the TA's and how much of the worksheets were finished each week. I know that the answers aren't being posted as an incentive to go to discussion but I have a feeling that the discussions would still be filled each week and then office hours would not have to be wasted answering these questions.

Ok, will take it under consideration.

- * keep it the same
- * nothing
- * nothing.

Thanks.

* -lecture's powerpoint structure is unorganized and does not make sense unless readings are done before lecture-- something most student's do not have time to accomplish. Lecture's should be main mode of learning-- and the text as a supplement-- and not visa versa. -exams are unnecessarily difficult and unfair. -quizzes or /graded/ homework assignments would be helpful.

As discussed on the first day, reading for a course like this must be done in advance. Sorry.

- * -show mechanisms when necessary

Too little time to show every arrow, but did show most important mechanisms.

* For one thing, his tests are impossible. There are too many problems, not enough time, not enough room on the test packet to answer the questions. The questions look nothing like the homework, nothing like the lecture. It breaks our confidence. What is a student supposed to do? He intentionally tries to intimidate us with the problems. His office hours are too crowded, unorganized and too short. He refuses to give extra time outside of class and office hours to help students. What kind of professor has the right to deny help to students who need it? The tutors of the chem dept. are horrible and we have no other person to look to. Professor Weiss is deceptive and condescending ...he should go to hell. His ultimate goal is to fail us all. At least that's what it seems like. If we do the homework, attend discussion and read the book we should earn our grades, but the exams are sooo intimidating that it makes us break down. Help students when they need you. Don't push us away. You might be busy in your lab, but we have goals and dreams too. Instead of killing our GPAs, help us build them up.

Yeow! Ok, now you're scaring me. Did the questions on the test look like the practice exam? By offering practice exams (and keys), I intended to build up your confidence. I'm actually not trying to intimidate you or anyone else with tough questions, but I do think it's legitimate and important to test on your thinking abilities, rather than just standard repetition of memorized materials. If you're planning to continue in science or graduate school, such abilities will be absolutely crucial.

I always made a point of making sure everyone had his/her questions answered during office hours. If you showed up with hundreds of minor questions, I did ask you to visit the chem. dept. tutors (this happened exactly one time this quarter). I'm sorry you didn't like the tutors either... Actually, I only "failed" a small handful of the students who completed the course. This seems fair to me. In addition, I spend considerable time helping students like yourself attain your goals and ambitions. Since 50% of the class got B- or higher, I'm definitely doing what I can, within the confines of departmental guidelines, to help students' GPAs. In summary, this comment is rife with misperceptions, and makes me worried about the writer. Thanks, I guess, for taking the time to write.

- * He is good

Cool. Thanks.

- * dont think he needs to improve haha

Thanks.

- * Perhaps somehow make the class easier to follow, make the tests a bit easier?

See other comments about tests.

- * go over more examples

See other comments about pace and time available.

- * Slow down to explain concepts rather than rushing to cover all the material.

See other comments about pace and time available.

* Seems very busy in terms of helping students. Email, and office hours are given, but often it seems like we need a good reason to visit.

True. I am very busy, and enjoy interacting with students in my job.

* I think he is just a good teacher. He doesn't need to change anything except when he asks people questions as they come in.

Yeah, I know that's a sore point to some. It's just very distracting to me to be constantly interrupted by latecomers. So, my way of encouraging punctuality is to make important announcements at the beginning – and put the latecomers on the spot. Thanks.

* No way.

Thanks.

* He can try to explain reactions more clearly instead of just writing them on the board.

Ok. Not sure what this means, as I do narrate each reaction.

* Weekly quizzes will give students incentive to stay on track and keep up with reading and assignments

Thanks. Yes, but difficult to execute with a course of this size. Academic honesty issues, etc. loom large.

* Have more efficient lecture slides.

Will try. This is tough.

* Slow down when talking

Sorry. Will try.

* Use more mechanisms when applicable

Often too little time to discuss minor details in the last quarter of o-chem.

* 90 blank answer(s).

3. Any other comments about this course?

* Probably the most fun of all the O Chems but still very difficult information

Cool. Thanks.

* When he presented material in class, it was clear and really understandable, but the material covered on the exam was tricky and more complicated.

