MAT 203 (01-END): CALCULUS III WITH APPLICATIONS

Summer 2018 | Marlon De Oliveira Gomes

30	Students Enrolled	
9	Students Responded	
30%	Response Rate	

Quantitative

	A	B	C	D	F	N	DNA	SD	M
Overall Grade	11.11% (1)	33.33% (3)	44.44% (4)	0% (0)	11.11% (1)	9	0	1.05	3.33

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
The instructor was effective in teaching the subject matter.	11.11% (1)	22.22% (2)	44.44% (4)	11.11% (1)	11.11% (1)	9	0	1.1	3.11

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
Instructor Expectations	0% (0)	22.22% (2)	22.22% (2)	44.44% (4)	11.11% (1)	9	0	0.96	2.56

	Agree	Grading did not match the syllabus	There was no syllabus	I did not read the syllabus	I don't know	N	DNA	SD	M
Grading Matched Syllabus	77.78% (7)	11.11% (1)	0% (0)	0% (0)	11.11% (1)	9	0	-	-

	Agree	Disagree	I did not read the required materials	No text, readings or resources were required		N	DNA	SD	M
Text/Resources Valuable	33.33% (3)	44.44% (4)	0% (0)	22.22% (2)		9	0	-	-

	Agree	Sufficiently used but not worth the cost	Not sufficiently used	No cost required	I did not read the required materials	N	DNA	SD	M
Text/Resources Worth Cost	22.22% (2)	22.22% (2)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	-	-

	SBC requirement	Major Requirement	Minor Requirement	Upper-Division Credit	Personal Interest	Other (please specify)	DNA	SD	M N
Reason for Taking Course	0% (0)	100% (9)	0% (0)	0% (0)	0% (0)	0% (0)	0	-	- 9

	Office Hours	Before or After Class	Email	Telephone	I Never Contacted the Instructor	Other (please specify)	DNA	SD	M N
Best Way to Contact Instructor	27.27% (3)	18.18% (2)	54.55% (6)	0% (0)	0% (0)	0% (0)	0	-	- 11

	0-3 Hours	4-6 Hours	7-9 Hours	10+ Hours		N	DNA	SD	M
Hours Spent Studying	0% (0)	33.33% (3)	22.22% (2)	44.44% (4)		9	0	-	-

U	I Don't Know	A	B	C	D	F	P	N	S DNA	SD	M
Anticipated Grade		11.11% (1)	55.56% (5)	11.11% (1)	11.11% (1)	0% (0)	0% (0)		0% (0)		
0% (0)	11.11% (1)							9	0	-	-

	Always	Most of the time	About half the time	Before exams	Very infrequently	N	DNA	SD	M
Attendance	100% (9)	0% (0)	0% (0)	0% (0)	0% (0)	9	0	-	-

	A great deal	A lot	A moderate amount	A little	Nothing	I don't know	DNA	SD	M N
How much did you learn from this course?	11.11% (1)	33.33% (3)	55.56% (5)	0% (0)	0% (0)	0% (0)	0	0.68	3.56 9

	Extremely well	Very well	Moderately well	Slightly well	Not well at all	I don't know	DNA	SD	M N
How well did you achieve the learning goal(s) in this course?	0% (0)	22.22% (2)	44.44% (4)	22.22% (2)	0% (0)	11.11% (1)	0	0.71	3 9

Qualitative

What, if anything, did you find most valuable about this course? -

- gomes is a good teacher, but he does sometimes get caught up in talking about the history of mathematics. i learned a lot.
- Course was interesting to say the least. Very little practical applications. Geared more toward the Engineering and Physics majors. The learning experience was enjoyable despite the rigor.
- Conceptual understanding.
- The homework was definitely the most helpful.

