MATH 16110 50 - Honors Calculus I (IBL) - Instructor(s): Leonardo Nagami Coregliano

Project Title: **College Course Feedback - Autumn 2023**

Number Enrolled: **17**
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: **Friday, February 2, 2024**

What are the most important things that you learned in this course? Please reflect on the knowledge and skills you gained.

Comments
How to write and present a proof – both in a fully formal manner and in a presentation.
Set Theory. Topology. Real Analysis. Discrete Math. Everything but Calculus...
Moving from a computational understanding of math to a more theory and proof–based understanding (i.e. not learning how to solve problems, but rather why those methods to solve problems actually work in the first place).
How to write proofs – and present them
Presentation skills and critical thinking for proofs were heavily emphasized.
Introduction to higher level math. From how to write proofs to constructing the real numbers, there was a lot in this class.
how to write proofs, how to use LaTex
I would say mostly the different styles of proof and the techniques used to prove different things (for example, mathematical induction, if acb and bca then b=a, contradiction). Seeing a bunch of different proofs has helped me get a better grasp on proofs. Also, set theory will probably end up being useful.
how to approach and write proofs
how to be a mathematician, figuring out the intuitions as well as communicating them

Describe how aspects of this course (lectures, discussions, labs, assignments, etc.) contributed to your learning.

Comments
Lectures are for you to learn from other students and likely get confused. Office hours are for you to learn from the Professor and clear your confusion.
The student–driven nature of the course incentivizes collaboration and learning from your peers, a much more fun alternative than being lectured.
The scripts for each subject were very useful to understanding/organizing the material. Class time was more or less useful – varied depending on who was presenting.
This course encouraged a lot of collaboration, which made me have good relations with classmates.
Every "lecture" is your peers giving presentations on their proofs, which I thought was fun and helpful.
Lectures were good for the purpose of frantically writing stuff down and then staring at it later, but I've noticed I've become better and better at actually understand what people are doing during proofs. Latex was annoying, but to be fair having to slow down and go through proofs methodically is great for revealing where I don't understand things (or if my notes are missing something). Office hours were incredibly useful; I basically entirely relied on those for stuff that I didn't understand in class. Overall, everything was helpful.
classes and office hours were most useful
Office hours is the most important thing for this class, classes themselves are important but having individual time with the professor to talk will make you understand the content much faster and more efficiently.

Please respond to the following:

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course challenged me intellectually.	4.92	5.00	0.00%	0.00%	0.00%	8.33%	91.67%
I understood the purpose of this course and what I was expected to gain from it.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%
I understood the standards for success on assignments.	4.42	4.50	0.00%	0.00%	8.33%	41.67%	50.00%
Class time enhanced my ability to succeed in graded assignments.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%
I received feedback on my performance that helped me improve my subsequent work.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%
My work was evaluated fairly.	4.75	5.00	0.00%	0.00%	0.00%	25.00%	75.00%
I felt respected in this class.	4.58	5.00	0.00%	0.00%	8.33%	25.00%	66.67%
Overall, this was an excellent course.	4.58	5.00	0.00%	8.33%	0.00%	16.67%	75.00%

Additional comments about the course:

Comments
The course is certainly challenging, but feels very rewarding.
This course is harder than diamonds.
–The professor was very kind and ensured understanding among all students –At first, this class was incredibly intimidating as it was heavily male–dominated. The demographics were 5 female students, and 24 male students. I've heard there is a higher trend toward more male–dominated classes as course difficulty increases in the math department. Despite this, male peers still had high respect for female students, which was different from other male–dominated environments that I have been in.
Leonardo Coregliano is a frickin gigachad holy frick he actually tries hard and understands the material at an incredibly high level. Like, there have been times when he's stayed after office hour time for me to present proofs to make sure I know them. Like 100/100 super based. He also replies to emails basically instantaniously, and just in general has been incredibly helpful. Also, I APPRECIATE how this section of IBL has had harder tests then other sections (as well as written tests); If I'm paying $80,000 a year I better be getting challanged. Professor, DO NOT MAKE THE CLASS ANY EASIER HARDER HARDER HARDER.
If you take this course use the "resources" around you, go to as many office hours you can and talk about the proofs with other people in your class. It will help you tremendously, being open about your thoughts rather than figuring it out yourself is going to make the class easier and its what is intended.

I would recommend this course to:

	No	Yes
Highly-motivated and well-prepared students	0.00%	100.00%
Anyone interested in the topic	33.33%	66.67%

Thinking about your time in the class, what aspect of the instructor's teaching contributed most to your learning?

