THE UNIVERSITY OF CHICAGO

MATH 15200 55 - Calculus-2 (Autumn 2017) - Instructor(s): Reid Harris

Number Enrolled: **36**
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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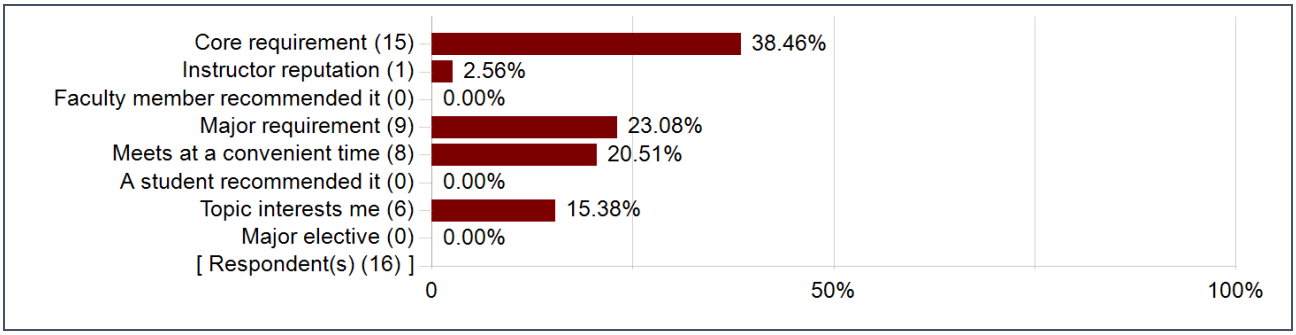
Why did you take this course?



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

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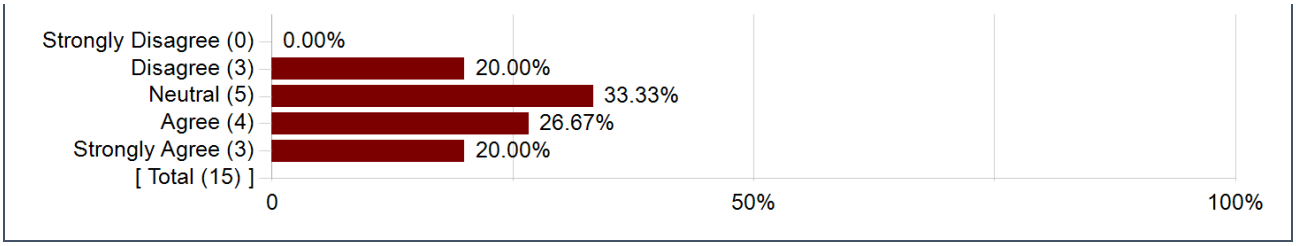

How many hours per week did you spend on this course?

Low Answer	Average Answer	High Answer
2.00	5.07	10.00

What proportion of classes did you attend?

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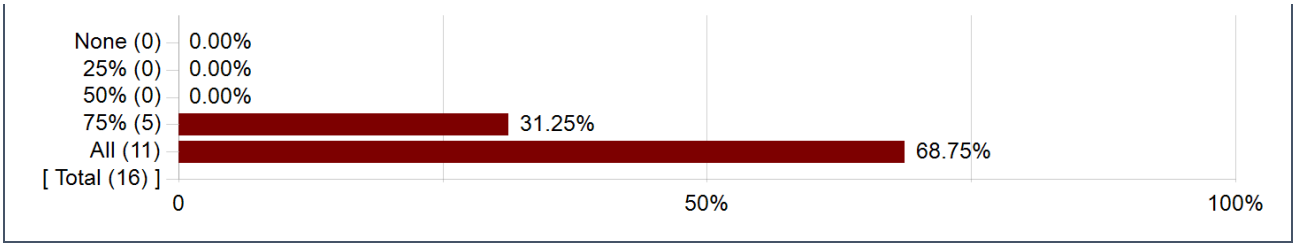

Were the time demands of this course reasonable?

