

Final Evaluation FACULTY (CTEF) (copy) for Weiss, Gregory Alan CHEM 51C
LEC A (40648)

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

What are the instructor's teaching strengths?

- The instructor tries to make sure that his students learn the material.
- clear explanation, stimulates our interests, organized lectures
- He is very enthusiastic about the subject and his attitude is somewhat infectious, even though its at 8 am in the morning.
- lectures were clear and easy to understand. overall, a good professor
- really good lecturer, relates alot of the info from lecture to life
- Energetic, even at 8am. Really knows the material and seems to like it a lil too much.
- He is enthusiastic about teaching the course and writes clearly.
- He is very clear and explains topics very well. He remembers your name so the class becomes more engaging than a regular lecture would.
- he was very kinda and answered all the questions
- He's clearly in love with organic chem.
- hes a genius
- Enjoyable, teaches the material with gusto, very knowledgeable about material, teaches important lessons.
- I don't know if anyone has told you this before or not, but you remind me of Bill Nye the Science Guy.
- Shows a lot of passion and enthusiasm while teaching the course!
- Professor Weiss is clear, organized and brilliant.
- Very enthusiastic about chemistry which made me more enthusiastic about the course. Fun to talk to in office hours because he is willing to talk about slightly off topic aspects of chemistry
- good at explanations and making analogies
- He is very thorough and clear when explaining concepts.
- Enthusiasm
- goes over material clearly engages students by asking questions
- very knowledgeable, fun lecture
- the way he explains things
- Lectures are clear and interesting. Try to relate chemistry to everyday life.
- The teacher's strengths is knowledge of the material and trying to incorporate things from real world situations to what we're learning at the time in the course.
- very friendly, interactive
- makes chemistry interesting and talks about applications of chemistry in the real world
- his office hours are helpful. he makes his students go up to the board and solve the same problem they ask themselves. It makes it so that they will remember the problems more if they're up there doing the hw
- Very enthusiastic when lecturing.
- He is such a nice professors. He actually thinks and cares about how his students perform in his class and try to help those who are not doing well in the class. He also gives second chance to his students that it is very encouraging.

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- He's a great lecturer! The professor makes lecture so interesting, how can you not go to class? I love how he relates what we are doing to things in everyday life. The best chemistry teacher i've had at uci!!
- Genius. Dr. Wiess is just a genius. Ask any questions, he will answer it.
- interested in subject, excited about subject, knows chemistry
- Nothing
- He is basically made for teaching and I am not kidding. He is a really good lecturer. Firm, loud sound with a neat hand writing and easy to understand. Actually, he is the first chemistry professor that I attended all the lectures because I would get a lot out of it.... I actually feel like I love O'chem. Thanks to him
- very clear, enthusiastic
- Lectures and explanations are very clear.
- very intelligent, teaches material in an easy-to-learn format, shows enthusiasm, makes us think a lot, emphasizes the important material
- Excited about the subject.
- good lecturer, he really knows his stuff and his love for the subject really shows.
- He knows his material very well and explains things in a very clear way.
- explaining concepts clearly
- Approachable. Enthusiastic. Friendly. Knowledgeable in the subject.
- Dr. Weiss provides clear explanations of concepts and reactions in his lectures. He also throws in some interesting real world examples and uses for what he teaches. He also shows an enthusiasm for organic chemistry that I can't even begin to comprehend, but it does spice up the class a bit.
- Relating the concepts that we are learning to life and why it is important.
- Approachable and overall nice guy.
- Enthusiastic. Interesting lecture.
- Explains material clearly and understandably. Very knowledgeable and interesting.
- Very knowledgeable in subject material and effective in communicating this knowledge.
- very friendly, and helpful in teaching the basics of the required material.
- 21 blank answer(s).

2. How can this instructor improve as a teacher?

- I would really like it if he posts the answer keys to his discussion worksheets up. Most of the TAs rush through the worksheet because they insist on making us work in groups to solve the problems.
- Tests are ridiculously hard
- Stop trying to teach and write at the same time. Half the time you are standing in front of the board and by the time you finished a topic is about the same time that I could actually see the board. Maybe have your notes premade on a overhead so you can do more teaching and less writing!!
- He could make his tests more representative of the material he lectured on. When two classes average in the 30's on a midterm, there is obviously something missing in the teaching.
- There is nothing in particular that he needs to improve, but the course is very limited in the amount of time given to cover all the material. But this isn't your fault.
- better notes

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- He goes too fast. Yes we need to cover a lot of material but if we “skim” through everything the quality of our learning obviously won’t be that great. His midterm was ridiculous.
- he should be a little easier
- Ask more questions to the class in lecture to get us to think about the material??
- No improvement necessary! Professor Weiss is already a perfect instructor!
- I don’t see how he could improve, he is already one of the better professors I’ve had at UCI
- help the students more by answering their questions
- Make more connections between the mechanisms and how they might be used together rather than just one mechanism by itself.
- Lecture material should correlate with test questions. Also, its hard to see what’s written on the board
- go over material in more detail
- n/a
- more examples in class that’ll be like midterm questions
- probably try to correlate some more of the homework problems with the lectures, sometimes the problems deal with sections not covered in the lectures (polysaccharide chapter)
- He is great.
- none
- He can give us more practice for his tests, cause his lectures and tests are completely different level of depth.
- tell us exactly what he wants us to know, make tests less difficult
- Be more logical in his tests and not make them so god damn difficult
- Take the exams a little bit easy and I felt he sometimes unintentionally make fun of people when their questions are dumb, but overall he is a wonderful teacher
- None
- be a little more approachable, even though I think you’ve become a lot more chill throughout the course of the class
- More clear on testing materials
- Go through the material a little slower, there is too much information coming too fast.
- assumes we are better at chemistry than we are...expects us to be able to figure extremely complicated problems
- N/A.
- I’d say something like “make the tests easier,” but he’s already been doing that slowly in recent years and during this quarter. The difficulty seems on par with the subject now.
- As a person and as a professor, I found Weiss extremely likeable and he definitely has tons of enthusiasm for the subject– so I do think he is the best organic chemistry TEACHER I’ve had compared to my first two quarters. He certainly made organic chemistry seem like a worthwhile subject and at least made me much more interested in what OChem has to offer. But as many will likely mention, as a test-giver, some of his problems do take a lot of thought that just isn’t really reasonable in the time-frame given to us. It’s just a pitfall that will likely be corrected with more time, but most professors just don’t seem to realize that many of us are juggling a lot of units and may have work and other activities we have to deal with, so in terms of getting practice with problems and reading ahead– it’s just not always plausible to do so. I appreciated his course and though I didn’t do so great, I feel like I learned a lot and Weiss does care for us. I just wish professors were more empathic and realize not all of us are naturally talented in a subject and though some people really destroy tests, most of us can’t be those outliers and I do hope that the tests for future students challenge the core parts of the subject rather than only testing how clever we can be within an hour. Thank you for teaching us organic chemistry and best wishes in the future.