Comments
When a student presenting a more complicated proof was having trouble conveying exactly what was happening conceptually to the class, the professor was generally very good about helping give explanations or diagrams that made things more clear.
Prof Leo always knew why our presentations were wrong and could correct us and put us back on the right track.
The willingness to walk step–by–step through any problem or question you had until you understood it.
Since class time is mostly occupied by students, office hours were really useful to clarify some problems
Office hours were very useful and the professor was very willing to answer questions or just talk about concepts in math beyond course material.
Probably the office hours, but going over proofs in class when someone fricks up (as well as asking questions) definitely has helped too.
Office hours
Office hours

What could the instructor modify to help you learn more?

Comments
Not rly. This course is rly meant for us to teach ourselves. I would imagine that Prof Leo is not suppose to help us during lectures that much but after all, we are too dumn.
Maybe an answer key for each script would be useful for exam review
NA.
Hmm... definitely keep the assignments hard. I dunno ... office hours are weird ... on the one hand some problems are such that I would never get them without going to office hours, but sometimes I get basically the entire answer... I do not know what the proper balance is on that (and I don't like collaberating with people on assignments; seems stupid). Perhaps clarify more exactly how formal proofs have to be? And maybe like once every 2 latexes check one problem and just give comments on exactly what is wrong/right with the proof? I feel sometimes the standards that the TAs hold to grading assignments are different from yours.
outlining participation expectations more concretely

The Instructor . . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Organized the course clearly.	4.58	5.00	0.00%	0.00%	0.00%	41.67%	58.33%	0.00%
Presented lectures that enhanced your understanding.	4.78	5.00	0.00%	0.00%	0.00%	16.67%	58.33%	25.00%
Facilitated discussions that were engaging and useful.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%
Stimulated your interest in the core ideas of the course.	4.67	5.00	0.00%	0.00%	8.33%	16.67%	75.00%	0.00%
Challenged you to learn.	4.83	5.00	0.00%	0.00%	0.00%	16.67%	83.33%	0.00%
Helped you gain significant learning from the course content.	4.82	5.00	0.00%	0.00%	0.00%	16.67%	75.00%	8.33%
Was available and helpful outside of class.	4.92	5.00	0.00%	0.00%	0.00%	8.33%	91.67%	0.00%
Motivated you to think independently.	4.50	5.00	0.00%	0.00%	8.33%	33.33%	58.33%	0.00%
Worked to create an inclusive and welcoming learning environment.	4.42	5.00	0.00%	8.33%	0.00%	33.33%	58.33%	0.00%
Overall, this instructor made a significant contribution to your learning.	4.67	5.00	0.00%	0.00%	8.33%	16.67%	75.00%	0.00%

Please include the name of the TA/CA/Intern you are evaluating. What aspects of the TA's teaching contributed most to your learning? What could the TA modify to help you learn more? Please include any additional feedback for the TA/CA/Intern.

Comments
Sammy Thiagarajan – his office hours were helpful to get different perspectives on certain theorems if the presentations in–class or the professor's explanation felt difficult to understand. Comments in grading were very detailed when pointing out errors, which was helpful in improving. Overall, a very helpful presence.
TA Samanthak Thiagarajan is a literal genius. How is he only a third year student but has the ability to treat the material in this course like elementary school mathematics. His explanations are always crystal clear and extremely efficient.
Sammy. His office hours were also very helpful.
Sammy provided a lot of good feedback and was incredibly approachable.
Sammy
Sammy is a gigachad. Definitely the office hour stuff; mainly showing exactly how formal proofs have to be for like real analysis. Sammy is incredibly good; definitely the most competent TA I've had; you ask him how to prove something and he figures it out.
Sammy's office hours were very helpful as he explained every concept thorougly

The TA/CA or Intern. . .

	Mean	Median	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
Facilitated discussions that supported your learning.	4.13	4.00	0.00%	11.11%	0.00%	44.44%	33.33%	11.11%
Gave you useful feedback on your work.	4.44	5.00	0.00%	0.00%	11.11%	33.33%	55.56%	0.00%
Stimulated your interest in the core ideas of the class.	4.33	4.00	0.00%	0.00%	11.11%	44.44%	44.44%	0.00%
Challenged you to learn.	4.33	4.00	0.00%	0.00%	11.11%	44.44%	44.44%	0.00%
Helped you succeed in the class.	4.78	5.00	0.00%	0.00%	0.00%	22.22%	77.78%	0.00%
Was available and helpful outside of class.	4.67	5.00	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%
Overall, this individual made a significant contribution to your learning.	4.67	5.00	0.00%	0.00%	11.11%	11.11%	77.78%	0.00%

Is this class a requirement of some sort?

