



MATH 15200 12 - Calculus-2 (Autumn 2017) - Instructor(s): Carlos di Fiore

Number Enrolled: **34**

Number of Responses: **16**

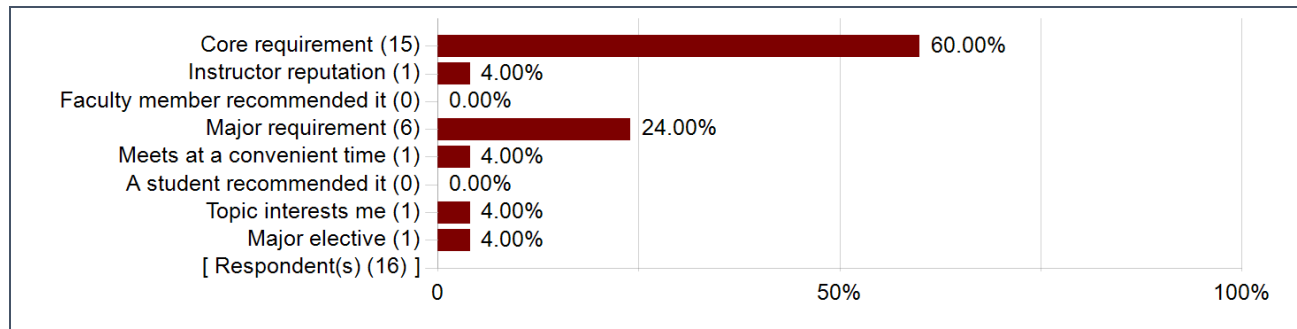
Report Comments

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**

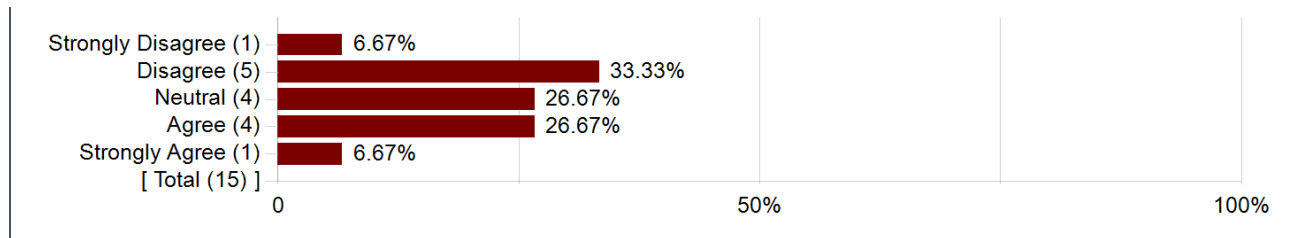
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Why did you take this course?



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

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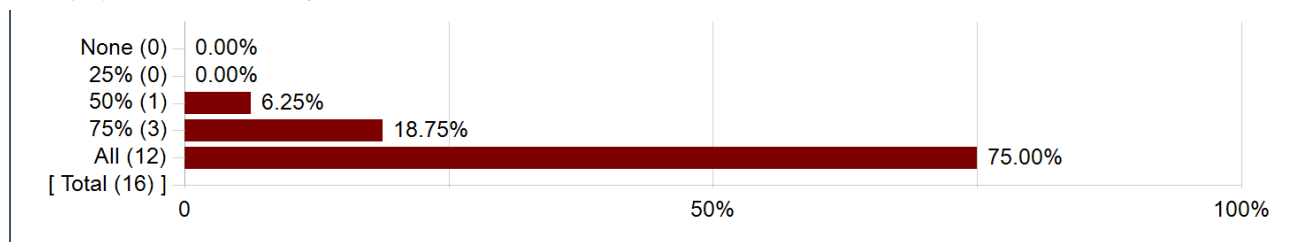


How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
2.00	3.31	6.00

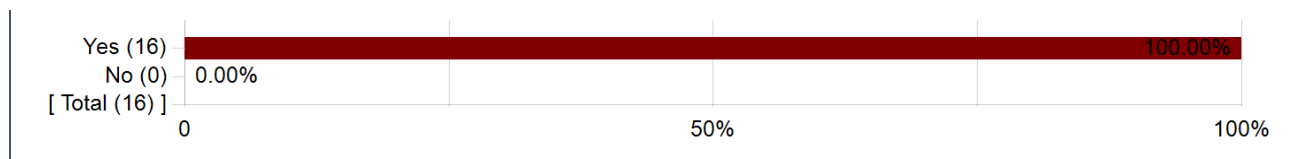
What proportion of classes did you attend?