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- Make a review sheet for easier test preps.
 - Could be a bit more approachable.
 - Not much more you can do in the time given.
 - 35 blank answer(s).
3. Any other comments about this course?
- No.
 - If you know HOW TO STUDY, you will do fine.
 - The course should be taught later in the day, rather than at 8 or 9 in the morning. It is somewhat hard to follow ochem material if you are still half-asleep, but that is just my opinion.
 - make the tests easier, good god man
 - Neope
 - Challenging but interesting and sometimes even fun.
 - Fast. I think that the exams could have more concepts. The exams are loaded with point heavy mechanisms and synthesis problems with only few true concept questions.
 - no
 - n/a
 - This course is ridiculously hard and it's simply due to the fact that there are so much material to cover in 10 weeks. Dr. Weiss did his best to make this course manageable and if I happen to fail this course I would retake it with him again.
 - Weird professor but in a good way!
 - Fascinating material and content!
 - n/a
 - By far, this is my favorite ochem course based on content.
 - not really
 - The course itself is hard, and i beg to differ with those students who dislike Weiss. Yes his test are hard, but the material isn't a piece of cake, so what do you expect?
 - Hardest course at UCi, don't take this teacher
 - None
 - You can study everything and not get the mechanism questions. There not fair.
 - I learned a lot more in this o.chem class than the others. My skills in synthesis and mechanisms have greatly improved. I had to work a lot harder in this class to get an A than the others, which means that this class is indeed a lot harder than others. However, with enough studying, the tests aren't that hard at all. Overall, I would recommend this class to students who are apt to problem solving/critical thinking, but not to those who want to just memorize. I think UCI needs more classes like this. Prior comments stating that Dr. Weiss is evil is quite unwarranted.
 - The tests are very hard, but they are fair.
 - Good experience. Very challenging.
 - I really disliked this course at the start of the quarter, but looking back, this was probably because Weiss' teaching and testing style was very different from that of my previous organic chemistry professors. I've come to find Dr. Weiss to be a very effective teacher. I'd probably recommend his class to others. However, if I taken his class in 2005 and I had a friend considering taking his class in 2006, I'd tell them to go polymerize their eye-lids shut with super-glue before I'd recommend taking his class. As you can see, I believe that he has really improved as a professor since 2005. This being said, organic chemistry is still far from my favorite subject, but Dr. Weiss has moved it up a bit on the list for me.

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- 47 blank answer(s).

4. Please choose the appropriate rating on the letter grade scale A to F indicated below, with A indicating excellent and F indicating wholly inadequate performance. If you have no opinion on the question asked or if it does not apply, please mark NA.

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
50	9	5	0	0	0	0	0	0	0	1
Mean	Median	Std Dev								
3.90	4.00	0.20								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
28	18	9	4	2	1	2	1	0	0	1
Mean	Median	Std Dev								
3.60	3.70	0.54								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
37	13	8	0	3	2	0	0	1	0	1
Mean	Median	Std Dev								
3.69	4.00	0.54								

7. The course instructor is accessible and responsive.

A	A-	B+	B	B-	C+	C	C-	D	F	NA
36	12	9	3	1	2	0	0	0	0	3
Mean	Median	Std Dev								
3.72	4.00	0.42								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
33	14	5	3	1	2	3	0	1	0	3
Mean	Median	Std Dev								
3.61	4.00	0.64								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
40	13	4	2	2	1	1	0	1	0	2
Mean	Median	Std Dev								
3.72	4.00	0.55								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
32	16	7	1	1	3	1	2	1	0	2
Mean	Median	Std Dev								
3.58	3.85	0.67								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
32	11	8	4	2	2	1	1	1	2	2
Mean	Median	Std Dev								
3.47	3.85	0.88								

12. What overall grade would you give this instructor?

A	A-	B+	B	B-	C+	C	C-	D	F	NA
33	16	6	2	1	1	3	0	1	1	2
Mean	Median	Std Dev								
3.58	4.00	0.76								

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13. What overall grade would you give this course?

A	A-	B+	B	B-	C+	C	C-	D	F	NA
23	15	11	4	2	3	2	2	1	0	3
Mean		Median	Std Dev							
3.44		3.70	0.69							

14. **Please answer:**

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

A	B	C	D	F	NA	Mean	Median	Std Dev
21	20	11	1	0	12	3.15	3.00	0.81

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

1.

A lot	Some	A little	None I could discern
0	2	2	60
Mean	Median	Std Dev	
0.09	0.00	0.38	

2. Examples:

- N/A.
- 69 blank answer(s).