Hmmm... Yeah, that's a challenge with a course of this sort. It's always clear when explained, but often hard to derive de novo.

Keep working on such skills.

* too difficult

Yes. Sorry. It's o-chem afterall. Also, wouldn't you rather have a course asking you to develop your own mechanisms and syntheses or a course asking you to regurgitate back miscellaneous facts?

* This class was challenging, but Professor Weiss kept me from getting discouraged by difficult material.

Awesome. That's great. Thanks.

* Very challenging, especially the exams.

Yup.

* The exams were very difficult.

Yes, see other comments about exam difficulty.

* I know there is a time restraint for each lecture but having more problems done during lecture helps.

See other comments about time constraints.

* The course material was quite a challenge, and it is appreciative that the professor challenged us in ways that made everyone think critically.

Fantastic! This is exactly what I'm going for with this course. Thank you very much.

* DISCUSSIONS ARE GOOD BUT THE INSTRUCTOR IS ALWAYS BETTER AT EXPLAINING THE SUBJECT AND WOULD BE BETTER IF THE INSTRUCTOR WOULD DO SOME EXAMPLES OF BIG REACTIONS INSTEAD OF DOING SMALL ONES THAT NEVER MAKE IT TO THE EXAMS.

It's actually very hard, if not impossible, to do an example understood completely by 300+ students in a short time.

* quizzes would promote overall learning and understanding, rather than short term "cramming"

Good point. Hard to execute with a course of this size, but will take it into consideration. Again, I've had problems with academic honesty in this format.

* used profanity in office hours.

Sorry. That really pisses me off. Seriously, you should hear what I have to say upon encountering pentavalent carbon, while grading exams!

* he is a very good professor

Cool. Thanks.

* Tests were extremely hard, but Prof. Weiss was extremely generous in grading especially in leaving the people who dropped in with the curve.

Exactly. Thanks.

* none

* very interesting and challenging

Cool. Thank you very much.

* This course is the most interesting ochem class i've ever had. This is the first ochem class that i had an A in the first midterm.

Awesome! Way to go!

* no.

* hard tests, even with a thorough knowledge of the material; weren't always relevant to what was studied

Sorry. Tests attempt to focus on topics central to the subject area.

* It's been interesting. I've enjoyed it and the teacher.

Cool. Thanks.

* exams were too difficult

This is an inherently challenging course, and the exams focus on material required for you to succeed on the MCAT and beyond.

* n/a

* None

* n/a

* I really enjoyed 51C. It is the best course in the series.

Cool. Thanks.

* how is the participation grading going to work?...most students participate in discussion sections..but dont have a chance to in lecture.

I discussed with the TAs the grades of anyone close to a particular grade cutoff. Actively participating students were given the benefit of the higher grade.

* Exams are much too hard for what is actually taught. Must rely entirely on text.

Not sure I understand. See other comments on exam difficulty.

* no

* This course, i think, was the most challenging of three organic chemistry courses.

Yup.

* Sad that ochem is over. Wishing that it has another series and that it was required to graduate because i really enjoy ochem this quarter. It all makes sense now even though it's kind of too late.

Awesome! Sounds like you're ready for upper division o-chem. Go for it! The material gets even more interesting.

* challenging, but great

Cool. Thanks.

* He has a very low average of test scores which is frustrating but he compensates in other ways with his grading methods.

True.

* good teaching style

Thanks.

* None

* weiss made this course harder than it should be for an introductory organic chemistry class. even grad students probably would get a C in this class.

Well, no. The material is inherently challenging, and that's just the way it is. Asking you to regurgitate back trivia and not think to derive mechanisms and syntheses in real time on an exam would be insulting to UCI students.

* Its hard

Yup.

* just a very hard course overall

True.

* Although I'm not doing good in his class, I know that if I had put in more time to study, his tests would not be impossible. Most of the time when a student does bad in the class, they would say the professor is bad but in this case I feel that he is a very competent professor.

Thanks.

* Excellent course, but this course is less detailed near the end than the previous 2 courses (ie catalysis, protein synthesis).

Yeah, I know. In the "C" quarter, there's a huge need to cover a lot of material, some of it necessarily superficially. If you stick with organic chemistry, you'll learn about all of the neat details in protein synth and catalysis.

