THE UNIVERSITY OF CHICAGO

MATH 15200 32 - Calculus-2 (Winter 2017) - Instructor(s): Francisc Bozgan

Number Enrolled: **24**
Number of Responses: **17**

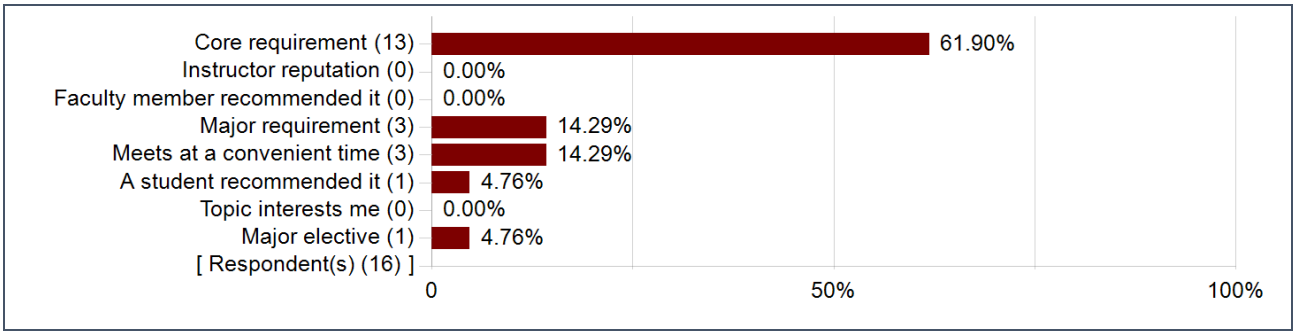
Report Comments

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**

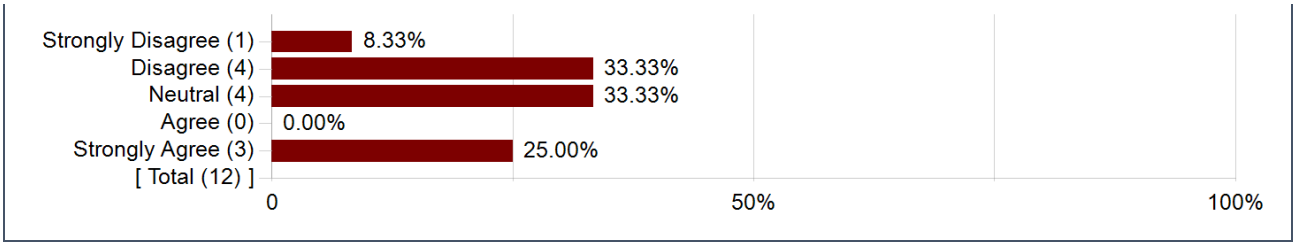
blue®

Why did you take this course?



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

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

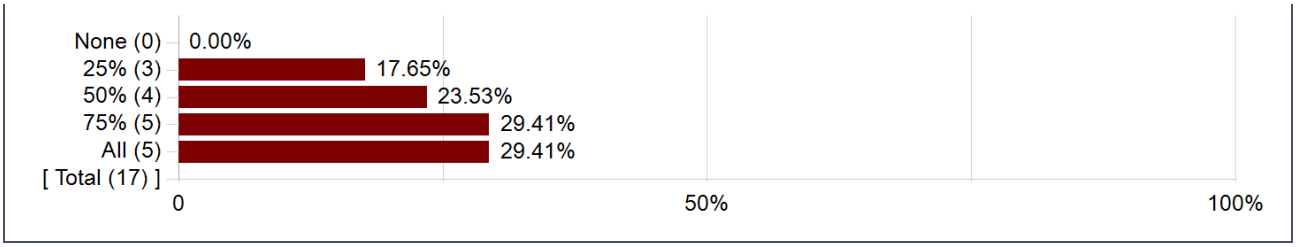


How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
1.00	4.72	15.00

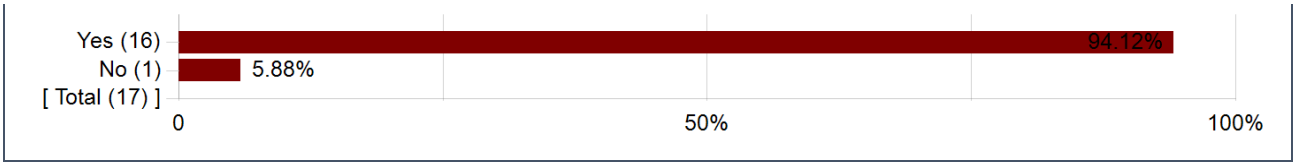
What proportion of classes did you attend?

What proportion of classes did you attend?



Were the time demands of this course reasonable?

Were the time demands of this course reasonable?



