



MATH 13100 40 - Elem Functions And Calculus-1 (Autumn 2017) - Instructor(s): Mariya Sardarli

Number Enrolled: 34

Number of Responses: 17

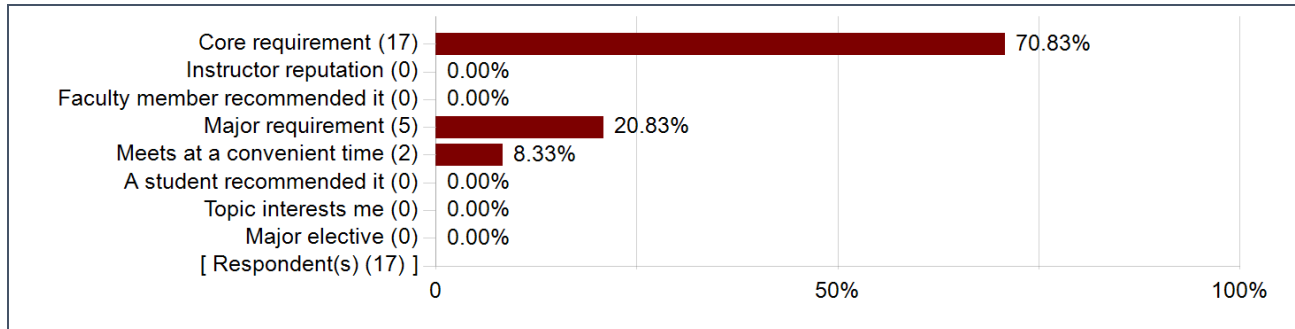
Report Comments

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**

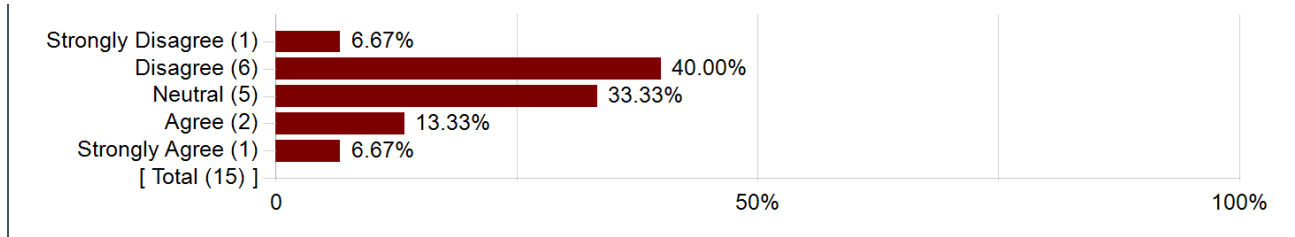
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Why did you take this course?



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

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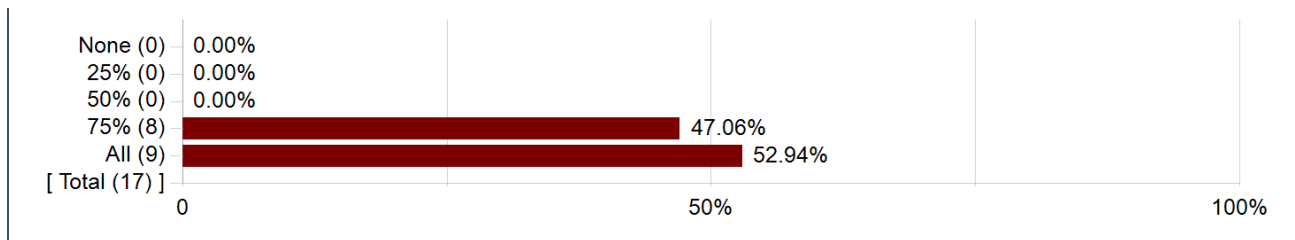