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

Very	Adequately	Somewhat	Not at all
24	27	13	2
Mean	Median	Std Dev	
2.11	2.00	0.82	

17. How challenging was this course?

Very	Adequately	Somewhat	Not at all
42	22	2	0
Mean	Median	Std Dev	
2.61	3.00	0.55	

Final Evaluation FACULTY (CTEF) (copy) for Weiss, Gregory Alan CHEM 51C LEC B (40687)

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

What are the instructor's teaching strengths?

- he is a great lecturer. he has simple examples, but it is enough to grasp the idea, and it up to us to go home and work on the problems. He is very approachable. I like how he asked every student who speaks to him at all for their name, in attempt to get to know his students, the ones who try to make the effort to speak to him
- possess vast knowledge on the topics discussed in the class, very informative and clear in his explanation. An outstanding lecturer overall.
- he shows enthusiasm about the subject that he teaches and he speaks with confidence.
- good at drawing mechanisms
- Incredible lecturer, actually makes you want to get up early and go. Really introduces concepts theoretically as opposed to running through each mechanism mindlessly which makes things make much more sense in the end. Very entertaining to listen to, his sarcasm and dry wit make what most think to be an intolerable subject into something enjoyable.
- Good use of the chalk board combined with a main-point heading with the projector. Friendly and fair, yet assertive attitude towards the students. The teacher makes it very clear that he shows no favoritism by the way he chooses which questions to be answered privately and which questions can only be answered with the presence of the entire class.
- He teaches you things that are actually important and doesn't make you learn little stupid facts that you wouldn't use unless you were on jeopardy.
- he is a smart guy, GREAT GREAT LECTURER, will always keep you interested
- He shows much interest in the subject, and his lecture is very interesting, so it made me take more interest in the subject.
- Great lectures
- he knows the material very well
- Very fair teacher, wants everyone to learn and do well, it all comes down to the student, his lectures are also entertaining especially when he used his Jedi powers
- A very good instructor. Clear and concise.
- Professor Weiss is able to clearly present material and is very organized in his lectures.
- He knew the material very well
- very knowledgeable, clear, interactive, enthusiastic, informative, challenging
- He's able to explain concepts and he's really receptive to people who ask intelligent questions. he's very willing to help the students do better.
- Great lecturer, explains concepts clearly, stimulates students' interest in the subject, encourages students to think beyond the material. Cool pictures on powerpoint slides!
- Very enthusiastic and understanding. Tries to get students involved in his lecture.
- Doesn't make chem seem too boring. Responds to emails fairly quickly.
- very enthusiastic and engaging
- He is really excited about chemistry. What I liked most though was that he took the time to learn our names. When we would ask a question, he would first ask our name before he responded. That way, we weren't just another number.
- very enthusiastic and covers material in book closely, interesting professor!
- He is very enthusiastic about the topic.
- nice, good at taking students through difficult concepts

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- He knows the information very well and explains thoroughly.
- His enthusiasm and understanding of the subject.
- Explained the concepts clearly, students were able to ask questions during class
- Professor WEISS is the best because he presents the context of the material and skips over stuff that isn't important. The degree in which he cares about the students actually learning is pretty amazing.
- Dr. Weiss does a great job of clearly explaining concepts and ideas. He doesn't just show a mechanism and say memorize it he explains it clearly so that when the exam comes you don't have to memorize the mechanism but rather understand it.
- enthusiastic, smart, honest - appears to be somewhat arrogant and has no problem showing people he is,
- clear speaking voice
- enthusiastic, throws in a few jokes here and there to lighten up the class. i like very much how things we learn in class can be applied to the outside, such as the superglue information recently
- Excited about what he's teaching and seems eager to help students and answer their questions
- He presents informative and stimulating lectures. It does not seem like he is merely reading from a script or notes but like he really understands and enjoys the subject he is teaching.
- Enthusiasm and a good sense of humor. People learn better when they laugh.
- speakinger
- clear explanation of topics
- Very good at emphasizing.
- Professor Weiss really demonstrates profound knowledge of the material. He is also an excellent instructor and shows that he really cares for his students.
- He's a GREAT professor because he is courteous to students and he always interested in how he can be better. A professor that asks students their names is so nice and makes students feel like they actually matter. Yes, his tests are hard, but he helps you as best he can without babying you. Many other professors at UCI could learn from his example.
- Very enthusiastic about ochem and portrays this enthusiasm while teaching.
- explains mechanisms well
- wants students to really understand the material and not just memorize, clear and organized
- ecstatic about subject open to questions
- The course instructor is accessible and responsive.
- He speaks and writes very clearly. He is very approachable and always does a good job answering questions in class.
- knows material
- explains material well
- Excellent enthusiasm. Never gets boring. Always very prepared and detailed. Very open to student during his office hours and I really appreciate that. His tests, people say are hard, I for the other hand think its very fair as long as you do everything accordingly.
- enthusiastic about the material, helps the students, clear about what he wants
- Very clear. Very helpful
- The discussion worksheets helped cover the major concepts of the chapter. The notes on the board were clear and easy to read.
- Dedicated

