THE UNIVERSITY OF CHICAGO

MATH 15100 20 - Calculus-1 (Autumn 2017) - Instructor(s): Francisc Bozgan

Number Enrolled: **33**
Number of Responses: **18**

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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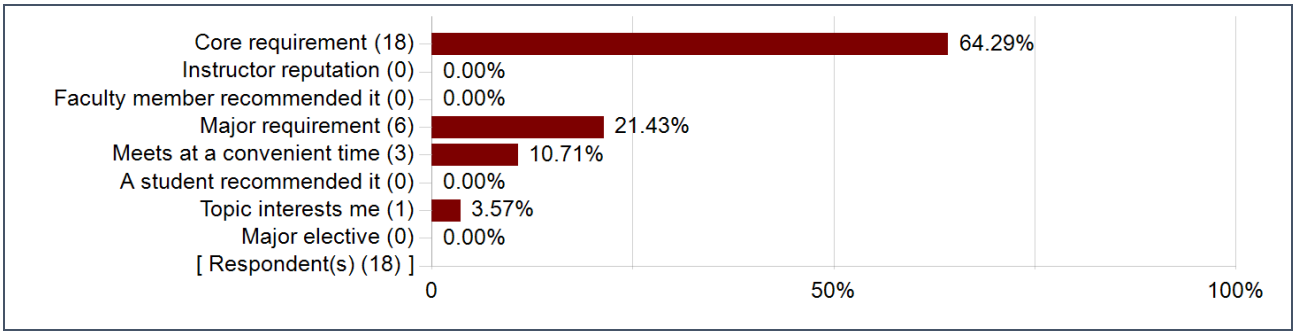
Why did you take this course?



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

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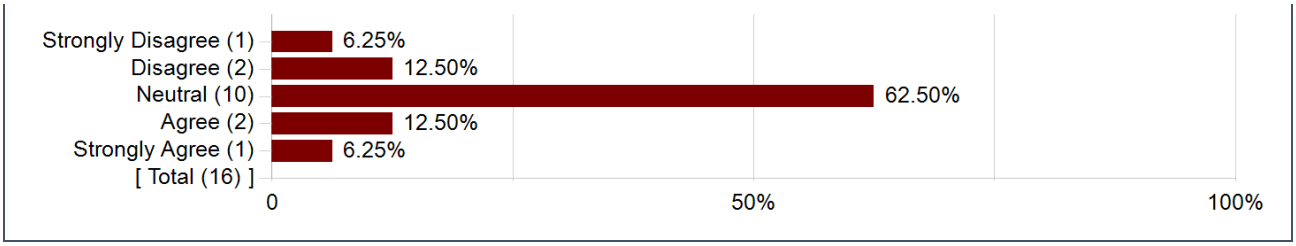

How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
4.00	6.86	10.00

What proportion of classes did you attend?

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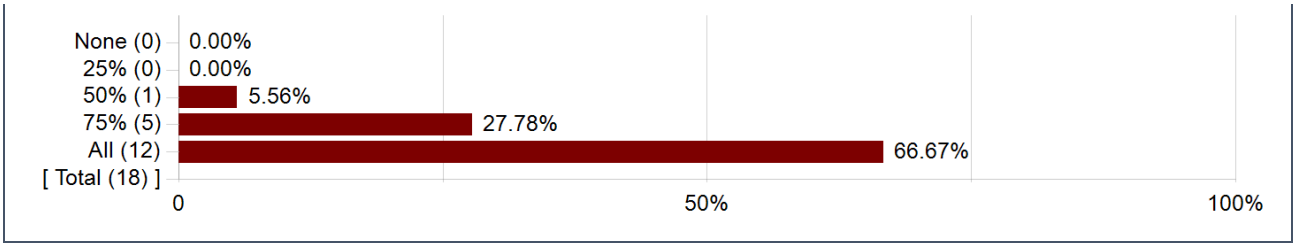

Were the time demands of this course reasonable?