The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The instructor was organized	4.18	4.00	0.00%	5.88%	0.00%	11.76%	35.29%	47.06%
His/her lectures were clear and understandable	4.29	4.00	0.00%	0.00%	0.00%	11.76%	47.06%	41.18%
His/her lectures were interesting	3.41	4.00	0.00%	11.76%	5.88%	29.41%	35.29%	17.65%
The instructor exhibited a positive attitude toward student	3.88	4.00	0.00%	5.88%	5.88%	11.76%	47.06%	29.41%
The instructor was accessible outside of class	4.25	4.50	5.88%	5.88%	0.00%	5.88%	35.29%	47.06%
I would recommend this instructor to others	3.94	4.00	0.00%	5.88%	5.88%	17.65%	29.41%	41.18%

What were the instructor's strong points?

Comments
Professor Bozgan demonstrated a clear understanding of the material and desire to teach his students.
N/A
Clear-cut and to the point
Good attempts to explain things
He was very organized and came with a detailed lesson plan.
Bozgan is good at explaining something if you ask him a question. His lectures are usually straightforward.
Bozgan is very approachable and friendly to students. He gives organized lectures and follows the textbook in a responsible manner. I have been in his class for two quarters and his lectures have taught me a solid understanding of calculus as well as application skills.
organized
Francis did everything to make sure that the students understood the material. He was always considerate and thoughtful with every question and request made to him by me and other students.
He was good at having relevant problem sessions.
Very intelligent and could answer questions well.
Francisc is really accessible outside of class and will always answer questions and provide help if sought.
Strong grasp of the material, highly organized, always available, passionate about the content.
Good range of homework questions, long but not too long. He was generally clear in explaining things, just went over exactly what the textbook had but in better detail.
Very organized teaching style, notes very neat.
He was very knowledgable in math

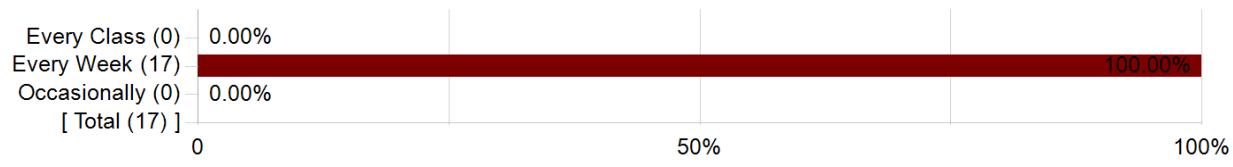
What were the instructor's weak points?

Comments
Sometimes I felt that Professor Bozgan couldn't see why a problem could be difficult to his students.
Often disorganized. Tried to cram all of the material into the lectures quickly without taking the time to teach it well. Tested us on material that we had very little practice with.
Would get a little mixed up in his examples sometimes
Taught directly from textbook - sometimes textbook explained it a little better
He was not great at explaining things a different way when we asked questions.
He teaches relatively strictly according the textbook but is able to expand on the topic.
Bozgan sometimes sticks too much to the textbook while he should explain a little bit more to further our understanding, but students can always go to office hours to raise questions or stop him in the lecture.
not always great at answering student questions
He missed one lecture without giving prior notice, but that is about it.
He did not deviate from the textbook; I could learn the same exact material from the textbook and know the information on the test. Then what's the point of coming to class?
Wrote down notes very quickly but the notes mirrored the textbook well.
Occasionally some of the assigned problems on the problem sets were unnecessarily complex.
Sometimes went quickly, but that's more due to the pacing of the course than her teaching style. Homework and midterms were much more conceptually sophisticated than a lot of the problems in class.
Nothing major
N/A
explaining

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, appopriate, reasonable	3.94	4.00	0.00%	5.88%	11.76%	5.88%	35.29%	41.18%
The exams were appropriate/reasonable	3.82	4.00	0.00%	5.88%	5.88%	5.88%	64.71%	17.65%

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

Comments
Mostly computations and the occasional proof or explanation.
Problems from the textbook. Proof heavy but no proofs on exams???
textbook problems/computations
Problems, Proofs, Computations
Problems, proofs, computations
mix of calculation problems and proofs.
psets
problems mostly, occasional "show that..."
Problems, proofs, computations, explanations.
Proofs and computations
Problems involving mostly computational work and some proofs.
Problems and proofs.
Lots of problems and proofs.
Mostly computation, also a good amount of more abstract/theory stuff to make sure we understood the concept and not just how to compute stuff.
Mostly computations, explanations
problems proofs, computations and explanations

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

Comments
The Calculus (one and several variables) book was very useful. Probably the most important part of the course.
Needed for homework.
Very since we needed them for the problem sets. (The Math 150's textbook)
yes- the test book
Textbook was vital to course
Salas, Calculus Very useful
fairly useful; Calculus One and Several Variables, Etgen
Very useful. He models all of the midterms and final off of the home works and book.
The textbook was very helpful.
Calculus: One and Several Variable (Tenth Edition) by Salas, Hille, and Etgen was pretty helpful because Francisc taught really closely to it but a lot of the problems would have been basically impossible without the aid of the solution manual.
Calculus: One and Several Variables by Salas, Hille, Etgen. It was useful, most of his lectures were based on the textbook.
Textbook was really helpful, especially when I missed class.
Calculus textbook was an absolute dime
pretty useful

How many exams were there? What did they involve?