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- his teaching strengths are about as good as ethanedithiol smells.
- Dr. Weiss is a really great lecturer; I think he is really easy to listen to – even at 8am/9am. He explains material clearly and adds a lot of “Misc.” comments that I hearing
- Speaks loud enough, interesting, tells you what the important/unimportant things to know are.
- Spoke in a loud enough tone, explained concepts very well
- notes
- Shows enthusiasm for OChem. Makes concepts very clear and easy to understand. Really wants to help students succeed when test scores are low.
- Extremely smart. Always is energetic and shows his enthusiasm for chemistry. Very fair. Really encourages students to think and actually understand the subject instead of monotonously memorizing book problems.
- He explains the problems to the best of his ability and one thing I really like is the fact that he answers all questions.
- understands material very very well
- He is able to explain things clearly and distinguishes the important concepts from the small points. He is very excited about organic chemistry and it makes it easy to pay attention to him in class. Also, he’s very approachable in the sense that he gets to know you on a one-on-one level.
- He’s smart I guess
- he is exciting and expians concepts well
- I like how he doesn’t just stand there and just lecture off of powerpoint. I absolutely hate it when professors act like nothing more than robots. He writes everything on the board so you have more than enough time to copy everything down and listen at the same time.
- Covers material extensively, discusses related to subject matter, which makes rxn more interesting, very enthusiastic about teaching, very open to questions and curiosity. Great explanations, helps student to understand concept rather than memorize facts.
- He gives good, thorough explanations of reactions. I am very thankful that he tries to push us to do better in class by giving us an extra chance to gain points with the makeup quiz after Midterm 1. (It gave me hope as a student who isn’t doing well in his class.) He isn’t boring, and he tries to make sure that we all understand the material before moving on to another topic. (He asks something along the lines of “Do any of you have questions before we move on?”)
- Very enthusiastic about teaching the class.
- relates concepts to real life applies the material to real world situations knowledgeable in biology and chemistry enthusiastic about the subject really helpful during office hours wants students to succeed uses the chalkboard
- He is VERY clear and his lectures are really interesting. I never fell asleep during his lectures. (:
- everything is very clear, provides many examples and is very clear about what he wants us to know
- Explains concepts really well,
- Professor Weiss is a very intelligent and helpful teacher. He is definitely one of the best professors. He makes everything clear and easy to comprehend.
- enthusiastic and intelligent
- none

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- Very enthusiastic and answers questions clearly and concisely. I loved that he encouraged class participation. Knows the subject well.
- smart guy.
- Very organized and shows passion for the subject
- He is a very nice person when you talk to him in office hours or before/after class. He tries to help you and is happy when you do well, it's nice. I like how he doesn't take questions about the test in private, only in class, that is very fair.
- Explains the material well and in enough detail... Tests are pretty straightforward and gives you a couple right off the discussion worksheet
- Very clear with the underlining concepts and points vital to each chapter. Good job in involving the students in class and creating active participation.
- Shows that he cares about his students by providing lots of office hours, giving a quiz after MT 1 to make sure the students knew the material before moving on, and lots of other stuff that I can't think of at the moment; interacts with the students during lecture (I've been able to stay awake in EVERY lecture..props to Prof. Weiss for that); is entertaining
- Very confident, explains concepts well
- nothing
- I honestly think Dr. Weiss is an awesome chemistry professor. He has to be one of the best if not the best one I've had thus far. I'm sad he wasn't offered for the other courses.
- very energetic and passionate and teaches clearly
- n/a
- He is VERY passionate about the class He makes the subject as simple as possible He tells the students what is important and what is not He's even funny at times too
- really structured and clear lectures
- He knows the material very well and also lectures very well. His lectures are not boring and even when I went to the 8 am classes it wasn't hard to stay up.
- He is exciting and enthusiastic. All his lectures are clear and easy to follow. I like each slide in each lecture. They are clear and helpful for students. From the slides, students can know what main points that he wants students to learn. The knowledge in the textbook is so wide, but the slides are the good guideline for students in preparing for midterms or final. In general, I learn a lot from this course.
- nice
- great professor. loves the subject which makes the students more excited for the class. very interactive and engaging.
- Speaks clearly.
- interested in what he teaches
- very passionate, gives fun/relatable examples, approachable
- He's very animated when he's lecturing. It's always a plus when the professor seems to really enjoy teaching and talking about the material.
- Very good teacher and a great guy.
- very enthusiastic about subject
- savvy
- instructive
- Is a great communicator and very accessible.
- very passionate about organic chemistry, he inspires others to learn the subject

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- The best chem professor ever. He knows what he's doing, and he is able to portray his knowledge to us students in decent manner. Thanks for a fun quarter.
- he is very intelligent and uses creative analogies in his teaching of the material
- approachable, gives clear, succinct, and helpful lectures, good time management
- He is a really good professor. This is the best (Organic) Chemistry class I have taken. He truly cares about impacting the meaningful knowledge of (Organic) Chemistry to his students. Thank you for teaching Professor Weiss.
- Very Intelligent, Very Interesting. Best teacher I've ever had.
- Great at making lectures interesting. Incorporating biological examples into the lectures was a very nice touch, especially for the bio students.
- Really enthusiastic and ready to teach. Really knows organic chemistry and gets you excited to learn. Tells you specifically what will be on the exams and has a great TA called Amber. Very accessible although his office hours were a bit crowded.
- *has a very commanding presence as a lecturer *passionate, enthusiastic *knows material very well
- makes ochem interesting, can actually stay awake in his class
- N/A.
- Professor Weiss is an excellent Professor, who makes topics very clear to understand. He also points out important mechanisms and facts that might be important on midterms.
- Makes chemistry interesting because he is very passionate about what he's teaching. Explains concepts well.
- knows material very well. lectures are focused on what he will test on.
- strong knowledge of material, engaging and interesting lectures
- enthusiastic
- Great Lecturer! really keeps you attention. Clearly explains concepts.
- Loud speaker. Very clear and precise. Always asks if there are any questions throughout the lecture before moving on to new material. He's very enthusiastic, and upbeat which allows the class to stay awake and focus.
- Professor Weiss is funny at times.
- Clear, concise, very enthusiastic
- Good at explaining things clearly. Always asks if there are any questions.
- I love listening to his lecture. His style is very interesting.
- Dr. Weiss knows what he's talking about. He's from Harvard... so he should definitely know!
- The professor knows the material very well.
- He knows his stuff
- Smart, Funny
- knows the material extremely well
- Everything is perfect. Loud, clear, funny, enthusiastic, entertaining, and fast.
- Very interested in chemistry and able to convey its importance in everyday life, adding a little more excitement to what is usually a bland subject.
- Very clear and thorough when going over the main objectives of the course. He is also very open to answering any questions during lecture and answers them very clearly. He is very organized and a very entertaining professor. Enjoyable in lecture.
- He knows the material very well.
- explains material ok.