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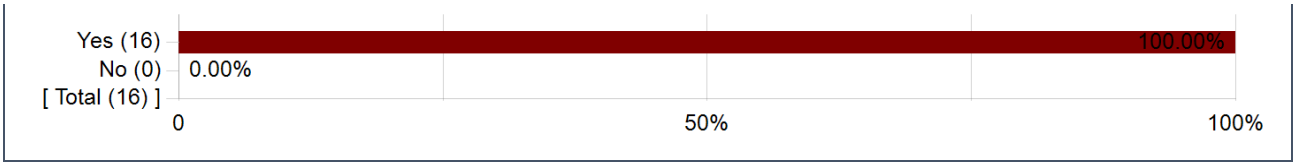


The Instructor

	Mean	Median	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The instructor was organized	3.88	4.00	0.00%	0.00%	0.00%	31.25%	50.00%	18.75%
His/her lectures were clear and understandable	4.19	4.00	0.00%	0.00%	0.00%	18.75%	43.75%	37.50%
His/her lectures were interesting	3.81	4.00	0.00%	0.00%	12.50%	12.50%	56.25%	18.75%
The instructor exhibited a positive attitude toward student	4.69	5.00	0.00%	0.00%	0.00%	6.25%	18.75%	75.00%
The instructor was accessible outside of class	4.38	4.50	0.00%	0.00%	0.00%	12.50%	37.50%	50.00%
I would recommend this instructor to others	4.38	4.50	0.00%	0.00%	0.00%	12.50%	37.50%	50.00%

What were the instructor's strong points?

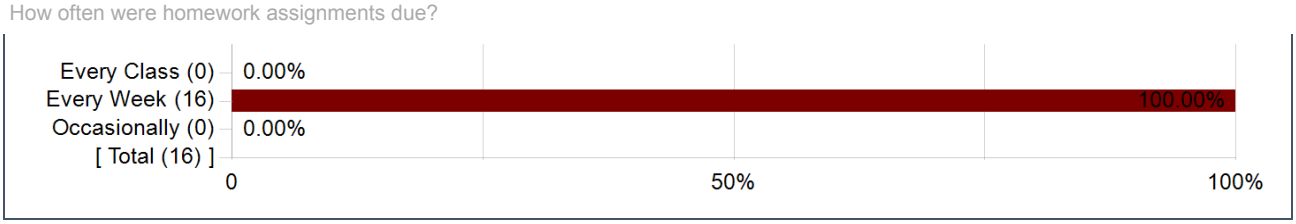
Comments
He was enthusiastic in teaching, and he quickly identified his mistakes.
very neat handwriting. Good teacher. knows math.
came in with clear notes, explains the proofs and then gave example problems
Very thorough in explanations
Explained things thoroughly and was always open to questions.
Reid was very easy to understand and genuinely a nice guy. I like him a lot. He made sure that people understood what was going on, and would do his best to explain further to people who had questions. He was helpful in office hours and often did things in class to make us laugh (usually not on purpose).
Reid is a really great guy and instructor, and was super helpful and accessible outside of class. He always made sure to pause after each example, or step in a solution, or concept to make sure everyone was following, which I think made people feel comfortable asking questions in front of the class. I'm really glad he's teaching the next class in the sequence too, so I'll have him for more than one quarter!
Reid was a great lecturer. Very clear and did taught at a reasonable pace. Very nice and reasonable guy. Office hours were very helpful to go to because he made sure to go step by step. Exams were overall very fair and not exceedingly hard or easy in any way. He also had a growth mindset for us, ex. if you did not do well on a midterm but demonstrated mastery of the material on the final, he would take that into consideration for your grade.
He knows the material well. He asks if we have any questions a lot. Also, he makes the expectations very clear so there are no big surprises on the tests or anything.
Reid cared for his students and knew the material well. He was very accessible and well-able to help students when they needed it.
Really funny cool guy like he's just out there having a good time teaching some math. good vibes
He did a good job presenting the material in a clear and understandable way
Reed is honestly one of the kindest and most genuine teachers I've had so far in my life. He clearly cares a lot about his students and about teaching. He's always willing to help during office hours and after class, and I strongly do believe that he's a good teacher.
Had very clear lecture points
Reid was very good at making time to meet with students and adjusting the class's workload to accomodate our schedules.

