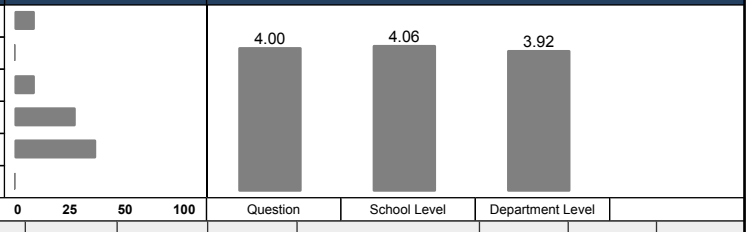
JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2018.Fall

Course: AS.110.113.01.FA18: Honors Single Variable Calculus
Instructor: Apurva Nakade *
Response Rate: 9/9 (100.00 %)

1 - The overall quality of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	1	11.11%
Weak	(2)	0	0.00%
Satisfactory	(3)	1	11.11%
Good	(4)	3	33.33%
Excellent	(5)	4	44.44%
N/A	(0)	0	0.00%

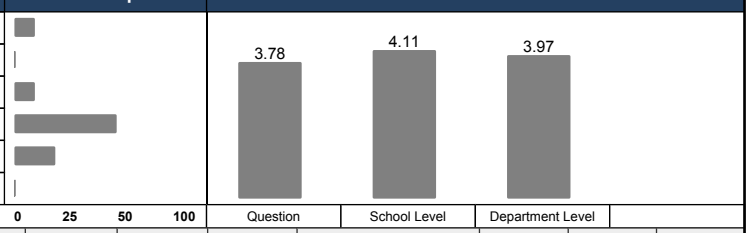


Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
9/9 (100.00%)	4.00	1.32	4.00	19154	4.06	1.00	4.00	1412	3.92	0.98	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

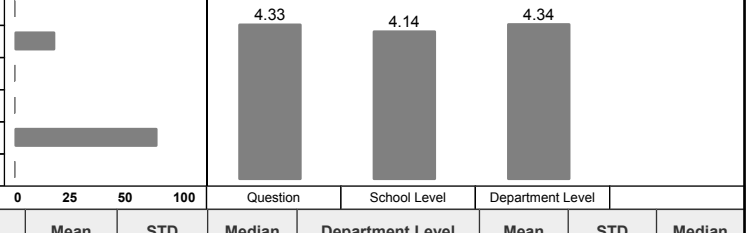
Response Option	Weight	Frequency	Percent
Poor	(1)	1	11.11%
Weak	(2)	0	0.00%
Satisfactory	(3)	1	11.11%
Good	(4)	5	55.56%
Excellent	(5)	2	22.22%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
9/9 (100.00%)	3.78	1.20	4.00	23109	4.11	1.04	4.00	1403	3.97	1.09	4.00

3 - The intellectual challenge of this course is:

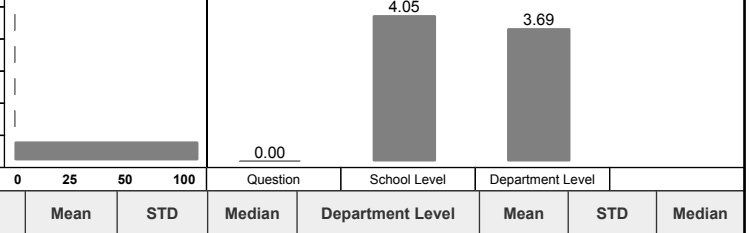
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	2	22.22%
Satisfactory	(3)	0	0.00%
Good	(4)	0	0.00%
Excellent	(5)	7	77.78%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
9/9 (100.00%)	4.33	1.32	5.00	19062	4.14	0.88	4.00	1401	4.34	0.77	4.00

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	0	0.00%
Good	(4)	0	0.00%
Excellent	(5)	0	0.00%
N/A	(0)	9	100.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
9/9 (100.00%)	0.00	0.00	0.00	19042	4.05	1.12	4.00	1402	3.69	1.27	4.00

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5 - Please enter the name of the TA you evaluated in question 4:

Response Rate	1/9 (11.11%)

• N/A

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent
Disagree strongly	(1)	1	11.11%
Disagree somewhat	(2)	0	0.00%
Neither agree nor disagree	(3)	0	0.00%
Agree somewhat	(4)	3	33.33%
Agree strongly	(5)	5	55.56%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: 4.22 (Question), 3.87 (School Level), 3.72 (Department Level)

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
9/9 (100.00%)	4.22	1.30	5.00	18987	3.87	1.10	4.00	1399	3.72	1.02	4.00

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent
Much lighter	(1)	0	0.00%
Somewhat lighter	(2)	1	11.11%
Typical	(3)	2	22.22%
Somewhat heavier	(4)	5	55.56%
Much heavier	(5)	1	11.11%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: 3.67 (Question), 3.19 (School Level), 3.48 (Department Level)

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
9/9 (100.00%)	3.67	0.87	4.00	19016	3.19	0.97	3.00	1398	3.48	0.73	3.00

8 - What are the best aspects of this course?

