



MATH 15200 27 - Calculus-2 (Autumn 2017) - Instructor(s): Anthony Wang

Number Enrolled: **34**
Number of Responses: **16**

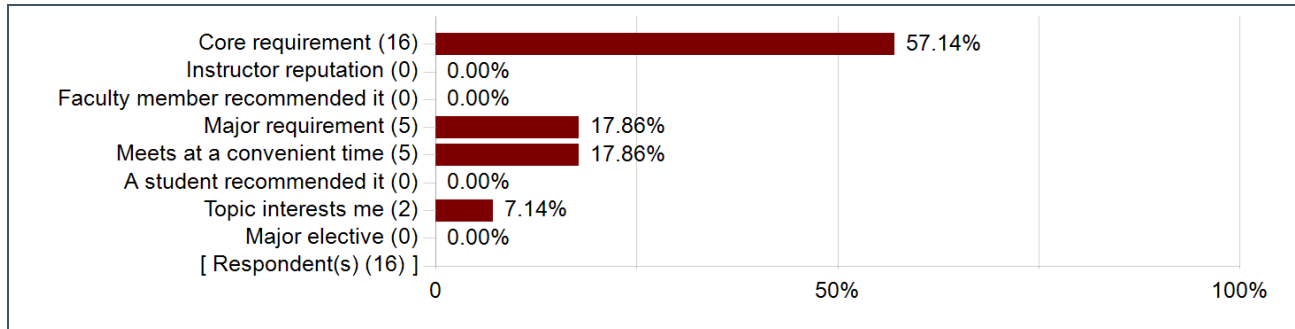
Report Comments

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**

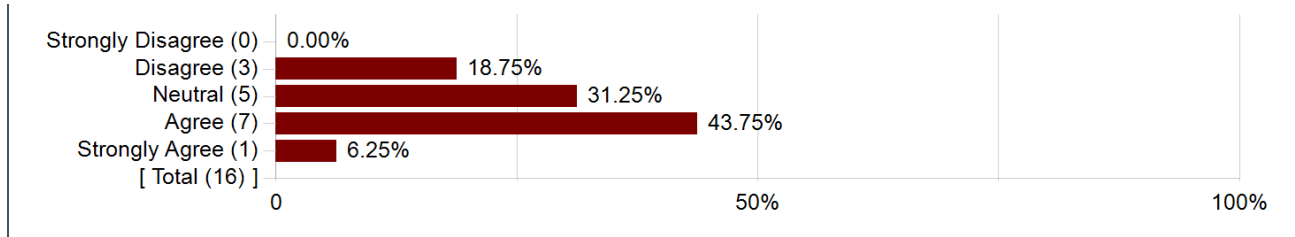
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Why did you take this course?



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

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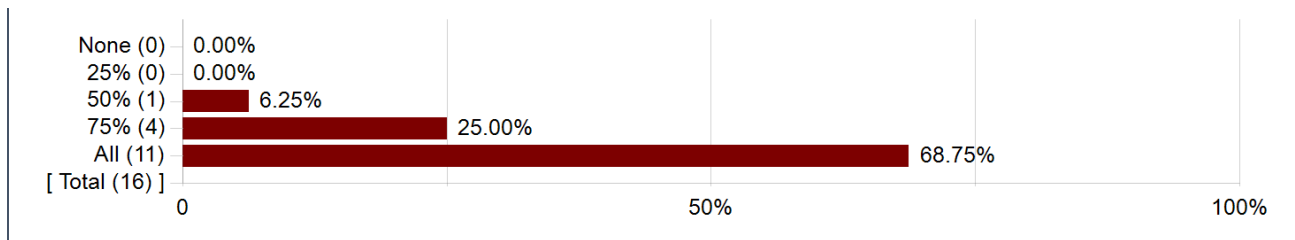


