SYRACUSE UNIVERSITY Department: Mathematics

Term: Fall 2018
Form: Mathematics Department Student Rating Instructor: Hartshaw, Garrett Evan

Class: MAT295 Section M101 (Calculus I)
Responses: 16 Enrollment: 27 Response Rate: 59.3%

1. Rate the textbook.	N	1 ccellent % 13.3%	N	2 Good % 33.3%	N	3 dequate	N 2	4 Poor % 13.3%	N	5 errible % 0.0%		This Class nmary St Mean 2.53		295 R (in This G ECITATIO LARGE) mary Sta Mean 2.55	ONS
	1 Always N %		2 Often N %		Son N	3 netimes %	4 Rarely N %		5 Never N %		This Class Summary Stats N Mean StD			Classes in This Group 295 RECITATIONS (LARGE) Summary Stats N Mean StD		
Has the instructor been available for help outside the class?	4	28.6%	2	14.3%	5	35.7%	2	14.3%	1	7.1%	14	2.57	1.28	138	2.14	1.04
Did the instructor present the material in a clear and logical manner?	3	21.4%	0	0.0%	3	21.4%	5	35.7%	3	21.4%	14	3.36	1.45	142	2.40	1.09
4. Rate the effectiveness of the instructor's oral	1 Excellent N %		2 Good N %		3 Adequate N %		4 Poor N %		5 Terrible N %		This Class Summary Stats N Mean StD			Classes in This Group 295 RECITATIONS (LARGE) Summary Stats N Mean StD		
communication. 5. Rate the effectiveness of the instructor's		18.8%		0.0%		25.0%	5			25.0%	16	3.44	1.41	145	2.47	1.12
written communication.	3	20.0%	0	0.0%	7	46.7%	4	26.7%	1	6.7%	15	3.00	1.20	143	2.28	1.10
	1 Always N %		2 Often N %								This Class Summary Stats N Mean StD					
		ways		Often	Son N	3 netimes %	R N	4 arely %	N N	5 lever %	Sun	nmary S	tats	295 R (in This G ECITATIC LARGE) mary Sta Mean	ONS
6. Were the assignments a worthwhile aid to learning the course material?	N	ways		Often %	N	netimes		arely %		lever	Sun	nmary S	tats	295 R (Sum	ECITATION LARGE) Mary Sta	ONS ts
	N	ways %	N	Often %	N 5	netimes %	N	arely %	N	lever %	Sun N	nmary S Mean	tats StD	295 R (Sum N	ECITATION LARGE) mary Sta Mean	ons ts StD
learning the course material? 7. Did the instructor encourage questions and give adequate follow-up treatment of assigned problems? 8. Was the instructor well prepared for class?	3	ways % 18.8%	N 4	often % 25.0%	N 5	metimes % 31.2%	N 3 4	arely % 18.8%	N 1	lever % 6.2%	Sun N 16	nmary S Mean 2.69	StD 1.20	295 R (Sum N 145	ECITATIO LARGE) mary Sta Mean 2.17	ts StD
learning the course material? 7. Did the instructor encourage questions and give adequate follow-up treatment of assigned problems? 8. Was the instructor well prepared for class? 9. Did the instructor convey interest and enthusiasm for the subject?	3 4 4 5	18.8% 25.0% 25.0% 33.3%	N 4 0 1 1	25.0% 0.0% 6.2% 6.7%	5 6 4 6	31.2% 37.5% 25.0% 40.0%	3 4 5 1	18.8% 25.0% 31.2% 6.7%	N 1 2	6.2% 12.5%	Sun N 16	nmary S Mean 2.69 3.00	1.20 1.37	295 R (Sum N 145 145	ECITATIO LARGE) mary Sta Mean 2.17 2.11 1.77 1.89	ts StD 1.01 1.07
learning the course material? 7. Did the instructor encourage questions and give adequate follow-up treatment of assigned problems? 8. Was the instructor well prepared for class? 9. Did the instructor convey interest and	3 4 4 5	18.8% 25.0% 25.0% 33.3%	N 4 0 1 1	25.0% 0.0%	5 6 4 6	31.2% 37.5% 25.0%	3 4 5 1	18.8% 25.0% 31.2%	N 1 2 2	6.2% 12.5% 12.5%	Sun N 16 16	2.69 3.00	1.20 1.37 1.41	295 R (Sum N 145 145	ECITATIO LARGE) mary Sta Mean 2.17 2.11 1.77	ts StD 1.01 1.07 0.95
learning the course material? 7. Did the instructor encourage questions and give adequate follow-up treatment of assigned problems? 8. Was the instructor well prepared for class? 9. Did the instructor convey interest and enthusiasm for the subject?	N 3 4 4 5 6 6	18.8% 25.0% 25.0% 33.3%	N 4 0 1 1 2 C N N	25.0% 0.0% 6.2% 6.7%	N 5 6 4 6 3 3 Adden N	31.2% 37.5% 25.0% 40.0% 21.4%	N 3 4 5 1 3	18.8% 25.0% 31.2% 6.7%	N 1 2 2 2 2 0 0	6.2% 12.5% 13.3%	Sun N 16 16 16 15 14	3.00 3.00 2.69 2.21	1.20 1.37 1.41 1.40 1.25	295 R (Sum N 145 145 144 143 Classes 295 R	ECITATIO LARGE) mary Sta Mean 2.17 2.11 1.77 1.89	1.01 1.07 0.95 1.00 0.93

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Written Comments

- Garrett is very knowledgeable about calculus and is clearly into it, but as a result of his advanced ability, it seems to be challenging for him to go down to our level and explain things in a longer, more thought out way. As a result, as well as this recitation being held at 8 AM, I felt as though I would leave Garrett's class knowing no more than I did when I woke up that morning. This is unfortunate because Garrett does seem interested in helping us, but he is not successful in doing so.
- · Hard to follow in-class examples because there was little explanation.
- Hartshaw was just not a good instructor. Didn't explain things well, had no clue on how to pace the class, and never thoroughly went through problems with us. It was basically a copy what he did on the board.
- I don't think that he is a very good teacher. The information was never very clear to us in a class where we are supposed to learn even more. He didn't seem prepared for class often, and doesn't have much enthusiasm whenever teaching us the problems, which reflects on our enthusiasm in the class. I find that i never was excited to go to this class, and also never really learned anything here.
- Not great, awkward, not really good at teaching or knowing the material
- Poor communicator/teacher, often times did not know how to answer questions nor did he explain answers he did know.