What were the instructor's weak points?

Comments
Some of his board work were disorganized but he made sure to clarify.
many errors, sometimes confusing
No weak points he's a strong instructor
Nothing really.
Reid sometimes seemed very unsure/ unconfident in his abilities. He is clearly incredibly smart, but was not a GREAT teacher. However, since he is a graduate student and not a teacher, I feel like his level of preparation was adequate and superior to the teachers that some of my friends had. He would make 1-2 mistakes per class and not catch them, and when a student would notice and question this mistake, he seemed confused about the fact that he was wrong or did not understand what their question was. He also assigned proofs on some of the homework assignments, which I don't feel was beneficial to my knowledge of the subject especially since we were not shown how to do this proof in class.
none, really
Was sometimes disorganized and made couple mistakes during class but nothing bad overall.
The problem is that even though he asks if we have questions, he isn't the best at explaining.
He was sometimes a bit unclear in his lectures or a bit disorganized. These weaknesses were not significant detriments though.
lectures were sometimes just him basically copying the textbook down on the board, not very helpful.
He could do a better job getting more organized (although later in the quarter he started bringing a legal pad and that really helped) but there were some points where someone would ask a question and he would have trouble getting his thoughts together and answering it. The tests could also be harder.
I believe this was mainly a function of being new to teaching, but Reed was sometimes disorganized and made small errors on the board.
nothing.
Sometimes his lectures were rather unclear, especially for delta-epsilon proofs.

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	4.31	4.00	0.00%	0.00%	0.00%	6.25%	56.25%	37.50%
The exams were appropriate/reasonable	4.44	4.00	0.00%	0.00%	0.00%	0.00%	56.25%	43.75%

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

Comments
Mostly problems and a few proofs.
Book problems, not too long. Useful.
proofs, computations
Problems and proofs
Book problems, lots of computation, occasionally a proof.
Problems, computations, explanations, PROOFS (RIP)
books problems and problems reid made up, proofs, computation
Book problems, proofs
Proofs, calculation problems, explanations, a good variety
Homework assignments involved proofs and problems.
mostly problems, a few proofs
Proofs, Textbook questions, Non-book questions
Proofs, problems like the ones on our homework
Problem sets.
Homework was mostly bookwork with some occasional proofs.
Proofs and book problems, and sometimes he wrote his own.

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

Comments
Useful.
useful. Calculus/ one and several variables.
not the best, but was sufficient
Calculus: One and Several Variables Book by Einar Hille and Saturnino L. Salas. Very good read
Homework problems were located in the text.
Calculus: One and Several Variables (Salas, et al)-- this text was used for some of our problems, so it was necessary to have. A pdf worked just as well as the physical copy of the book. It also provided examples for how to carry out some of the techniques used, and I feel that it benefitted my learning. It also highlighted theorems and definitions, which made them easy to notice as being important. I feel like the text was organized very well.
pretty useful, although it can't be used as your only source of information (go to class)
Calc textbook, helpful for practice problems
Calculus One and Several Variables by Salas Hille and Etgen was the only textbook. It was useful, but wasn't necessary to read if you could understand everything the teacher taught in class.
The textbook (Calculus in One and Several Variables) was fairly useful.
calculus in one and several variables, mostly useful. lots of leaving the proof to the reader
I personally only used to book for homework.
Salas - Calculus It was pretty helpful and supplemented the class well.
One and several variable calculus by Einar Hille was useful
Calculus One and Several Variables (10th edition) by Einar Hille Garret J. Etgen Saturnino L. Salas was needed for homework but was rather unhelpful as a teaching tool.
Required for homework

How many exams were there? What did they involve?