* it was fun

Cool. Thank you very much.

* challenging

* very challenging for this bio major.

Cool. Thanks.

- * no
- * enjoy his enthusiasm

Cool. Thanks.

- * none
- * I liked your slides they gave me a good idea of what you wanted us to focus on!!! They were also at times rather entertaining!!

Cool. Thanks.

- * Test are way too hard. It makes studying discouraging.

Sorry.

* Great class, great instructors. Overall, I'd have to say that the organic chemistry professors and TAs have been some of the best instructors I'd had at UCI, which is very important for such a touch course. However, I've found that all the organic chemistry courses have been very fair in material and grading. Great organic chemistry department!

Thanks. We're ranked in the top-10, and, thanks in part to our students, on the move towards the top nationwide.

- * this is a challenging and interesting course

Cool. Thank you very much.

- * Difficult, but interesting course

Cool. Thank you very much.

- * I think the tests are fair because nothing on the test was too surprising.

Cool. Thanks.

- * Hard! Tests were difficult..

Yup.

* The course provide valueable information about organic chemistry Many are very close to everyday life, which make the course more intersting to students. Overall, a very good course

Cool. Thanks.

- * This course was challenging, but Dr. Weiss made it fun and interesting.

Thank you.

- * Just glad it's over.

Hehehe.

- * very difficult course

True.

- * well constructed course, easy to follow according to instructions

Cool. Thanks.

- * this is a very hard course, with lots of synthetic problems

True.

- * 104 blank answer(s).

- * makes o-chem somewhat enjoyable.

Cool. Thanks.

- * N/a
- * it was one the hardest ochem classes I've taken.

True.

- * this course helps.

Cool. Thanks.

- * I think that there should be weekly quizzes based on the homework.

Good idea, but too unwieldy dealing with academic honesty and grading issues for a class with so many students.

- * it was interesting!

Cool. Thanks.

* The pace of the coursework is sometimes too fast, and the reagents all are clustered in one section, so it makes it difficult at times to remember which reagent does what

See other comments about pace and time available.

* I absolutely love this professor! I think he's one of the best ones that I took so far at UCI. He is so friendly and so motivated that it's hard to fall asleep in class, even in the 8am lectures. ***

Awesome! Thanks.

- * Very difficult course, very difficult material to learn, but taught very well.

Awesome! Thanks.

* The course is very hard, and I think the notes are incredibly easy/basic and don't prepare the students for the type of questions that will be on the test.

Ok. Sorry.

* Discussion worksheets should be posted up before Monday so students could attempt to the problems.

Interesting idea. What would be the incentive for attending discussion? Too often students think they "know" the problem, and don't bother to completely understand its intricacies. So, when I change some small variable on the exam, it explodes in difficulty for them.

Attending discussion and working on the problems in a group with a TA is a proven way to insure you really know the material.

* Difficult course, challenging end to an interesting organic chemistry series. This quarter would probably be better suited as being taken concurrently with bio 98 instead of bio 99, as we had to learn the structures of the macromolecules more in 98 than 99.

Agreed. Unfortunately, such considerations are outside my control.

* This class is insanely difficult.

* tough course

Yup. Hope you enjoyed it though.

* This course is super super hard but with Dr. Weiss as my professor, it is enjoyable.

Awesome! Thanks.

* The textbook is great.

Wow. Haven't heard anyone say this before. Thanks.

* Exams follows book or lecture more instead of a such a high high high advanced level.

Sorry for setting such high standards.

* nothing

* awesome course...i learned a lot of cool info i didnt know about before:)

Awesome! Thanks.

* Difficult course but manageable.

Awesome! Thanks.

* YAY for ochem

Awesome! Thanks.

* VERY VERY challenging

* This course was very challenging.

Yup.

* The exams are intense!

* tests are too hard

Sorry. See other comments about exam difficulty.

* we need a new book

New edition coming out shortly.

* it was super hard!!

* i hate chemistry more than any other subject on the planet. i did appreciate the generous curve though...

A little something for everyone...

* none

* I didn't like the subject but i enjoyed being the class because of the professor.

Cool. Awesome! Thanks.

* Tough

Yup.