How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
3.00	7.26	15.00

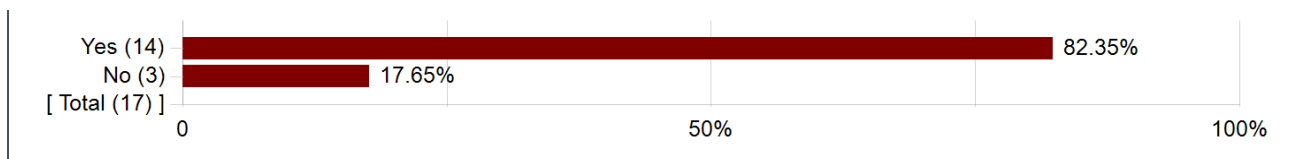
What proportion of classes did you attend?

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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	3.41	4.00	0.00%	0.00%	23.53%	23.53%	41.18%	11.76%
His/her lectures were clear and understandable	2.94	3.00	0.00%	11.76%	29.41%	23.53%	23.53%	11.76%
His/her lectures were interesting	2.47	3.00	0.00%	23.53%	23.53%	41.18%	5.88%	5.88%
The instructor exhibited a positive attitude toward student	3.24	3.00	0.00%	11.76%	11.76%	29.41%	35.29%	11.76%
The instructor was accessible outside of class	4.00	4.00	5.88%	0.00%	5.88%	17.65%	41.18%	29.41%
I would recommend this instructor to others	2.65	3.00	0.00%	17.65%	29.41%	29.41%	17.65%	5.88%

What were the instructor's strong points?

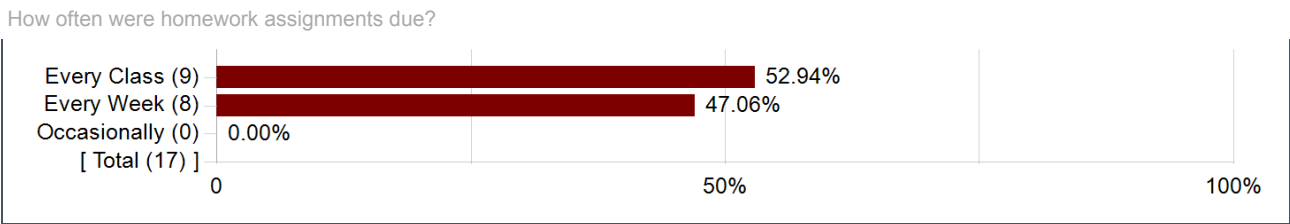
Comments
The instructor's lectures were clear, and the instructor was always willing to pause for questions and concerns.
She includes a lot of examples and takes the course fairly slow.
She seemed very knowledgeable
You can tell that she's very smart.
She was approachable and friendly and made the content of the course easy to understand.
During office hours, they were very good at explaining questions. During lectures they were good at answering questions even when asked the same one more than once.
Knowledge of the material, accessibility outside of class.
Good lecturing, always willing to answer questions.
Covered a lot of material and gave lots of problems. For the second midterm she offered a review session which was very helpful.
Clear idea of what was expected from us.
Seemed to care about the students. Available outside of class.
Instructor was happy to answer any questions we may have had
Was available to meet all the time. Did a good job slowing down topics that were more difficult to understand
Nothing.

What were the instructor's weak points?