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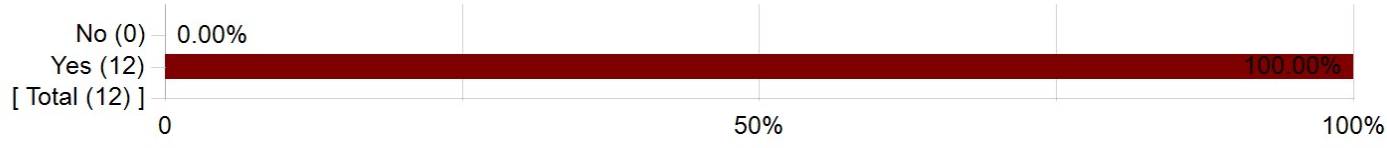

Prior to starting this class, your interest level was?

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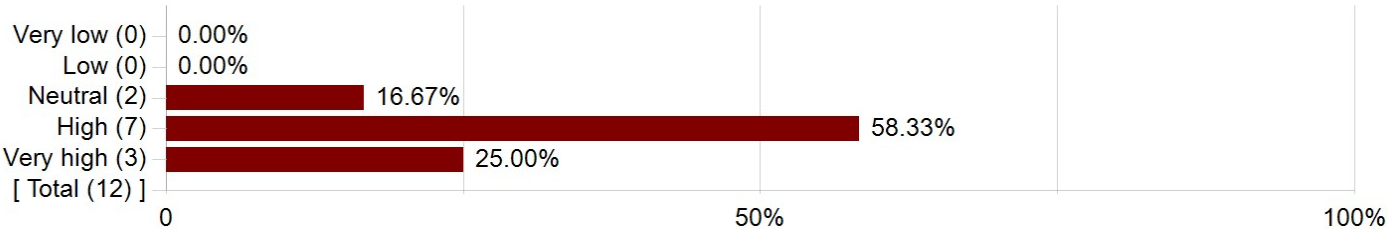
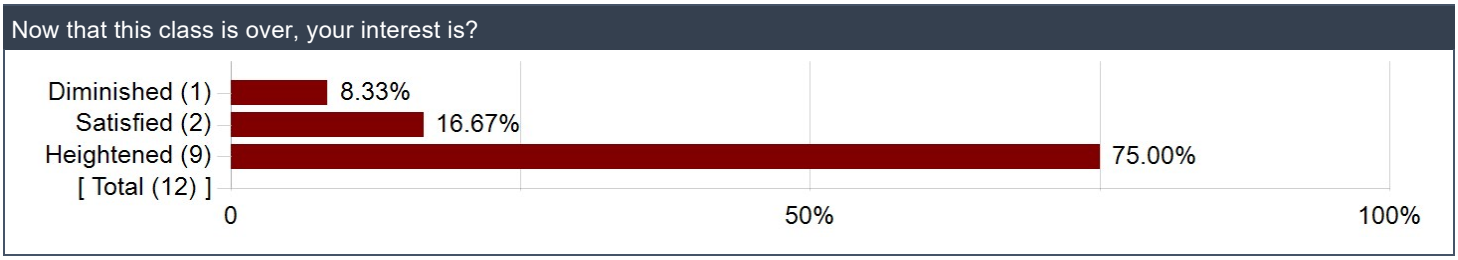
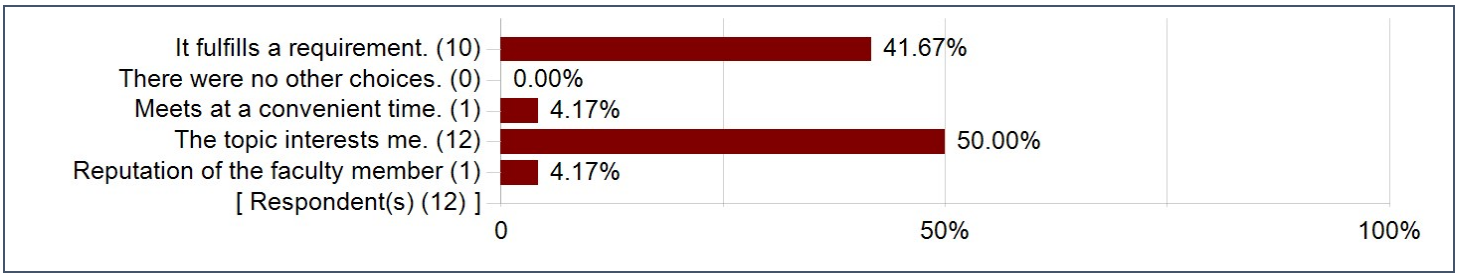