How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
2.00	5.06	10.00

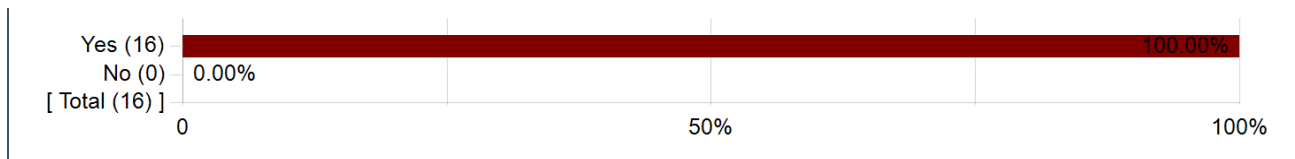
What proportion of classes did you attend?

What proportion of classes did you attend?



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	3.94	4.00	0.00%	0.00%	12.50%	12.50%	43.75%	31.25%
His/her lectures were clear and understandable	3.19	3.50	0.00%	6.25%	18.75%	25.00%	50.00%	0.00%
His/her lectures were interesting	2.75	3.00	0.00%	12.50%	18.75%	50.00%	18.75%	0.00%
The instructor exhibited a positive attitude toward student	4.44	4.50	0.00%	0.00%	0.00%	6.25%	43.75%	50.00%
The instructor was accessible outside of class	4.44	5.00	0.00%	0.00%	0.00%	12.50%	31.25%	56.25%
I would recommend this instructor to others	3.44	3.00	0.00%	0.00%	18.75%	37.50%	25.00%	18.75%

What were the instructor's strong points?

Comments
He was always willing to help.
Kept students updated about changes in office hours and any events that would help the understanding of the material like lectures outside of class
He clearly has a strong understanding of the material he taught and a clear love for math.
The lectures were challenging, but the instructor does a good job with going over topics that are particularly complicated. He also is always patient when we ask more simple questions in class.
Very knowledgeable
He knew what he was teaching, at least internally.
He knew the material very well and was always available outside class for further help.
He had really detailed notes with lots of examples to demonstrate how concepts worked. He often was available for office hours, which he had scheduled twice a week.
He was very available to meet outside of class; he had weekly problem sessions and office hours. He was always open to answering questions and paused at times during the lectures to see if anyone was confused/had questions. He also always had a positive attitude in the classroom.
very knowledgeable, understood theoretical side to the math
Nice guy, helpful office hours and available outside of class
He was really available outside of class. Was pretty open to questions
Anthony is extremely nice and willing to hep out any student.
Extremely helpful during office hours. Nice person. All around great dude
He is a really nice guy, which carried over clearly to the way he taught the class. He consistently made time to address questions and to provide additional help when needed.

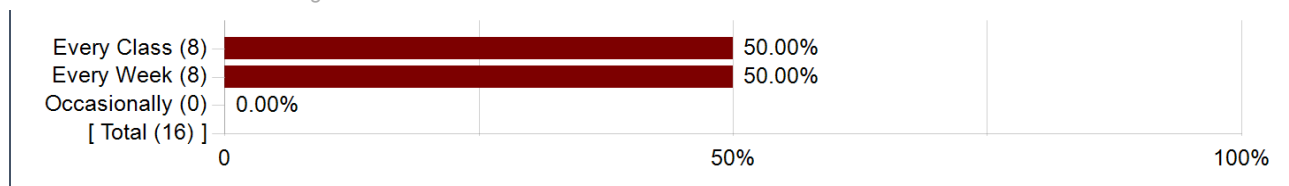
What were the instructor's weak points?

