

MA300 EMAILS, PART 2

1. DEFINITIONS

- How do you make them get motivated and learn definitions?
- “How do you *know* that’s the limit?”

2. QUIZZES

- Scores too low?
- Questions too hard (easy)?
- Writing them quickly?

3. MISCELLANEOUS

- Office hours: scheduling them and ending them
- Getting stuck on a problem
- Writing on the board/reading the board/talking to the board
- Am I effective? Do I know what they don’t know?