Comments
there were a couple of midterms and one final. they were all straightforward and consisted of stuff we learned.
2 Midterms, 1 final. quiz every other week. 10 problems per midterm, 10 points each.
2 midterms 1 final--proofs, computations
3 midterm exams and one final. Problems and proofs
Two midterms and final. Lots of evaluating derivatives and integrals and a few proofs.
two midterms, one final-- I haven't taken the final yet so I don't know what it involved, but I assume it was similar to the midterms. The midterms gave problems that we were to find the answers to, as well as some proofs. I think that they were very well balanced in that if you didn't know how to do a problem or two, it would not affect your grade significantly. They correlated very well to the material that we were learning, and I felt like everything we learned was being tested.
3; pretty much stuff from the psets
4 quizzes, 2 midterms, 1 final. Quizzes were about every 2 weeks. I think the quizzes were actually pretty helpful and prefer them over just midterms because I could see what I needed to work on early on.
2 midterms and 1 final. The midterms covered 3 weeks of material each and the final was slightly longer and focused on the last 4 weeks of material.
There were two midterms and a final, each of which involved problems and proofs.
4 quizzes, 2 midterms, final. Haven't taken final yet, nothing has been too hard though
2 midterms and a final. They were pretty accurate representations of the material we went over in class and the material he said would be on the exam.
Two midterms, quizzes every other week, and a final. Quizzes were just 10/15 minutes, and the midterms were a distribution of proofs and normal computational problems.
2 midterms and 1 final. included material learned in lecture.
2 midterms that included homework problems and proof applications. A quiz every other week that covered the homework.
3 (2 midterms, 1 final) -- essentially what we covered in class.

Laboratories (if applicable):

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

Comments
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

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

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

Comments
N/A
N/A
N/A
N/A
Ben Beach. Very unhelpful. Never showed up or try very hard to help us. Literally only graded the homework.
There wasn't one
N/a
I never met with the TA.

General Information:

What aspects of the course should be changed?

Comments
Maybe run through a few more practice problems.
N/A
No aspects
The homework problems could get repetitive sometimes.
no proofs. please
none
No delta-epsilon proofs. I don't think I will ever use them again and literally just learned it for this class.
The grader just wrote our score on the top of homework. It's really not helpful at all.
I would prefer less coverage of review material and no Epsilon Delta proofs.
none
I think the course itself runs pretty smoothly. The pace is pretty good.
More applications of calculus should be related to.
I didn't find anything particularly objectionable.

What aspects of the course should be retained?

Comments
The way the tests are structured.
the content
All aspects
Derivation of the formulas and techniques we use in class.
I like the setup of having problem sets in order to practice the techniques we were learning in class.
everything
All except D-E proofs
It was nice to get more involved with the Calculus curriculum here. The delta-epsilon proofs and focus on proving/deriving is very good. I feel like this Calculus 2 class gave me a much deeper understanding on calculus and reasoning skills in general than the Calculus 3 class I took at a local semester scheduled University.
The general conceptual focus and pace of the course should be maintained.
all
Everything about it seems to work.
The pace of the course.
Keep the flexibility in meeting with the professor and with homework assignments/quiz dates.

Would you recommend this course to others? Why?

Comments
yes, because I learned a lot from it.
yes, sufficient basis for simple calculus
I would recommend this course to those that need to take calculus. It is a good calculus course.
Yes. The class is fairly easy but you'll still learn some new things even if you took calculus in high school.
I think the 150's sequence was very well organized for people who already had a good knowledge of Calculus. I had already learned everything in this course halfway through my AP Calc BC class, so this was basically a review of what I had already learned. As opposed to 130's, it moved a little bit fasted and assumed more knowledge of Calculus, and did not require "tutoring sessions". It was less theoretical than the 160's (Honors Calculus), as it required less proofs and a more concrete, though slightly more basic, understanding of calculus.
yes - it's a core reqmt lol
Yes, good calc fundamentals class
Probably because I learned a lot
I would highly recommend this course as a great bridge between all levels of high school calculus knowledge and collegiate calculus courses.
yes. I mean its a core class so you are only here because you have to be, but not bad.
Yes, it is a pretty straightforward class. It is a good transition between high school calc and college calc because it bridges all the gaps that were left from high school calc.
Yes! I would! I think I learned a lot in this class and I think that Reid is a great teacher.
Yes, great teacher and you learn a lot of useful material.
Take this to fill your core requirement.