



MATH 13100 24 - Elem Functions And Calculus-1 (Autumn 2017) - Instructor(s): Oishee Banerjee

Number Enrolled: **34**

Number of Responses: **12**

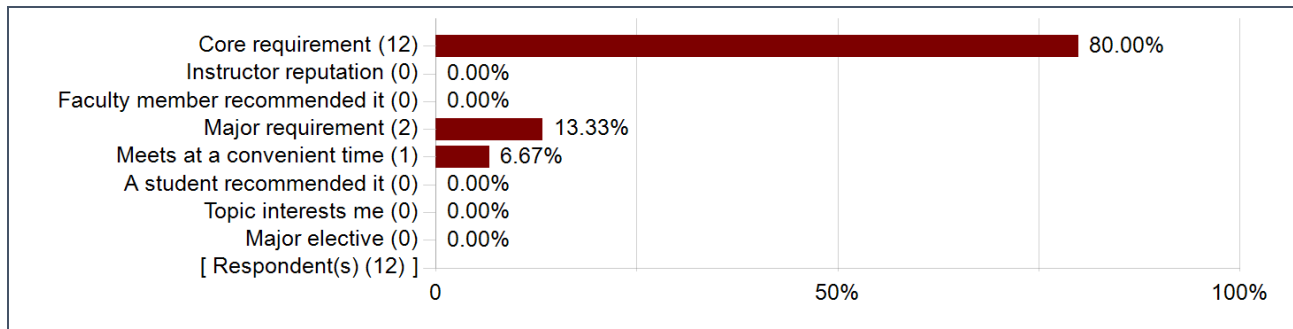
Report Comments

Opinions expressed in these evaluations are those of students enrolled in the specific course and do not represent the University.

Creation Date: **Wednesday, April 7, 2021**

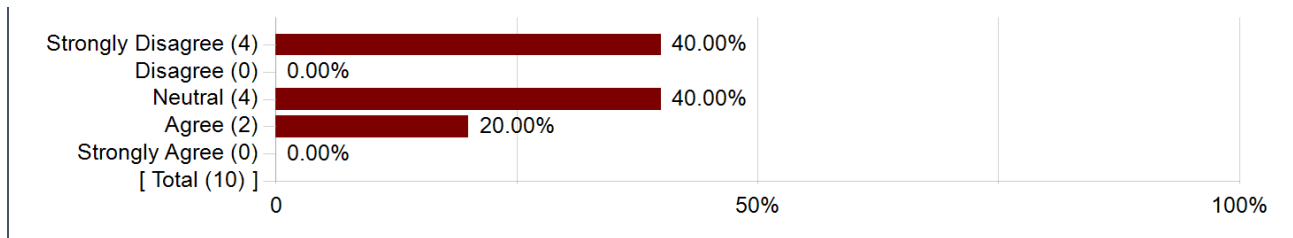
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Why did you take this course?



In summary, I had a strong desire to take this course.

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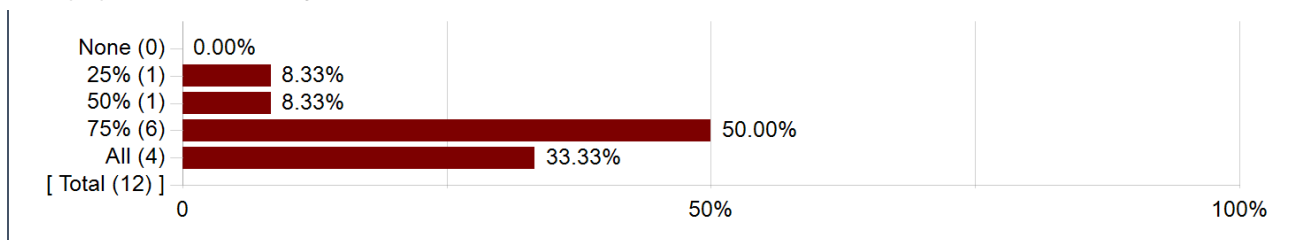


How many hours per week did you spend on this course?



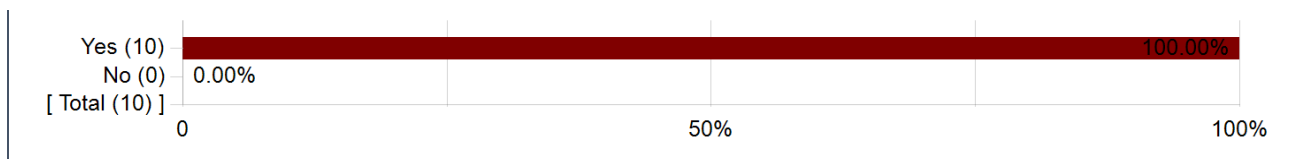
What proportion of classes did you attend?