In what ways, if any, could the course be improved? -

- Mr. Gomes posted the solutions to the homework assignments late, and did not post the solutions to the last homework for us to review before the final, which I believe is very unfair.
- Course is super time squeezed. I think it should be part of the extended sessions, if not a double session.
- Change the professor. he is incompetent. He expects students to be robots and learn material as he teaches it but can't even relay most simple concept without over complicating them. He gives a long list of homework and only grade a very few of them but expect you to do all of them and will only provide answers to few selected problems. He posts homework answers the day before exam and expect students to understand his solutions. Truly the worst.
- Not patient at all
- The course could perhaps be a tad bit less focused on the pure abstract math aspect. Do more problem solving examples in class to show us the methods of how to compute such integrals instead of showing up simplified scalar functions, or shortened vector functions that don't match the expected homework when trying to compute it as done in class. Lecturer Gomes is knowledgeable of the coursework, but fails to translate his knowledge into his teaching. Most of the students within the summer course are either retaking the course directly from failing it, retaking it after a break period in the past, or taking it fresh. To those who just failed and jumped into the course, they could understand and complete problems with moderate difficulty. For those who were coming from a break of were new, were left confused as to how the answers were calculated. As the course has no linear algebra pre-requisite, when asked with how to find the determinant of a matrix by a student, the professor replied "don't worry about it now, I'll show you in a bit." and proceeded to show a very complicated way of calculating the determinant that left the student more confused than before due to the professors eloquent drawing of a sideways hash that completely covered the numbers in the matrix and provided little context to which way was add or subtract, and which numbers were related. Gomes also has a very condescending attitude toward the class when asked to clarify or review a homework problem during his time in the MLC or office hours. He provided little feedback, oftentimes leaving the student with the problem still unanswered by the end of the session. Othertimes, for some skills required to solve the problem were too difficult for the student, he promptly claims that it should have been taught in calculus 2, but fails to see that in a summer session of diverse educational backgrounds, perhaps some schools aren't as in depth as Stony Brook is, and it is up to the teacher to perhaps explain the procedure again to someone who hasn't learnt it instead of looking down on them as an imbecile who has no hope of passing the class. By all means, Gomes knows his material, he just doesn't like to teach or is incompetent of teaching in a manner that his students can understand the material completely. Perhaps teaching 2 divisions of calc, 3 and 4 leads to too great of a discrepancy of knowledge between the pools of students and leads him to get infuriated at the idiocy of the former. Finally, Gomes himself has made it clear that he does not like to be disrupted during his lecture. All homework is due at the start of class, 1:30 pm sharp. If one knows that they will be late for lecture, they are to somehow scan a copy of their homework and email him prior to the start of class for it to be accepted. However, what Gomes realizes is that people do come late at times. I have noticed many lectures where he is not going over the homework in class, and going straight into the lecture where students have come perhaps 3-4 minutes late to the class. Asians, especially international students tend to be shy and more respectful of the professor decide to not interrupt the class mid-lecture and hand in their homework until the break that is offered an hour in. Gomes promptly refuses to accept the homework of that individual, as compared to someone who walked in 10 minutes late, and rudely put their homework into the pile during the middle of lecture, where they also get scolded by Gomes for interrupting the lecture for their peers and still gets their homework accepted. By no means was the former working on the homework in class, for a summer session of 5 weeks with 3 and a half hour sessions twice a week of continuous lecturing would easily lead you be confused for the following week's assignments if not following in class. Nor was Gomes going over answers of the homework assignment in class, so his extremely arrogant and strict attitudes toward homework has led to at least a fifth of the class having their homeworks rejected to be graded, a crucial part of the overall course grade (45%). A combination of arrogance and ineptitude of teaching leads students to be adverse to asking the proctor for help and inhibits students from actually passing such a grueling course that is compressed into 5 weeks for what would normally take 4 months of lectures and practice to properly nail down. I sincerely hope he learns from his mistakes for the sake of the students who require him to learn properly and not waste their tuition to perhaps fail the challenging course over a stressful half of the summer due to his uppity nature as a Ph.D student.
- the problems sets were kind of huge. and i feel that gomes was unreasonably strict about homework submission deadlines. also, no previous midterms or finals were posted, so i didn't really know what to expect when i went in for exams.