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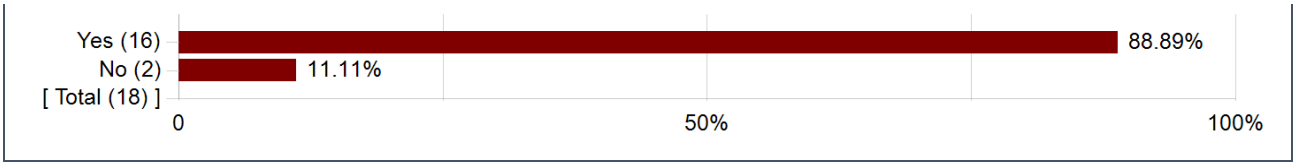

The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The instructor was organized	3.56	4.00	0.00%	0.00%	5.56%	38.89%	50.00%	5.56%
His/her lectures were clear and understandable	2.72	3.00	0.00%	0.00%	38.89%	50.00%	11.11%	0.00%
His/her lectures were interesting	2.44	2.00	0.00%	11.11%	50.00%	27.78%	5.56%	5.56%
The instructor exhibited a positive attitude toward student	2.28	2.00	0.00%	22.22%	44.44%	16.67%	16.67%	0.00%
The instructor was accessible outside of class	3.39	4.00	0.00%	5.56%	22.22%	16.67%	38.89%	16.67%
I would recommend this instructor to others	2.50	2.00	0.00%	11.11%	44.44%	27.78%	16.67%	0.00%

What were the instructor's strong points?

Comments
Very knowledgable about the subject
The lectures were organized and he always came prepared with notes. Towards the end of the quarter, he incorporated more examples into the lectures.
He clearly knew what he was talking about
writes on the board neatly and quickly
He knew the material. He gave reasonable exams.
Followed through along with the text book
He got his notes straight from the textbook
The instructor was very available outside of class and could really help me 1 on 1 when I did not understand a question.
He was very accessible outside of class, and I found problem session very useful.
He writes very fast
He was able to lecture about topics in a clear manner and was able to cover a necessary amount of content without getting distracted and deviating from the task at hand.
showing detailed proofs
His knowledge on the subject
He was organized with his lectures, the writing was clear, he made an effort with the problem sessions
Made himself very available outside of class.
He was willing to help when people were struggling. He was reasonable when it came to students having difficulty.
He has neat handwriting and good notes.
He was available outside of class. Office hours and problem sessions were at convenient times.

What were the instructor's weak points?

Comments
Lectures could be confusing; sometimes he did not seem to understand student questions
He wasn't very receptive to questions from students. When asked a question, he would sometimes get annoyed. Gave unclear, ambiguous answers to questions. Often late for office hours. For the majority of the quarter, he didn't include many example problems in his lectures.
He struggled to communicate the lessons clearly
he's not good at explaining confusing concepts
He made himself available outside of class but frequently changed times of office hours/problem sessions.
Sometimes it was difficult for some students to understand what he was trying to say
He didn't ever seem to have a positive attitude in class. If someone asked a question, he would at times be rude and condescendingly make you feel dumb. Also, there were times when his handwriting was illegible
The instructors lectures were quite dull.
He struggled to convey the course material in an understandable way in lecturesâ??I felt like I learned more in problem session than in lecture. Additionally, I was sometimes receiving problem sets that had three times as many problems as other courses.
Bozgan had a very discouraging attitude towards students. He also doesn't stay for the whole duration of his office hours. His exams are much harder than the examples gone through in class.
He lectured straight from the book and rarely tried to make class stimulating. It was purely a lecture-based class, and this made class less interesting.
explaining epsilon delta proofs
Not knowing how to simplify what the book tells in order to have a clearer understanding
He didnâ??t make the students feel like we should ask questions, he was very condescending when we did. The exams were very difficult and he gave very little partial credit on large questions.
Didn't quite answer questions in a friendly manner.
He would show up late for office hours and sometimes reschedule them only a few hours before they were supposed to happen.
He should be more accommodating of questions.
His lecture is boring.