Comments
The lectures could be a bit dry, and sometimes it felt as if we were going through material very quickly
She didn't use the board particularly well in terms of erasing things, and some of the time she did not have a great command of the class, so the lecture would get derailed with unimportant questions.
The major thing I did not like in this class is the fact that the homeworks and the quizzes were reasonable but the midterms tested us on material that was much harder than anything we went through in class. I think that was unfair because it should be on the same level. In addition, the lectures were not as useful because the instructor did not clearly explain how to do problems meanwhile, she just wrote them up on the board without explaining.
Lectures were not super engaging
She teaches a lot of unrelated material that you don't need to know for midterms and the finals, and she doesn't go over all the concepts she tests, a lot of times she throws random topics on the exams that I guess you're just supposed to know somehow.
Sometimes would skip over steps that seemed crucial during lecture which caused some confusion as to how to solve a problem.
She is a poor lecturer, is not very personable, and is a very hard marker.
Sometimes her work on the board was unclear.
Moved very quickly and sometimes explained things in a confusing way. Was not very engaging, but got better throughout the quarter.
Glossed over many difficult points to understand.
Not very interesting lecturer, sometimes hard to follow.
The instructor was unclear in her methods and assumed that many people knew the underlying maths, hence leaving many in the class behind right from the start.
Sometimes there were conflicting answers and it was difficult to make sense of what is right. Also, some things were made much more complicated than it needed to be
Everything. They would not explain clearly, just restate the definitions when asked to clarify, not making it any easier to understand difficult topics.

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	3.65	4.00	0.00%	5.88%	5.88%	35.29%	23.53%	29.41%
The exams were appropriate/reasonable	2.65	2.00	0.00%	17.65%	35.29%	23.53%	11.76%	11.76%

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

Comments
Lots of problems, had to show work
A lot of problems and computation, a few proofs.
problems
Usually just problems from the book and some problems that she would make up.
Homework assignments were due twice a week and had us do problems from a textbook.
Problems, some proofs and computation. There were somedays when it seemed like there was a lot of homework with one or two problems that didn't seem to pertain to the core lesson we had learned in lecture.
A good mix of everything.
some word problems, some proof, some explanation, and a lot of computation
Problems, proofs, computations. No explanations in the homework, but you definitely need to know them for the exams. They had a lot of questions and could be very long.
Homework was due every tutorial (twice a week) and consisted of many problems.
Problems, computation, explanations.
Problems
Problems from textbok
Problems, some proofs, and computations.

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

Comments
Calculus, Ninth Edition, Dale Varberg, Edwin Purcell, and Steven E. Rigdon
they were good (Calculus by Varberg and Purcell)
Very helpful you had to read and do a lot of problems from the book often to do well on quizzes/tests.
The textbook was really useful for understanding the content of the course.
The Calculus textbook, Ninth Edition Calculus with Differential Equations by Steve Rigdon, Dale Varberg, Edwin Purcell, was very useful. The examples in the book made sense and explained concepts/problems simply. However, the hardest part was that our lecture notation and the book notation sometimes differed, but the professor would normally alerted us when that would occur.
Varberg, Purcell and Rigdon: "Calculus". It was very good.
The textbook, Calculus by Varberg, was usually helpful, although online resources tended to be more helpful for me.
N/A
You needed the textbook to know what the HW problems were.
Elementary Calculus was useful I suppose. It did not prepare me for the exams though.
Standard textbook
Not very helpful (Authors: Varberg Purcell Rigdon; Title: Calculus 9th edition)

How many exams were there? What did they involve?

Comments
3 exams including final involved all material had multi-part questions, had to show work
There were 2 midterms and the final. There was also a quiz every Thursday. The quizzes mirrored the difficulty of the homework, however, the midterms and final were consistently harder than anything encountered on the homework.
Three exams involving problems.
2 midterms, one final. The final involved a TON of graphing which was never actually taught in depth.
There was quiz every week and two midterms. They covered the material that we had learned up to then. The quizzes were easy if you did the homework. The midterms were alright but I feel like my homework didn't prepare me enough for them.
Three exams, two midterms and one final. The first midterm covered a third of what we learned, the second had another third and the final was all encompassing with more focus on the last sections we learned. All the exams required very solid understanding of the material so the problems were complex with multiple steps, sometimes this made them harder to do.
Two midterms and a final. They were usually more challenging than the homework. They were graded very aggressively and points were often taken off without explanation.
There were 3 exams and weekly quizzes. Everything we covered in class was on the exams, from basic algebra to epsilon delta proofs to limits to derivatives, related rates, and approximation.
There were two midterms and a final. They involved knowing literally everything she ever said and more. Know the definitions of everything and re-do all of the homework.
There were quizzes every thursday, two midterms, and a final.
3 exams, each very difficult. The average was in the 60s for each, I believe. I frequently felt that things were on the test that were not covered in class or on homework.
3 (midterm, midterm, final) - recent topics Weekly quiz - recent topics (before we'd received feedback on those topics in homework. In other words we were guaranteed to do badly on these if the homework had confused us)
2 midterms 1 final
Only 2 exams, minus the final. They involved problems very different to the homework and quiz problems, only tangential to what we learned and did in the rest of the class.