Response Rate	6/9 (66.67%)

• Apurva is always ready to help you out if you have a question on the subject material. You can also tell he is very passionate about the subject which is exciting for a student.

• There are no exams to stress over and the homework is mostly done in groups in class which is really helpful with the homework being more challenging

• The course was heavily tailored to the students and was a good introduction to proofs. It was pretty enjoyable, and I liked the class structure. The professor was generally pretty helpful, especially during office hours. I understand how to write mathematical proofs much better and I feel more confident in my understanding of calculus.

• Even having taken calculus before, I was learning new things every class Rewarding when something is understood

• You learn a lot in this course in a very short period of time. The deeper understanding of calculus & proofs. Working through problems in class in groups. He makes himself available often for office hours and is helpful during them. He made the homework sheets himself and they are very well done and put together. The course website with the accumulative note sheet is super helpful. There is a lot of forgiveness in the grading, so it's okay if you screw something up.

• Its a brilliant course thats very stimulating and provides you detailed grounding in the proofs for calculus.

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9 - What are the worst aspects of this course?	
Response Rate	7/9 (77.78%)

- Sometimes students were not given enough explanations before we started answering questions.
- I don't think there was a downside to this class.
- This class is terrible because the whole course is doing homework and there are several students who group together to work on it so they split it up and share it between themselves. So some students work so long and hard while others get everything done so quickly and it's unfair.
- The professor sometimes struggled to explain things in a way that made sense, especially in the beginning - with proofs and the way to think mathematically. Epsilon Delta proofs were really difficult, and I still don't feel like I understand how to construct a proof properly. The class could be overwhelming at times, especially when we were asked to write proofs by ourselves. The problems were often random, and sometimes didn't have anything to do with the class. The biggest problem with the class was that there were often mistakes in the problem sets we were given, and the professor would change these during class - it was frustrating that I would work on the problem set after Monday's class only to find out that I did more than I had to or that there was a mistake that invalidated the proof. It also wasn't always clear why points were taken off when they were on the HWs. Also the textbook was absolutely awful - I knew what a limit was before reading that chapter, and have never been so confused reading it.
- Very difficult to do on your own Should have a prereq of calculus
- Its a lot of work. A lot. Especially at the beginning of the year when you are just getting the hang of it. It is assumed you already know all of calculus so that will not be taught, he doesn't do a lot of teaching. The grading can be confusing sometimes.
- N/A

10 - What would most improve this class?	
Response Rate	6/9 (66.67%)

- Having a lesson before answering the questions, therefore we would have a better idea how to answer the packet questions.
- N/A
- I think the professor solving the problem sets beforehand to make sure there are no mistakes in the arguments would make everything a lot easier to deal with and would confuse things a lot less. I also would have liked a way to get ahead in the class, because it felt like all the work was skewed much more towards the second part of the week - which made it hard to plan ahead. Getting a different textbook would do a lot to help as well. The lectures explaining calculus worked well, especially the reimann sums one, but I felt like we spent a lot of time on solving integrals - which was time consuming and tedious. I would have liked to have a lecture about proofs for the first class, which I think might make the expectations clearer.
- More explaining on how to do certain parts of the class and less individual work
- A better course description so students know what they are getting into and more explanation and guidance especially at the beginning, half our class dropped in the first 2 weeks. Making sure the way the instructor is trying to explain things to students does not come across as rude and making them feel stupid.
- Doing more problems. By the end it was a bit mechanical, more proofs would be fun.

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)	
Response Rate	6/9 (66.67%)

- The beginning of the course is challenging as it covers the proofs of calculus which students might not be familiar with, however if you work in groups on the problem sets and go to office hours it is manageable.
- Apurva is great. He answers any questions you have and always gives you feedback. If there is something you're not understanding, he takes the time to walk you though it. He is very understanding that life still happens outside of class and is just a great teacher in general
- prospective students should be prepared to spend several hours a week doing math HW (more in the beginning), and should have at least a basic understanding of calculus.
- Knowing calculus will make this class doable, without previous calculus experience I think this class would be almost impossible.
- You will not learn how to do calculus 1 & 2 in this class, but the the theories behind it. It is more complex math and if you are not interested in math itself don't take this course. It's an inordinate amount of work at the beginning but you will get used to it and you will learn a lot. The grading is very lenient and even though you feel like you are dying you will probably end up with a good grade. Do the work in the groups.
- Its a hard course but super rewarding