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Were the time demands of this course reasonable?

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The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The instructor was organized	3.83	4.00	0.00%	8.33%	8.33%	16.67%	25.00%	41.67%
His/her lectures were clear and understandable	3.75	4.00	0.00%	0.00%	16.67%	25.00%	25.00%	33.33%
His/her lectures were interesting	3.58	4.00	0.00%	8.33%	8.33%	25.00%	33.33%	25.00%
The instructor exhibited a positive attitude toward student	4.83	5.00	0.00%	0.00%	0.00%	0.00%	16.67%	83.33%
The instructor was accessible outside of class	4.67	5.00	0.00%	0.00%	0.00%	0.00%	33.33%	66.67%
I would recommend this instructor to others	4.42	5.00	0.00%	0.00%	0.00%	16.67%	25.00%	58.33%

What were the instructor's strong points?

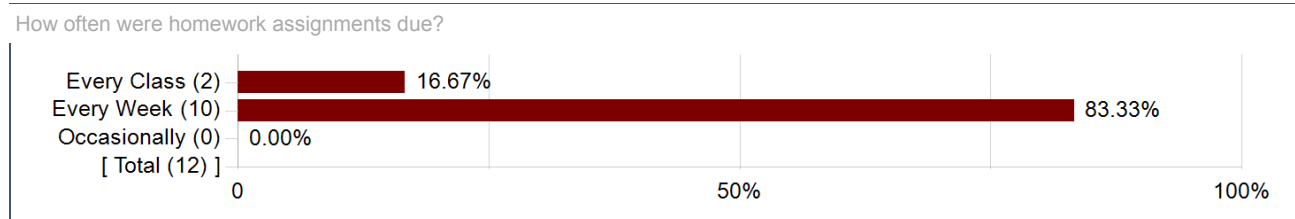
Comments
The instructor was very accessible outside of class, wanted students to succeed.
Transparency and willingness to help students
She really knew what she was talking about, was very caring, great one on one, kept explaining things until the student said they understood.
She was very thorough in her explanation.
The instructor was very kind and cared greatly about the success of her students.
She really cared about her students and wanted to make sure everyone was understanding the information being taught. In my opinion, she welcomed everyone to ask questions and answered these after her best ability. It was very clear that she wanted us to learn, and this created an ambition to wanting to perform in her classes.
Available, approachable, organized, positive, fair grader, assigned useful assignments.
She gave such easy exams
Very good at explaining the material clearly and tests were very fair
Very clear and organized!
Explained material very well and would go over the harder topics multiple times.
She had a positive attitude and clearly knew the subject material.

What were the instructor's weak points?

Comments
Somewhat disorganized, didn't always make it clear what was on exams.
Occasional communication issues
She spoke very softly, was pretty disorganized, and seemed to struggle a bit with explaining concepts to students who truly struggle with math.
I felt that the class moved too fast at some points and I did not understand the material fully.
None!
I think, at times, the classes could get a little confusing and hard to follow.
Sometimes can be hard to understand but not that big of a problem.
the class was too easy, it was boring and it made me lack motivation to actually turn up
A little disorganized and a slow grader
None.
Sometimes did not know how to complete problem and needed help from students.
She sometimes struggled to explain certain concepts to students who were struggling, or she would explain it in a more complicated way than was necessary.

Assignments and Tests

How often were homework assignments due?



	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The homework assignments were useful, appropriate, reasonable	4.67	5.00	0.00%	0.00%	0.00%	0.00%	33.33%	66.67%
The exams were appropriate/reasonable	4.67	5.00	0.00%	0.00%	0.00%	8.33%	16.67%	75.00%

What did homework assignments involve? (Problems, proofs, computation, explanations, etc.)

Comments
Homework assignments were problems from textbook, gnereally helppful
Problems, examples, etc.
Problems, proofs, computation
Practice problems.
Problems
The homework was based on our lectures in class and they surrounded problems, computation and explanations.
Problems from the textbook.
Problems, examples
Problems and some explanations
Problems from the book.
Homework was mainly all problems with maybe one proof every couple assignments.
they involved examples and problems from the textbook. Usually computational, but occasionally there would be a proof or a conceptual problem.