- Good Lecturer
 - 29 blank answer(s).
2. How can this instructor improve as a teacher?
- i think he is doing a splended job
 - instead of assigning the problems, the instructor can simply put “understand everything and practice every problem in the chapter” in order to prevent the possible misleading of the situation in the future. (since every student interprets instructor’s comment differently)
 - n/a
 - make tests in accordance to what is explained in class
 - Most people think his tests are hard, but these are the same ones that cram the day before. That being said, he is not easy, but with type of lecturing he does, it is obvious he expects you to know the theory behind reactions more than the details behind them. If you keep this in your mind when you are studying, then you will perform much better on his tests. The only real thing is he could stand to slow down a little, but the speed is necessary to cover the material for the class in the time we have.
 - The discussion worksheets should all have answers to them posted on the website. It is ridiculous to use that as an incentive to attend discussion sections. I feel that it is in a way showing favoritism to those who are wanting to gain an extra advantage over other classmates because those types of answers are not one-on-one type questions, but answers that everyone in the class deserves to get. Discussion sections are for people who are past mechanism and synthesis problems in the worksheets. They want to fine-tune their questions. If you want to give incentives for people to go to discussion sections, I would simply make tests a little harder and also have discussion section T.A.’s lecturing on pre-outlined material made by the professor that deals with subjects closely related to the test’s questions.
 - NA
 - he is awazing
 - I liked him alot, so I don’t think any improvements are needed.
 - better lecture notes
 - I like the lectures they give me a good idea of the needed material
 - N/A
 - At times, I feel Professor Weiss rushes through certain concepts that he presents without thoroughly explaining them. With certain concepts, I wish he would show more examples so we can understand it better.
 - Use examples that are more detailed, not generic examples. It was difficult studying for the midterms when there are few examples.
 - slow down a bit, less challenging, otherwise good teacher on overall performance
 - sometimes he’s really scary b/c of what previous students have said about him... i guess iono... somehow be less scary? i like him well enough. he’s really intelligent n he tries real hard to interact with the students.
 - slow down the pace of this coarse a bit, try to review in class. Coarse was going in a very fast pace, it was hard to keep up with the class.
 - be careful what he says in class - at the beginning of the quarter he stressed that memorization leads to failure (or something along those lines) and halfway into the course and for the remainder of the quarter he would stress certain things that the only thing we could do was to memorize.. very contradictory
 - Go over some hard problems so students do not get surprised on the tests.

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- By not giving the class a “quiz” after the midterm to improve the curve. Yes, he said it was supposed to help us to get a “firmer” understanding of ochem, but most students believe it was totally out of line. Spend more time in his email responses.
- none really
- I know he gets this a lot. (I’ve read last year’s comments). But his tests are a little too hard. I get why, but it’s hard to finish in time.
- emphasize the more important points.. everything sounds equally important the way it is mentioned (though im sure it is), but it would help in preparing for exams
- The only main complaint is that the course is too fast, but since he can’t slow down, then there’s really nothing he needs to improve on.
- Instead of posting the lecture notes in powerpoint, a lecture outline would be better.
- Being a little less selfish and trying to help the students. Try to stay on task with the syllabus. The exams had hardly anything to do with the material
- His tests are approximately twice as hard as the homework, so the class generally does very poor as a whole.
- Speak slower and re-emphasize the more important concepts
- I know he’s trying to tone down the difficulty of the class, but it may be getting too easy.
- The first midterm really dissappointed me, particularly the Favorski reaction problem. I understand there was a homework problem on it and homework is fair game on the exam but it just seemed so unfair that out of 100 points that problem was a fifth of our exam. That seemed out of line since we had learned so many reactions yet the Favorski was the reaction you felt needed to be worth the most. Also, when explaining some of the reactions that we do before the first midterm (michael, aldol etc) try to do more than one or two examples. These were hard to visualize the first two times I did them. It would help if you did at least two or three of them in class so everyone can get a full visual idea of how to see how the two carbonyls react.
- his arrogance can make him unapproachable. I have never spoken with him face to face because I’m scared he’ll make me cry. I guess try to be more sympathetic to students. Sometimes goes through concepts too fast (need to slow down a little or at least make discussion worksheets that stress the major ideas and not make them so long that they cannot be finished in one discussion), sometimes doesn’t switch slides at the right time and confuses me.
- don’t assume the student knows the background of many of the concepts. and lecture moves too fast for complete comprehension
- have later classes, the mind is not yet awake in the morning
- His tests can be difficult and demanding. I realize he has so much he has to teach in so little time, and the subject matter isn’t too complicated. However, the problems he asks require us to combine all this knowledge that is difficult to sort out, especially under so much pressure.
- Teach my biology class! I can’t pay attention there. Maybe a better teacher could stimulate my interest in the subject.
- easier test
- -Have more reasonable expectations on exams -cover less, and more pertinent material, the section on fats, terpenes etc. was wholly unnecessary and something that other classes skipped
- He can be more specific on what is going to be on the final.
- Nothing that i can really discern.
- Go slower.
- N/A
- better office hours