Comments
3 and they involved computations and problems based on material in covered chapters.
2 midterms, one final.
There were two midterms that basically recapped the material learned (the second one wasn't cumulative)
2 - everything covered in that time period
2 exams, one final- mostly similar to hw problems, usually a bit harder though
There are 2 midterms and a final. They involve a mixture of problems: true/false, short answer, computation, word problems
Three exams Basically what is covered in lectures, homework and problem sessions
two midterms, a final; the midterms covered the material up to that point, the final covered the material after the midterms
2 midterms and a final.
2 midterms, 1 final
2 midterms and a final, all cumulative.
There were three exams that involved solving problems, a true-or-false section that dealt a lot with theorems and definitions, occasionally showing various things to be true, but never any proofs.
2 midterms and a final, including problems, proofs, and true-false questions. Mostly stuff like the problem sets. No calculator.
3 - 2 midterms and 1 final. Each covered about a chapter's worth of material, very similar style to the homework. The final was more of a 3rd midterm though, focusing mainly on the last new info learned post-midterm 2.
2 exams, involving mostly computations
3 all topics

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
none

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
none

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
none

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

Comments
Homework seemed fairly graded, unsure of her name.
N/A
N/A
Laura Hu was on top of homework grading!
N/A
Laura Hu gives good feedback on the psets and grades consistently
N/A
N/A
I didn't know her, but she graded my tests.
N/A
Laura Hu graded quickly and fairly.
N/A
N/A
didn't go

General Information:

What aspects of the course should be changed?

Comments
GET A SINGLE REAL PROFESSOR. it is ridiculous to me that there aren't professional math professors for the basic calculus sequence at the university of chicago. I say this all the time.
More organized, material taught in a better way for final.
none
More material should be covered, but maybe less in depth
The course should move slower- it cover too much material in too little time. Our instructor explained what was on the majority of the final in 1 and a half classes.
SHORTER PSETS. The psets at the beginning of the quarters were excessively long (30+). It made it difficult to study for midterms. Midterms were constructed around key concepts practiced in a few of the problems in the psets. Studying psets for these key concepts required going through a high volume of problems, which is inefficient. An alternative is creating streamlined psets where the problems are chosen carefully so we can identify key concepts and methods of calculation. Students would still have the option of practicing other problems using the knowledge they gain from the key problems in psets. Studying would be more efficient.
should increase difficulty on application side of calculus
not much, perhaps make the final more cumulative
None
None
There's certainly a lot of material to cover in a short time.
Course should go slower if possible, perhaps a stronger relationship between the homework and midterms.
Less theoretical questions on tests I think, but even those are ok.
Nothing
none

What aspects of the course should be retained?

Comments
There should be one main lecturer and the current grad students should lead discussion sections.
all
Everything is fine
Some of the material
The pace was reasonable.
comprehensiveness of knowledge of calculus
most
All
All
All of it seemed relatively pertinent.
The course material is mostly fine as is.
Homework and class style is fine
All elements, perhaps less focus on proofs
none

Would you recommend this course to others? Why?

Comments
no but also yes because everyone should learn calculus
Not really, but that's because it doesn't pertain to what I'm focusing my career on.
Yes
yes, if you want to learn calculus
I would recommend calculus 152 with Bozgan because the demands of the course are reasonable and you learn useful calculus. Bozgan teaches well and the midterms and final are reasonable.
yes It makes excellent introduction to calculus for those with little previous experience
for a calculus 152 course yes, I think Francisc Bozgan is a good instructor
Yes, because it is a core requirement, and the professor is really nice. The difficulty of the class will 100% depend on which professor you choose. I am not saying that Francis is an easy professor. I am saying that he is a reasonable professor. There are some that are not.
Yes. Takes care of a core requirement and the professor tries to make it interesting.
I would recommend this course to those who are willing to put the work into it. None of the concepts are impossible to grasp, and it's not that difficult to do well.
No, because I don't need it for my major and should've just taken 130s or stats.
If you need core calc 2, 152 is a good balance. Not too difficult but definitely requires a good amount of time spent working outside of class,
Yes
none