Assignments and Tests

How often were homework assignments due?

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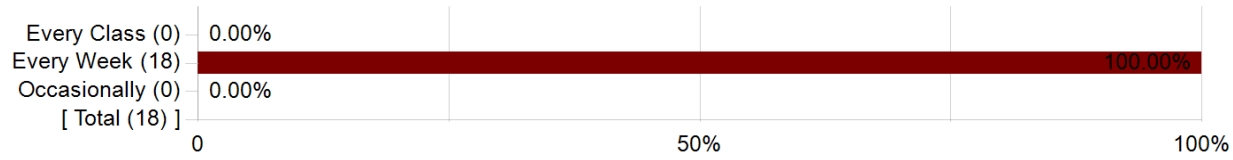

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The homework assignments were useful, appopriate, reasonable	3.17	3.00	0.00%	5.56%	22.22%	33.33%	27.78%	11.11%
The exams were appropriate/reasonable	3.17	3.00	0.00%	0.00%	27.78%	38.89%	22.22%	11.11%

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

Comments
Problems and proofs
Problems, proofs, explanations
A mix of material from latter problems in each section
proofs and computation
Problems, proofs, computation, explanations
Problems, proofs, computations
Problems, proofs
The homework assignments involved a mixture of problems, proofs and explanations.
Mostly proofs and computations, with a couple explanations.
textbook exercises: Problems, proofs, computation
Often a LOT of problems with proofs and general computations. Emphasis on proofs.
problems, proofs, computation, explanations
Computation, analysis and sketching
Problems, proofs, computations, definitions
Problems from the textbook which included all of the above--problems, proofs, computation and explanations
Problems, proofs, computations
Homework involved problems, proofs, etc.

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

Comments
Very, the whole course was based on it
Relatively useful -- the lectures pretty much covered word-for-word what the textbook (Calculus: One and Several Variables) covered
Calculus: One and Several Variables by Salas, Hille, and Etgen was useful.
N/A
Very useful. calculus one and several variables, salas, hille, etgen
Very useful.
Not very
Our textbook "Calculus" One and Several Variables" was very useful and helpful.
N/A
Absolutely integral, especially when it came to preparing for the tests (Salas, Calculus 10th)
Ok
Somewhat useful
The Salas Calculus textbook honestly wasn't extremely helpful. The example problems were done sometimes in a different and more confusing manner than we were taught. They didn't throughly explain how to do certain things like delta-epsilon proofs.
Calculus One and Several Variables- Tenth Edition by Salas Hille Etgen It was good.

How many exams were there? What did they involve?

Comments
2 midterms, 1 final, largely based on problems from class and the homeworks
2 midterms, 1 final. The first midterm and final involved a long delta-epsilon proof, which was the only proof we were required to do. On all three exams there were true/false questions. Some graphing on the final.
3. They involved a mix of stuff from the chapters.
2 mid terms 1 final
4, including the final. computations, problems, and explanations. One proof each on midterm 1 and the final.
2 midterms and a final. They had computational problems and a few proofs.
2 midterms, one final. The midterms consisted of the textbook chapters we learned in class
There were 2 midterms and 1 final exam. The midterms involved material that we covered in class, predominantly the same questions as the homeworks.
There were two midterms and one final involving chapters 1-4 of the textbook.
2 midterms, 1 final they covered chp 1-4
2 midterms (what was covered till that point in class) & 1 final (cumulative)
3, proofs, computation, problems, explanations
3- Two midterms and a final It contained: trigonometry, limits, delta-epsilon proof, first and second derivatives with their applications
2 midterms, 1 final. Mostly problems and the occasional proof
There were 2 midterms and a final. They involved computation and proofs.
3
2 midterms and 1 final. Midterms were based on the homework problems. The exams included true/false questions, proofs, and other problems.

Laboratories (if applicable):

How well were the labs coordinated with the rest of the course?