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- The course instructor creates an open and fair learning environment.
- go slower, talk more slowly, don't make students feel stupid when they ask you a question
- include questions on test that emphasize the major concepts instead of asking tricky questions
- I am not sure...
- less weird quizzes that improve some people's scores and not others, and the same quiz isn't done for second midterm which isn't fair
- Test us on what is emphasized in lecture—not the random book problems.
- Website could be better
- not be condescending or rude to students when they ask questions. not give quizzes after everybody fails the midterm just so everyone's grades rise and he doesn't look like a bad teacher. also, he needs to make enough copies of tests because it is stressful enough to take a test or quiz but having everyone around you yelling that they don't have a test or can't read what is written on the board is VERY distracting. he should have been more prepared.
- A lot of other students believe he should have more manageable exams. I think they are fair game – he writes stuff on the board, but it's equally important to write everything he says. I don't believe everyone does that. I cannot think of anything needing dramatic change for Dr. Weiss.
- Don't make tests so challenging. Less homework problems.
- none
- silly
- Some of the problems are a little far fetched and make you wonder if it can actually happen. (3 membered ring in a 6 threw me off)
- nothin I can think of right now.
- maybe write nicer on the board
- Can be slightly intimidating sometimes.
- His tests are ridiculous. They seem to have nothing to do with what is taught in lecture. Although there are some questions that come straight off discussion worksheets so going to discussions will help you get one problem right. The first midterm was terrible. And the quiz given after was extremely unfair. It's selfish of him to think we have time to study the same material over again for a quiz when it is the week when so many other classes are giving midterms. The second midterm was not as bad at all, but it was so much easier that it was unexpected and the mean was so high it's hard to get an A. I just feel this class has been unfair from the start. I did well in 51A and 51B, so I thought I knew what I was doing in o chem until this class.
- He might have gone too fast since we covered two extra chapters compared to professor king. I know I know “sorry we have to go fast in order to meet the MCAT/course requirements” or w/e. Well that is the only thing I could complain about.
- Great professor, the most enthusiastic I've had at UCI. Promotes learning. Very enjoyable course =).
- None
- not much, assigning book problems or using the textbook isn't really necessary, though bring in a model of glucose in the chair and linear form when describing rotations and conversions between sawhorse, fisher, chair etc.
- n/a. great professor
- Write better midterms, first midterm was not very comprehensive. Midterms could be written to include more material covered, this would be effective in testing how much students really know instead of if what they know happens to be on the test.

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- He does not need to improve.
- respect students
- Maybe put more substance on the slides? I guess I don't mind too much though because everything he writes on the board covers the information well.
- make the class easier.
- no comment
- He makes everything a little bit more confusing especially when he is explaining it, such as R and S configurations on sugars, he was spinning around on the classroom floor and no one knew what was going on. Also he uses very generic examples to teach in class and then gives extremely hard problems on the test.
- Overall did a fantastic job no improvements needed
- It may be a pain but possibly different colored chalk would really help. With all the arrows and terminology it would be a great help to be able to visually separate it all.
- Updating the lecture notes (the date, TA hours)
- Try to be realistic....
- dont teach
- I heard he's mean during office hours. My friend told me Dr. Weiss refused to advise him once and referred him to the textbook.
- I know there is a lot of material to cover, but he moves very very fast! (even ends like 5 minutes early for a lot of the lectures)
- n/a
- It's lovely to hear the occasional organic chem lesson of the day, however it would be more interesting to hear perhaps lessons learned through years of experience in the lab vs pitfalls that have befallen chemistry comrades.
- Tell more crazy stories in class
- don't be so sarcastic
- I'm not sure. His tests were difficult, but they were not unfair.
- speak a little bit slower.
- slower pace
- He is too sarcastic and seems annoyed by students
- his notes were hard to follow.
- Write legibly. Make tests somewhat possible to pass.
- none
- He's doing a great job already. Organic chemistry is not the easiest subject to teach!
- There should have been enough of the quizzes for every student. It was very unfair that some students had to wait for the problems to be written on the board, while the students who had the paper with the problems were already working on it. The problems on the board kept changing from when they were first written down till the end of the quiz. Also, the problems on the board were difficult to read from the back of the lecture hall. The testing should be equivalent for each student.
- n/a
- more office hours
- Give me an A
- offer more discussion problems
- Is it possible?

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- The first midterm was VERY difficult. I don't know if this was to weed out the weaklings but a mean of 37 obviously shows that this was asking too much. Also, the quiz afterward was not in the syllabus and since you didn't tell us that the mean would not change, it caused a lot of un-needed stress
- VERY difficult tests
- He can improve as a teacher by being more specific about what he wants the student to know. His notes are a bit general sometimes.
- Not that much to improve on. Overall great teacher. Maybe not be so nice and give people that didn't do well on the first midterm a second chance.
- Spend more time carefully picking homework problems that are covered in lecture that year.
- Unsure. He goes through things very quickly but I never really had a problem with the speed since I had LARC right after. Maybe make the discussion worksheets shorter but more frequent?
- if you think something is important, like a reaction, do more examples so that people can understand it. sometimes the book isn't good enough. I know office hours are available but it doesn't take long to go over another example in class
- N/A.
- Maybe Professor Weiss can write a little neater? There are not too many things I can think of on which Professor Weiss can improve on!
- Goes too fast, covers way too much, students don't have enough time to really learn the material.
- slow the hell down
- Maybe slow pace of class down a bit. I was on top of the material during quarter and I still felt pressed for time.
- Professor Weiss should give more problems in class that reflect test questions.
- none
- Give some more difficult examples during lecture as well as basic ones.
- none, he is the best
- some of the questions from the midterms are extremely hard... maybe he can give an advance that the midterm is going to cover something that he hasn't really thought.
- The teacher could give better examples of questions pertaining to the exams.
- tests are not that great
- He can't, there's nothing to improve
- listen and explain exactly what the student is asking
- Nothing I can recall.
- Not the teacher but the course could be a little slower...
- The teaching is already very good but the exams are very difficult.
- Just stop teaching altogether!
- answer emails more and be more helpful...not all people can make it to the office hours
- Be consistent with the difficulty of his exams.
- 43 blank answer(s).

3. Any other comments about this course?

- ...too bad he's married?
- A difficult course, fun professor, unique learning experience.