* He teaches at an advanced pace and expects students to learn at the same rate and then regurgitate it back to him.

Uh-oh. Don't want to test on regurgitation. Will insure this doesn't happen (without making the exams more difficult).

* great teacher

Awesome! Thanks.

* Great course

Awesome! Thanks.

* challenging course! but friendly and helpful teacher make it a little easier to handle

Cool.

* Tests are way too hard

Sorry.

* Very fun course to take

Cool.

* No.

* should put some focus on drug design; should delete the parts on saccharides and peptides, coz' they are already taught in BioChem.

That's interesting. I was under the impression that peptide synthesis and saccharide reactivity were not covered in Biochem. I'll look into this. If there's overlap, I'll definitely drop the overlapping material. Thanks.

* i see no reason for his lackadaisical attitude toward students' concerns about the course, i would never take a class from this professor again

Lackadaisical? I think not. If you invent a time dilation machine, which allows me to spend more time per week working on my teaching, I'd be the first purchaser, as literally my every free moment was spent on this course. Writing this during the summer, I'm still working for my Chem 51C and other undergraduate students, as I have a huge backlog of student recommendation letters to write. Believe me, I care deeply about your success and concerns.

* He expects a lot from his students. Even though this is good in the long run, it is not fair for most students, because they suffer from his hard tests.

Sorry. Hope you still enjoyed some aspect.

* GOOD PROFESSOR

Cool. Thanks.

* As expected, very hard. Somewhat torturing, rather than really learning o-chem.

Sorry. Hope you still enjoyed some aspect.

* Very tough course

Yup.

* Organic chemistry is a very difficult course. Dr. Weiss made the course enjoyable.

Awesome! Thanks.

* I absolutely hate OChem and thank God this is my last quarter.

Congrats on making it through. Hope you still enjoyed some aspect.

* It's a fun course.

Cool. Thanks.

* na

* Really tough course. Oddly, the toughest of the three.

* Professor is extraordinary and provides a model of how organic chemistry should be taught.

Cool. Thank you very much.

* Awesome! The best of the Chem 51 Series!

Thank you.

* Challenging

Yup.

* weiss is such a bad professor that his TA *** should take his place. *** would do a much better job.

I agree that the TAs could probably do a better job than I, and look forward to watching them teach o-chem someday.

* Very challenging.

Yup.

* Very challenging, but prof. makes it fun!

Cool. Thank you very much.

* It was very challenging but fun.

* This course is hard, but instructor tried to go as much as students's ability to understand the course (Rushing will ruin the knowledge)

Cool. Thank you very much.

* very difficult, tests were very good

Cool. Thank you very much.

* nothing

* very good!

Cool. Thanks.

* Please have other professor's teach at this course at the same time as well. Limiting it to only one professor makes it very difficult to learn the material if the lecturer's style is difficult for a student to follow.

Good suggestion. Unfortunately, I don't have any control over this.

* none

* I hate this class. Dr. Weiss took my favorite subject and killed it. I hate him for doing that. He put me on [a medication] for my nervous break downs. If I don't get into medical school, it is because of him. Thank you Dr. Weiss for ruining my life. I hope you are happy now...i hate you i hate you i hate you.

Whoah. That's disturbing. Please consider organic chemistry to be one of a large number of challenging courses you will face, if you plan to become a physician. If each course places you on the brink of ruin and nervous breakdown, perhaps another career path would be better suited to you...

* No

* Very difficult course, Professor Weiss is a pretty cool professor though and clearly tries to teach it well with much enthusiasm.

Cool. Thanks.

* Overall very challenging but enjoyable course

Cool. Thanks.

* good professor

Cool. Thanks.

* I like chemistry a lot more and am possibly thinking about changing my major because of the effort this teacher has put in.

Awesome. Chemistry just keeps getting better and more interesting the further along you go in studying it. Let me know, if there's anything I can do to help you further your studies.

* Professor Weiss is the best professor that I have ever had in college so far and he will be a tough one to ever beat. Thank you professor Weiss for all of your help and your knowledge. -***

You're very welcome. It was entirely my pleasure.

* nope

* VERY VERY CHALLENGING

True.

* NA

* 121 blank answer(s).