How useful were the texts? (Please give author and title)

Comments
The textbook was pretty useful, especially for review purposes
Calculus by Varberg was pretty good, gave pretty helpful explanations
Very useful(Calculus 9th edition-- Varberg, Purcell, Rigdon)
Calc Ninth edition was useful.
Very useful, I find the book to be very clear and structured.
Calculus 9th edition. very useful.
none
Calculus 9th Edition was useful for the problems but the explanations at the beginning of each chapter were not particularly useful.
The assigned textbook was somewhat helpful.
The textbook was helpful if you needed to see another example of how to solve a problem of a certain form. Calculus 9th edition by Varberg

How many exams were there? What did they involve?

Comments
3, 2 midterms and one final.
There are 3 exams- 2 midterms spread out and a final. They cover everything that is discussed in class, mainly the first couple chapters of the book.
2 midterms and a final. They involved problems and computation.
Two midterms and a final. They included material that we learned over the quarter
Two, they involved everything we learned in class.
2 exams which involved everything we had been learning during lectures.
2 midterms and 1 final. Material covered in class, fair and understandable exams.
three and they were great because she gave options for questions
Three but they were very fair and only addressed content we had covered in class.
2 midterms and a final. They included everything that we'd taken until that point.
Three total exams. Midterm 1, Midterm 2, and Final Exam.
Two midterms and then the final. They involved questions similar to what was on the homework.

Laboratories (if applicable):**How well were the labs coordinated with the rest of the course?**

Comments
N/A
N/A
N/A

Did the experiments help you understand the course material? Did the experiments teach you useful lab techniques?

Comments

N/A

N/A

How well did the lab manual present the theory behind the experiments? How well did it explain experimental procedure?

Comments

N/A

N/A

How effective and helpful were your discussion leader and/or lab assistant? (Please include their names)

Comments

Calder was pretty helpful

My TA, Jesse Elliot, was fantastic. There were many times when I didn't understand a concept at all and he patiently explained it to me in many different ways until I finally understood. I don't think I would have passed the class without his help.

Very helpful

The lab assistant, Alexandra, was great and accessible.

Personally and unfortunately, Michael Lynch, was a very ill fit for me. I had a very hard time understanding him and moreover, I got more confused after tutorials than I found them helpful.

Michael Lynch (Lead tutorial sections) was really helpful, available and clear.

My TA Alexandra is the BEST

Alexandra was very good at explaining concepts from class more in-depth and was always available when needed

very very helpful! Answered all my questions and made everything a lot easier.

Jesse Elliot was awesome, his discussions allowed us to have clearer understandings of all the topics.

Jesse Elliott was extremely helpful.

General Information:

What aspects of the course should be changed?

Comments

Aproppiate, course work, reasonable tests.

Delta epsilon proofs should not be part of the core, especially in Math 131. While I understand that some aspects of this class may be used later in life, nobody taking Math 131 will ever need to know how to prove anything using a delta epsilon definition. It's useless, unnecessarily complicated, and just an utter waste of time for both the students and the instructor. My university experience would be much better if I didn't have to memorize and apply this concept.

I think more time should be spent on each section

I think the possibility to change tutorial instructor could be made available.

Class has to cover a lot of topics in a short time therefore sometimes it has to move too quickly. This can cause problems in understanding, but it is not a big problem, since the instructor makes sure everyone understands the material.

A bit later in the morning would be nice

The course should be changed in no way. It was excellent.

none.

N/A

I don't think anything structure wise needs to be changed.

What aspects of the course should be retained?

Comments

Everything except for delta epsilon proofs

The tutorial sessions

Most of it. Classes are clear, tests are reasonable and fairly graded, instructor is really helpful.

the exams

Everything except only one tutorial a week is necessary

the organization of the tutorial sections.

All of it

Not making tutorial mandatory if you understand the material and the structure of tests should be retained. Also, the manner in which homework is assigned and then collected is very helpful.

Would you recommend this course to others? Why?

Comments
When it comes to core requirements, Math 131 is definitely a good course for those wanting a manageable math class that reviews many crucial concepts.
Yes, because it is challenging yet fulfilling
Yes I would, instructor is clear, cares about students, and approachable. It is useful in understanding precalculus and calculus.
Would highly recommend for people who aren't that into math, although maybe not the 9:30am lecture time
Yes it was very informative and fulfills your core pretty painlessly
yes! It helps cover the basics.
Oishee is awesome and gives great opportunity to succeed.
I would because it is easy to learn and understand and helpful if you are new to the material.