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- hard, but forced to learn a lot
- Awesome prof, made 51C easy for me, would heartily recommend to next years students.
- People say his test are hard, but they aren't to bad if you study for them and actually show up to class. Going to class does help a lot. Also on a side note he does reminds me of alton brown from the food network.
- none
- I liked how Weiss related every subject we learned about to different aspects of life. He made the subject very interesting, and because of this, I learned better.
- very hard tests
- it is an extremely challenging course
- The course simply covered too much material. It was nearly impossible to keep on top of all the work. For the tests there was so much information that I was unable to remember what I did in the beginning once i got to the end of the information.
- very challenging; difficult
- this course was the MOST difficult quarter of Ochem... so hard... so much to kno... n so little time... :*(
- excellent and recommended to anyone
- I respect him a lot as an instructor. Best chem professor UCI has.
- Too fast and too furious.
- n/a
- The mean of the first test was a 37 out of 100 which should have given him a clue that his test was too hard. But even if the test was hard, the curve evened out the grading scale. But Professor Weiss gave a quiz to raise the mean. The quiz did nothing for our scores and it seemed to only raise the mean to make him look like a better professor. It was unfair because it was not even on the syllabus and most people didn't plan to study an extra weekend. We had other midterms for other classes and this quiz threw us off for the rest of the quarter.
- At the beginning, this course is a jumble of numerous reactions that do the same thing, which is somewhat confusing. Later on in the course we learn useful things and start to tie together bio and ochem, which is exciting. I learn alot during discussion and doing book problems. This course tests the concepts (ie deriving the mechanism of a never before seen reaction), therefore rote memorization is not recommended. Instead try to apply concepts learned and examples. This class starts to be about if you have the ochem in you, and it separates the people who got here with luck or by actually knowing the stuff.
- This course would have been the most enjoyable course of the year had it not been for the frustratingly difficult tests. This was the easiest to understand of all the O-Chem quarters.
- Interesting strategy. Making the first midterm the hardest test so that lots of students will drop, then keeping the zeros to lower the curve. I like it! Sneaky.
- teacher is hard but cool.
- -The chapters on biology were tedious and frivolous
- I did not like the quiz he gave after the first midterm and found that it was not fair at all, especially for the students who performed well on the exam. I dont think he should have given a second chance to the students who weren't prepared for the exam in the first place. The first midterm wasn't even that hard to begin with. If you did the reading, attended discussion, and did the assigned homework, then you wouldn't have done so horrible on the first midterm. Why give that extra chance for people who slacked off, while the others who did well on the exam worked for their grade and didn't get any benefits to the quiz compared to the slackers. Also, it was not put on the syllabus, and it wasn't very consistent that he didn't give another quiz after the second midterm as well. Afterall, why isn't there a second chance once again for the other students who weren't prepared for the second midterm? Why give that inconsistency? I think the quiz grades should be deleted from our grade!

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- very tough
- No
- good course
- This course is very useful for me and the others. Thank you
- This is a very challenging course and Professor Weiss does a good job teaching it as clearly as possible. His tests are really hard, but he is a fair professor and is very helpful in office hours.
- difficult, and at times, he was unfair
- Really interesting course. This is the 51 series I liked the most because it applies to our daily lives.
- Tough, but fair.
- although it did go fast at times, the material itself was not bad, just the teacher.
- I LOVE(D) 51C! It was definitely my favorite of the series and I think a lot of that actually has to do with Dr. Weiss's teaching style =D
- The TA's and the worksheets were really helpful.
- o chem is no fun
- 2nd midterm was too easy. :)
- no
- no
- Challenging, but also my favorite out of the O-chem series.
- I wish I could grow up to be like professor Weiss. Well...not entirely...but you know what I mean. :D
- It would be great if discussion solutions were posted on-line for later reference.
- Very hard class.
- students who failed the 2 midterms but aces the final gets an A in the class? i hope he's being realistic this course is a lot more interesting than the previous organic chemistry courses no lab this quarter for non-chemistry majors!!! interesting concepts and applications combines material from previous courses of chemistry including general chemistry concludes chemistry
- it was very challenging but pushed me to work to my fullest potential
- Exams were a bit difficult for me, but I do have to say that they were fair.
- This course was pretty difficult
- Very Challenging but do able
- You wouldn't happen to be teaching any bio-related classes, would you? =0)
- gay
- Great professor. I like it.
- This has been one of the most difficult and stressful classes I have taken (well, it is ochem...), but Weiss has still been able to make the class interesting and enjoyable at times.
- course is too fast paced.
- n/a
- I <3 Ochem. Even if I'm not that good at it. =)
- I was undecided/undeclared for two years. It was during the first midterm that I decided to become a chemistry major... Thank you.
- be prepared for hard and tricky tests
- Maybe he can possibly have his notes put into a packet ahead of time like Dr. King does and sell it. It might be easier for students to have a packet of the lecture slides all compiled into a notebook already.