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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	2.81	2.00	0.00%	12.50%	43.75%	0.00%	37.50%	6.25%
His/her lectures were clear and understandable	3.25	3.50	0.00%	12.50%	12.50%	25.00%	37.50%	12.50%
His/her lectures were interesting	3.13	3.00	0.00%	12.50%	12.50%	43.75%	12.50%	18.75%
The instructor exhibited a positive attitude toward student	3.94	4.00	0.00%	6.25%	6.25%	6.25%	50.00%	31.25%
The instructor was accessible outside of class	4.00	4.00	6.25%	0.00%	0.00%	25.00%	43.75%	25.00%
I would recommend this instructor to others	3.31	3.00	0.00%	6.25%	18.75%	31.25%	25.00%	18.75%

What were the instructor's strong points?

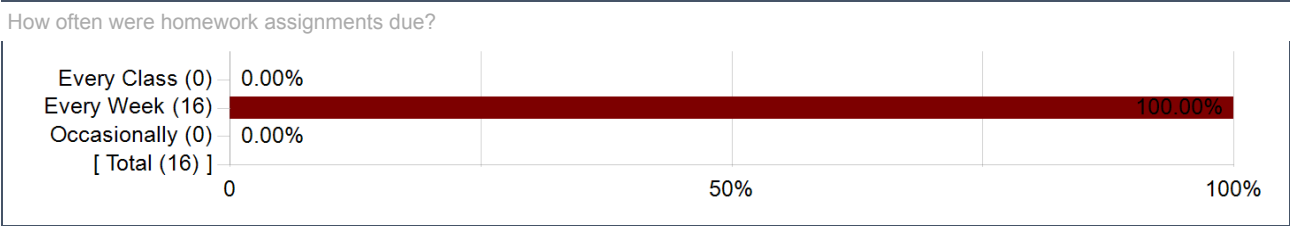
Comments
Friendly
Charly was really helpful when it came to office hours and he assigned homework questions that were very useful for the exams.
Good knowledge of the subject
Charly is the absolute best. His lectures are interesting and easy to understand, he is always willing to help whenever you need and will set up a time to see you if you can't make office hours. He is funniest and the kindest man. He is also a math genius but never rude or pretentious. I survived 8 am calc and went to every class all for him. He doesn't assume you know things either and is so good about facilitating information.
The instructor made sure to provide a lot of examples for each class so that we really understood the material.
Charly was very approachable and friendly
Clearly knew the topics he was covering from the conceptual level.
He had a strong understanding of the material and cared about the subject
Charly is extremely friendly and easy to talk to; this makes it easy to ask him questions when you have trouble understanding concepts. He also covers the essential, useful topics of the course, as opposed to other topics that you won't need later in the course.
Charlie really knows what he's talking about and can answer all questions well.
He cared very much about his students. Based on the expected material, the exams were very fair.
He was obviously passionate about math.
He is good at explaining some topics, and he does lots of examples in class

What were the instructor's weak points?

Comments
Not very clear
His handwriting is terrible. His lecturing is unclear.
He sometimes focused on things that were not relevant and ended up taking most of class to explain.
Abstract and roundabout ways of explaining basic calculus
Nothing
Sometimes the professor didn't explain all the material clearly.
He was often disorganized and homework assignments didn't have a specific place where they were posted on Canvas.
Sometimes would get too worked up in the small algebraic points, which would prevent the learning of the calculus.
Language barrier, often thought that because he understood something well he didn't have to explain it thoroughly: ie he often cut corners in integrals, didn't show all work or explain it verbally
He is somewhat disorganized and appears to make up example questions on the fly. Sometimes he makes math errors along the way and sometimes does not reach the correct answer in the end. Also, his handwriting can be hard to read at times.
The class was basically structured so that Charlie walks in, does integrals and special problems on the blackboard while explaining what he's doing. For an hour and twenty minutes. If you cannot learn from watching, you will need to read and work from the textbook on your own time as well.
His lecture style was very unclear. I had to review all the material on my own to properly learn it.
Often times there was minimal explanation about how a problem was being done. Having already completed calculus-based classes in the past, if I had to learn the material in this class for the first time it would have been a disaster. Sometimes he would finish a problem and get the wrong answer only to look back and not be able to find the mistake. While getting the answer right every time is unrealistic, questions that he could not solve the first time, or even the second time, showed up on our second midterm. The fact that he could not correctly complete the question, but expected us to do it for full points was frustrating.
Sometimes he didn't explain concepts very well (or just said "this is how it works because this is how it works")

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, appopriate, reasonable	4.38	4.00	0.00%	0.00%	0.00%	6.25%	50.00%	43.75%
The exams were appropriate/reasonable	4.00	4.00	0.00%	0.00%	6.25%	12.50%	56.25%	25.00%