Comments
His lectures were very hard to understand.
Writing on the board was sloppy at times, but he was glad to clarify it when asked. His sentences sometimes trailed off too and led to some confusion.
Often we would be deep in a proof or a series of proofs with no idea of how they connected to anything else. Cohesion and explanations of concepts in clear, layman's terms were lacking.
Lecture explaining was a bit obscure at times.
He could not always clearly communicate his knowledge, nor did he have any understanding of what topics we were comfortable with, e.g. δ/ϵ vs. integration. He taught the class as though no one had seen integrals though we all had.
Sometimes he moved too quickly; also, sometimes his handwriting was hard to read.
Anthony tended to mumble at the ends of some of his sentences. Sometimes when a student asked for clarification, his explanation would be confusing.
At times the lectures were confusing, but that was more the material that was confusing since the professor was always open to answering questions. Maybe on occasion his handwriting was hard to read, but he always clarified or rewrote parts that were hard to read.
Didn't always explain the proofs or what he was actually writing on the board. Perhaps could have used more examples
The lectures weren't super useful. You learn more by reading the textbook on your own. The lectures get kind of convoluted in proofs that you'll never need to know unless you're a math major.
Occasionally went to fast. also assumed we knew a few topics but I would argue most of the class did not know them.
Anthony could explain things clearer and write more legibly on the board.
Lectures were boring. But its math.... so what can you do?
He's pretty bad at explaining things, because things that are obvious to him are less so to someone with a lesser grasp of the material. Classes would generally leave people confused.
often could not clearly answer student questions

Assignments and Tests

How often were homework assignments due?

How often were homework assignments due?



	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The homework assignments were useful, appropriate, reasonable	4.44	4.00	0.00%	0.00%	0.00%	0.00%	56.25%	43.75%
The exams were appropriate/reasonable	3.56	4.00	0.00%	0.00%	18.75%	18.75%	50.00%	12.50%

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

Comments
Problems, and occasional proofs
Homework was mostly computational, rarely did it involve proofs.
Generally computations with about one proof per assignment.
The homework assignment were mostly problems with a few proofs.
book problems.
problems, proofs, problems with justification
problems, proofs
Mixture of computation and proofs (and their applications)
They mostly involved problems and computation, but sometimes they also involved explanations and proofs.
computation, problems, basic proofs
Pretty much the same amount of homework as any AP calc class in high school
problems, some proof type explanation problems. from the textbook
There were proofs, computational questions, and theorem/explanation based questions. Pretty reasonable.
Everything. They were pretty good. Related to the lectures, AND they were helpful to prepare for the tests.
Problems.
problems from textbook

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

Comments
Pretty helpful.
The textbook (Calculus: One and Several Variables by Salas) was very helpful in explaining the intuition behind techniques and teaching how to approach certain problems. It wasn't as helpful when tackling more difficult problems since the examples were very simple.
I have never used a math textbook that was less helpful than Calculus: One and Several Variables.
Medium
Useful! Calculus one and several variables,
It was all I used as I stopped attending lectures after fourth week. Calculus: One and Several Variables, Tenth Edition. Salas
The text was very useful (Calculus: One and Several Variables, Salas)
The textbook that we had homework psets from was Calculus: One and Several Variables by Salas, Hille, and Etgen. The beginning parts of the chapters where concepts were explained with examples were helpful for studying and better understanding the notes we took in class.
Calculus One and Several Variables by Salas Hille Etgen The text was useful in that it provided further examples and explanations of the concepts we learned about in class, while also giving good problems to use as practice in the homework assignments that were challenging enough to further my understanding of the material without seeming "impossible" or without being unnecessarily complicated/confusing.
useful, calculus one and several variables
very useful in explaining things that our instructor didn't really explain. salas one and several variables
Pretty useful. Calculus One and Several Variables (Tenth Edition) by Salas, Hille, and Etgen
The textbook sucked. A lot. Why? Because it manages to explain AP Calc stuff worse than my public high school textbook. Furthermore, the solutions manual had wrong answers. Why does the answer guide have wrong answers?
Salas, Calculus in One Variable. I had to rely on it a lot, and I thought it was good.

How many exams were there? What did they involve?