Comments
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
N/a
N/A -- I didn't go to the grader's office hours
Vivian Kuo was not very helpful, in that I never saw her. Her office hours seemed designed not to meet with anyone and homework occasionally took a very long time to come back
N/A
I never met them.
Not useful at all. Vivian Kuo
N/A
N/A
N/A
Vivian Kuo was helpful and relatively quick to respond to concerns/questions through email, but I never got to see/meet her in person and there seemed to be a significant distance between Bozgan and Kuo with a lack of communication and not grading assignments in the most timely fashion.
N/A
I had none
N/A
VCA: Vivian Kuo She was horrible. She would grade our homework only using the solutions manual without looking over the work, which resulted in many people getting their homework marked wrong when the solutions manual was wrong. She also returned our homework back late when we needed it to study for our midterm and final exam. She only does the minimum. Her office hours were only for an hour at noon at an inconvenient place. Therefore, no one went to her office hours. She replies to emails late. I had a question for my homework grade, and she never replied.

General Information:

What aspects of the course should be changed?

Comments
Not sure what the point of learning induction was
More examples should be incorporated into the lectures to help clarify some of the more abstract concepts. Fewer proofs of theorems in the lectures, as I found that I never actually needed that information and the proofs ate up a significant amount of class time.
Standards and lessons should be made clearer
The pace of the first part of the course could be slowed down significantly. If the first part isn't understood, none of it will be understood.
Less proofs
No aspects of the course.
The problem sets should not be as long as they are as it was difficult to retain the knowledge I learned from a problem because there were so many.
All students taking 151/152/ any level of math in fact, should have the same mid-term and final papers as their peers in the same level. I saw the exam paper of other 151 sections, and they were clearly easier, which is unfair for those with the harder paper. Past/practice exam papers should be given to students so that they know what content/format to expect.
Should be more interactive and the lecturer should be a little more receptive to students. Students often felt looked down upon by the manner in which lecturer would answer questions and address their needs/clarifications.
get rid of epsilon delta proofs, they are superfluous and irrelevant for non math majors
The delta-epsilon proof. I still have not figured the relevance of this concept
The tests
Often times, the lectures were taken directly from the textbook. I think lectures could be structured in a different manner in which lecturers design the lecture in a way that will be more tailored to students' needs. There were some concepts that were explained in far more confusing manner than necessary. If lecturers took the time to both explain the more in-depth way and a more intuitive and simple method or understanding, I think students would understand the material better.
The course is extremely fast-paced, making it difficult for all the content to be covered in class. Because of that, classes were full of multiple sections and difficult to comprehend some times.
Very fast-paced and a lot of information.
We need an actual VCA.

What aspects of the course should be retained?

Comments
The mathy parts
focus on definitions and theorems
The content
The material is useful and thought-provoking when we are shown its application. Related rates was thus the most interesting part of the course, and I might include more problems like those.
All aspects of the course, maybe possibly going into some advanced parts of differentiation.
Problem sessions should continue to be available to students.
Textbook.
The clear and direct manner in which material is delivered, and the very clear correlation between the homework, content covered in class, and the tests.
practical aspects and tools, i.e. taking derivatives, mean value theorem, etc
Everything except the delta-epsilon proof
The lecture
Problem session

Would you recommend this course to others? Why?

Comments
Yes, I think I learned a lot
probably not, I felt really nervous to ask questions
No, it was frustrating to try to decipher what material would be tested
Not unless you have to take it for your major or core requirements. It is difficult, and a time drain, and will not be useful to you unless you will be doing calculus in the future. Otherwise this is a waste of time.
No
I would recommend this course to others as differentiation is really quite and interesting and challenging topic in itself.
This is a required course, but I'm not sure I would recommend this instructor. He was difficult to understand and sometimes very disorganized.
I would recommend this course as it is part of the core, but not this professor.
While the lecturer can improve, I would recommend this lecturer for this core class because he does respect the homework he assigns and the content he covers in class. He respectively makes the tests of very appropriate difficulty.
no but it is a requirement, just have to get through it
If the course is given by another teacher, then sure.
No because I strongly disliked the teacher
Sure, because I think it provides a good foundation for calculus.