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- No comment.
- n/a
- Not my favorite class at all
- I wish I'd worked harder.
- n/a
- This is the best Chemistry course I have taken yet and it just seems to continue to get better!
- excellent course! great introduction of organic chemistry in biology
- Midterms were kind of hard. Make em harder next year. Show them why we cried after a test. Also, I didn't really see any point to that quiz. Sure we studied and all, but in the end, the smart people got higher grades and the "other" students didn't go anywhere. I know you wanted to give us a second chance to learn the material, but I knew how the grades were going to turn out, and I was hoping you would have thought about it a little more.
- this is the first time I have really felt like I am understanding chemistry, so thanks :)
- The T.A.s were very helpful for this course
- No.
- The only gripe I have with this course was the extra quiz given after the first midterm. I understand that we needed to understand the material. But it was not fair for the people that did well (according to the curve) that the ones that didn't study or the ones that froze up got a second chance. Now I know Weiss said that the means and what not did not change, but they did. And I know people who did really poorly some actually raised their grades to at least a B. This changes the standings of the students. IE. some of these kids will now be taking up the 20% of A's or what not. I think the fairest thing to do would have been either no quiz, or same scale. The only reason why same scale wasn't given was because the "rich get richer" well that's because 1) we know the material 2) we put more time into studying. Only gripe... anyways Weiss really teaches well, wish I had him for all of O-Chem.
- 51C with prof Weiss was the most fun and interesting chem class I have ever taken at UCI
- NO. It was the best chemistry class I have ever taken. The textbook was really quite crappy, but since that problem will be taken care of next year there really isn't more to say.
- most difficult out of all three ochem classes. maybe because i'm out of fuel...it's so close to summer
- N/A.
- pretty difficult class, but that's because the material is difficult.
- it sucks
- Awesome. Best Chem teach i've had so far
- This course was a good challenge.
- very difficult
- nope
- A hard course
- Good stuff
- Great course, just wished there weren't this many material.
- I didnt like the quiz even though i scored a check i felt that the quiz shouldnt be worth any points.
- He thinks that everybody who is taking o-chem is merely in it to become some kind of organic chemist! STOPPPPP doing that...stop making comments like "when you want to do this reaction in the lab, you should add this" or "be careful when you're doing this because this might happen." Comments like this are degrading and especially inaccurate because 1)most

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students enrolled in this course are not even enrolled in the lab that comes with it, and 2) most students enrolled in this course will never take another chemistry class again...they're simply trying to get it over-with and move on with their lives and become doctors, a field in which they will never need to work out organic chemistry problems again. He thinks he's trying to help by making the exams at a level that is challenging for even organic chemists, but what he's really doing is killing the all the fun out of learning a great subject like organic chemistry.

- o-chem is not ALL about synthesis/mechanisms. I think there should be more emphasis on CONCEPT problems (like prof. freeman) and not make half (or more than half) of the exam points on synthesis/mechanisms.
- Why was King's class able to work at a slower pace than our own? I attended a couple of her lectures and she seemed to work out more examples of the topics she was lecturing. Maybe the same can be done in this class.
- 80 blank answer(s).

4. Please choose the appropriate rating on the letter grade scale A to F indicated below, with A indicating excellent and F indicating wholly inadequate performance. If you have no opinion on the question asked or if it does not apply, please mark NA.

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
121	17	11	6	1	1	3	0	0	1	0
Mean	Median	Std Dev								
3.80	4.00	0.49								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
75	32	25	11	4	4	6	1	1	2	0
Mean	Median	Std Dev								
3.53	3.70	0.70								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
94	28	18	8	4	2	5	0	1	1	0
Mean	Median	Std Dev								
3.66	4.00	0.60								

7. The course instructor is accessible and responsive.

A	A-	B+	B	B-	C+	C	C-	D	F	NA
83	27	15	7	6	4	4	0	2	1	12
Mean	Median	Std Dev								
3.61	4.00	0.66								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
78	38	13	10	4	4	3	2	1	5	0
Mean	Median	Std Dev								
3.52	3.70	0.85								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
102	28	14	5	2	2	3	2	0	1	0
Mean	Median	Std Dev								
3.72	4.00	0.56								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
77	36	16	14	3	2	5	1	0	2	0
Mean	Median	Std Dev								
3.59	3.70	0.66								

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

A	A-	B+	B	B-	C+	C	C-	D	F	NA
68	24	23	19	2	6	6	3	3	4	0
Mean	Median	Std Dev								
3.37	3.70	0.88								

12. What overall grade would you give this instructor?

A	A-	B+	B	B-	C+	C	C-	D	F	NA
82	26	23	6	4	2	6	4	1	2	1
Mean	Median	Std Dev								
3.55	4.00	0.74								

13. What overall grade would you give this course?

A	A-	B+	B	B-	C+	C	C-	D	F	NA
63	25	27	23	5	1	9	1	2	1	1
Mean	Median	Std Dev								
3.44	3.70	0.70								

14. **Please answer:**

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

A	B	C	D	F	NA	Mean	Median	Std Dev
52	55	28	4	2	16	3.07	3.00	0.90

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

1.

A lot	Some	A little	None I could discern
1	4	13	139
Mean	Median	Std Dev	
0.15	0.00	0.47	

2. Examples:

- Looking directly and copying from other people's papers
- Wandering eyes on exams, the TA's should be more attentive
- not putting pencils down at end of exam
- People cheated on the quiz
- I'm not sure about this, but when we had the quiz, I heard that a few 9:00 students asked 8:00 students what the questions were. I really liked that Weiss arranged the quizzes to be at the end and beginning of class, respectively, but I was really disappointed that some people tried to share answers between the 10 minute interval.
- I feel it was rather "shady" how the quiz was administered. The confusion over who's test form we had, and having to use paper was just rather awkward.
- When he decided to give the class a pop quiz because we did so bad on his midterm he didn't plan ahead and make enough copies for the whole class...so some people didn't have a quiz and others did...and those who did were looking through their notes for the answer etc (because they could see what the questions were)...and people who didn't have a quiz (like me)...had to wait for him to write the quiz on the black board while everyone else started the quiz and looked through their notes for the answers...it was just very unorganized and sad...

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- I'm in your 9 am class. on the day of the quiz, i arrived pretty early and waited outside. When your 8 am class was coming out, I noticed a girl go back in. since you didn't check IDs, people in my class probably wanted to gain an upper advantage by getting a sneak preview of the quiz. that's probably why you ran out of quizzes in my class. I myself had to write on lined paper, which was a little annoying.
- 158 blank answer(s).

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

Very	Adequately	Somewhat	Not at all
79	53	22	3
Mean	Median	Std Dev	
2.32	3.00	0.78	

17. How challenging was this course?

Very	Adequately	Somewhat	Not at all
120	35	1	2
Mean	Median	Std Dev	
2.73	3.00	0.54	