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

Comments
Problems sets from the textbook
The homework assignments involved practice problems.
Problems from the textbook.
Basic book problems.
It was all textbook problems
Problem sets
Our homework were just computational problems from the textbook
Problems. I really liked it as it was not supposed to be a proof-based class but I've heard that many other 15200 classes did have proofs, so I'm glad we did not.
Problems and computations: integrals and exponential functions
Largely computations (integrals)
problems from the book
Problems, computations
Homework assignments involved mostly computational problems. We had to solve definite and indefinite integrals, volume, natural log an e problem, etc.
Computation

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

Comments
N/A
Very.
I didn't read the textbook but Charly's lectures were more than enough
The textbook was relatively helpful but was unnecessary to read
There were no texts
Barely used it for concepts as I already knew most everything we covered, but the problems were good.
Only used the textbooks, useful because all problems came from it
Calc textbook was useful to review integrals and concepts
textbook was helpful if there were sections that I didn't understand
Text book gave good examples to study from.
The textbook that we used was: Calculus One and Several Variables Tenth Edition written by Salas, Hille, Etgen. The only time I used the book was for homework problems. Other than that it wasn't helpful at all, and I never read it.
Single and Multivariable Calculus - helpful when the teacher didn't explain something very well or if I needed more examples or a general form of a particular equation

How many exams were there? What did they involve?

Comments
3 exams, similar problems as in class
There were 2 exams.
2 midterms and 1 final.
2 midterms, 1 final. Basic computational problems. No proofs.
2 midterms and a final. All integral problems
2 midterms, 1 final, they covered the material taught in class and were mainly a set of problems to solve
There were two midterms and there will be a final. The midterms were all just integrals or computing volumes
2 midterms and a final. Consisted of computations based on what we learned.
2 midterms on integrals and one final exam
2 midterms and the final Integral computations for the most part
2 midterms and a final.
2 midterms and a final: The Mid terms were about 10 computations.
The course had two midterms. The first was during Week 4 and focused on solving basic integrals using U-Substitution and manipulating trig functions. The second was during Week 7 and focused on finding the volume of an area that was being revolved around an axis or line and also finding integrals using Separation By Parts. The final is a mix of material learned throughout the quarter.
2 midterms and a final - computation

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

Comments
N/A
N/a
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
N/A
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
N/A
N/A

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

Comments
N/A
I literally have never seen my TA before. S/he is nonexistent.
Never saw this man. He never showed or went to office hours and never appeared once. Literally the worst
Teaching assistant was often unavailable even during office hours
Our TA was never present
I have never seen the TA and can't even remember their name.
N/A
never saw the TA.
N/A
We never met our TA, but he supposedly graded our homework.
Our TA was Shi-ning Sun, and not a single person in our class ever saw or personally interacted with them.

General Information:

What aspects of the course should be changed?

Comments
should be more focused and clear
Maybe the time.
Grade deflation
Nothing
The time the class meets could have been later
Nothing
More examples worked out in class.
1.5 hours is too long for a math class
Add trig substitution (or other methods/integrals of the same difficulty) or ensure that the questions on exams cover concepts in class or sections in the book we covered. Trig substitution would have been helpful to know to solve a question on the final, but we did not cover this concept in class.
Lectures need to be more clear.
Understandably, some difficult problems should be included on the exam in order to gauge the extent of the knowledge that a student has gained in the course; however, including questions that even the professor cannot solve without trying them multiple times and spending almost forty minutes on them seems ludicrous.

What aspects of the course should be retained?

Comments
the information taught
Instructor and text.
It's all about integrals, so mean value theorem, integrals, disk and shell, anything area
The length of the course and the amount of work
The homework load
KEEP COMPUTATIONS! DO NOT ADD PROOFS! ONLY DO A PROOF IN CLASS TO PROVE THAT OUR COMPUTATIONS ARE TRUE!
Everything
Assignment quantity is perfect.
The course does teach calculus-2 material, so the overall topics that were covered converges to the course description.

Would you recommend this course to others? Why?

Comments
Yes!
Not really - nobody in the class really wanted to take this class, it was just to knock out core requirements.
Yes, if you're taking it with Charly. No otherwise because it's an overcomplicated version of simple calc.
Yes, the class was not difficult to succeed in and was relatively well taught
Yes. The lectures were helpful for the PSets
Yes, very well done, concise, moves fast but manageable.
I would recommend the course for those who need the math credits for the core
Yes; the material is useful and Charly is a nice, friendly teacher who covers exactly what you need to know.
Yes - in the end of the day it is very possible to do well.
I would not recommend the course to others because not only was I frustrated with the teaching that I experienced in this class, but having taken a higher level of calculus than this in the past I was rather bored. I got the sense that people were either highly confused in the class and had difficulty understanding what was going on, or they were rather bored and already learned the material in past years.