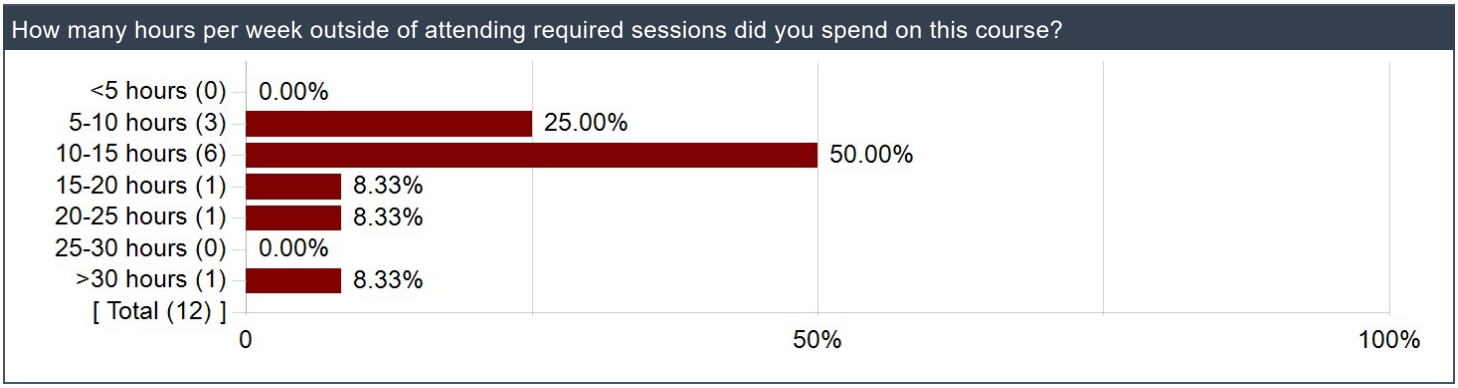
Now that this class is over, your interest is?



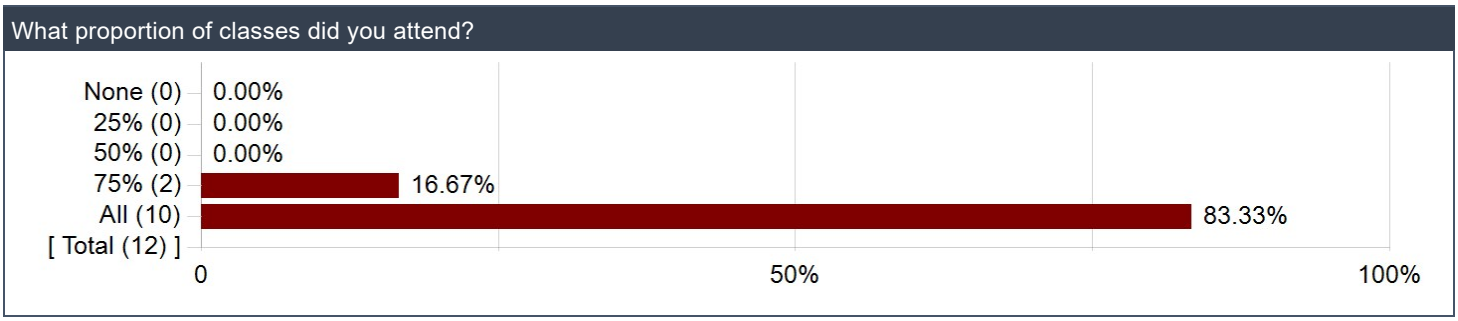
Why did you choose to take this course? (Select all that apply)



How many hours per week outside of attending required sessions did you spend on this course?



What proportion of classes did you attend?



Please comment on the level of difficulty of the course relative to your background and experience.

Comments
This class is just like Wurtzite Boron Nitride, preposterously hard. BUT! Successfully proving a theorem gives you so much dopamine that you will start punching your bed shouting "I AM A LITERAL GENIUS" at 2:30AM.
If one has no proof experience, the class is seemingly very difficult at first. If you're motivated to learn, it becomes much easier.
Completely different from anything I had experienced in high school – very hard at first, but you get the hang of it pretty quickly
I had some preparation but this course is still challenging.
It was definitely hard, especially coming from no background in proofs or any higher level math. But at the same time, it is definitely doable and you get out what you put into it.
If you've never written proofs before, this course will be challenging and requires a lot of study time outside of class
High
very difficult for the first few weeks, but you begin to get a hold of it as the quarter goes on, but you still have to do a decent amount of work