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

Comments
Very well.
N/A
Very

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

Comments
Yes, greatly.
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
N/A

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

Comments
N/A
Jacob Levin was great. He understood the material and would often go over it multiple ways, or a different way then the instructor so it made more sense to us.
Teacher (Mariya Sardarli): helpful Tutor (David Klinger): Extremely effective and helpful.
He was very helpful when I had questions.
David Klinger was an excellent Tutor. He explained everything clearly if there were questions and was enthusiastic about helping out if we needed it.
Extremely. David.
Jacob Levin was really helpful, I learned a lot from him.
David Klinger was great and extremely helpful. Very good at re-explaining things that we did not understand from the lecture.
My tutor, David Klinger, was fantastic. He was helpful in clearing up anything we didn't understand, and truly had our best interests in mind.
Jacob Levin was very helpful. Any question I had was fully explained.
Dana was not very helpful
N/A

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

Comments
The homework should be lessened. While the HW was helpful for my review, there was so much of it that it was hard to keep up with all of the assignments
Less time is necessary to cover the material
She should focus less on information that we won't be tested on and more on expanding upon and strengthening the information/skills we will need for the final and other midterms.
More review sessions before midterms and/or final
Mainly, the instructor's marking scheme.
The tutorials are too long.
Offer more review materials
Perhaps make HW worth more towards the final grade. There really was a lot of it, and those of us who worked hard to complete all of it correctly were not really rewarded.
I would give more weight to homework. I would also make discussion sections 50 minutes instead of 80 minutes.
N/A
Beginning of the course moved too slow, end of course too fast
Getting people who can actually teach, are patient, and explain topics by breaking them down and not making them more complicated.

What aspects of the course should be retained?

Comments
The clear lectures
Tutorials
The homework amount was really good and weekly quizzes helped to keep us on track.
The required tutoring sessions are really helpful.
The content is good, and well paced.
The tutorials are helpful, but they should just be shorter.
Everything else.
Lecture-format is useful. Keep discussion sections.
N/A
Order of topics
Not sure.

Would you recommend this course to others? Why?

Comments
I would recommend it to others because it is an effective, if unexciting, math course
Yes because I found the tutorials very helpful.
If you have to calculus I and II then yes, I would recommend it.
If you need more coverage in pre-calculus, or if you feel like you can do calculus but really need to review it, then this course is for you. I already had a background in calculus but I wasn't too confident in my skills, and this course was nice.
Yes and no. If you like math and would like some extra help I would recommend this course. If you aren't a fan of quick pace and doing calculus everyday, then I'd say no.
It's a good introduction to University level Calculus.
I wouldn't recommend it because of how time consuming it is.
Yes I definitely recommend this course (especially if you are deciding between 131 and 151). The tutorial sessions are helpful and it's actually nice to have 3 lecture days to go over everything. We also do ~less~ proofs than 151.
Sure. You have to take math, and this is pretty simple.
Not really. I would have preferred to be challenged by the course if I was going to do so poorly. The subject material was confusing but dull.
The course is good and I enjoyed the math involved
Yes, reviews high school math
No, because I don't feel like I've learned much at all despite putting in the work.