Comments
There were 2 exams and a final, some computation and a decent amount of proofs.
Two midterms and one final
3 (2 midterms and one final) which involved problems more conceptual than the homework.
2 midterm exams and 1 final
3, the last one was our final and cumulative. Involved concepts and proofs
3 exams. about 10 questions each. Some material wasn't in the book such as injective and surjective functions
3 exams, they mostly were problems, explanations, and applications of proofs
Three total: two midterms and the final. Both computational and proof-based problems.
There were 2 exams (2 midterms) and a final. They involved problems and computation of the concepts/ideas we learned about in class and in the homework.
3, two tests and a final. They involved a few computational problems, a few word (longer) problems, and some theoretical problems
two midterms and a final. for the most part they were fair questions covering a lot of what was went over in class, but occasionally he would ask questions that were hardly touched on in class or in the homework.
There were 3 exams throughout the quarter (2 exams and 1 final). They had proofs, computational questions, and theorem/explanation based questions. These tests were pretty hard.
3. Two midterms and one final. Essentially just harder homework probs. Lots of concepts stuff.
2 midterms and a final. Involved generally straightforward problems of the sort that were on the homework.
2 midterms, 1 final - included proofs and calculations

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

Comments
N/A
na
N/A

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

Comments
N/A
na
N/A

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

Comments
N/A
na
N/A

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

Comments
Who is Dylan? We don't know.
Dylan was helpful during office hours, but the dates/times were inconsistent and made it difficult to reach him in person.
Dylan could have been better at organizing office hours and getting assignments back in a timely fashion (at least before exams).
not very.
Dylan, he was alright. Comments on homework were thorough, but homework was often not graded on time.
N/A
N/A
The TA was Dylan, and he was not that helpful. Usually for office hours, he would email at the last moment saying that he would be available for an hour in a random building. He also returned and graded some homework late.
Dylan Cordaro was our TA, and he grade our homework assignments. Besides that, I've never met/seen him, and I don't think his office hours were that great. From what I remember, he usually gave pretty short notice about them.
N/A
I met with Dylan once and he was helpful
N/A
We had a TA but he didn't do much.
N/a.

General Information:**What aspects of the course should be changed?**

Comments
Less proofs
The course should cover more about proofs.
The textbook was not helpful for anything but getting the homework problems.
It was good
I should have been able to make it into at least 15300 without having to take the Accreditation Exam. Nothing was covered that I had not already gone over in AB/BC, so I don't see why the university feels like it needs to distinguish itself by not accepting AP credit for simple placement.
I wish there were more practice resources
Get rid of delta-epsilon proofs: they were introduced on the first day of class and really confusing, but then they were never really mentioned again. Also proofs in general are not fun.
None
The instructor should hand back all homework that is used for the test before he issues the test. For tests, we wouldn't get all of our homework back that was material on the test, therefore we didn't know if we really understood the material.
More comprehensible lectures. If we don't need to know the proof, I don't think we should spend half of class on it
I think a better explanation of what is expected on the tests, maybe include a review sheet of concepts that should be focused on.
The tests should be made a bit easier.
Not much.
Really, just explaining concepts and expectations better. I was confused all quarter.

What aspects of the course should be retained?

Comments
Computational problems
It's great that the course reviews calculus topics so students who haven't recently taken the class can have their memories refreshed.
The fact that it fulfills the core requirement a good redeeming quality, also calculus is a very interesting subject.
I like that we have shorter two homework assignments a week rather than 1 long one.
It was good
The amount of material covered
Most of the course is pretty good.
The problem sessions and office hours.
The homework was helpful
The homework is super reasonable and so are the tests
The homework and lecture should be retained.
The teacher. Bc hes a god
The homework and structure of the class worked well.

Would you recommend this course to others? Why?

Comments
Yes, you definitely learn a decent amount.
I would recommend this course to students with a genuine passion for calculus.
I wouldâ?? it fulfilled my expectations fairly nicely.
Yes. I think it was challenging but in a way that wasn't overwhelming.
yes, core req
Yes; it is a core requirement
The course was part of the Math Core.
Yes, I would, because the professor was very helpful and taught the material well. The material was also taught in a way that was not too confusing, and it was generally interesting and engaging.
Yes, Anthony is a great teacher.
Yes. BC the teacher is a god
No. I had to do a lot of work outside of class to understand coursework.