Crifical Review MA/0009 (sec 004) Introductory Calculus, Part I

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Professor: Stange

Course format: Lecture w/section

Number of respondents: 24

Total Enrollment: 29

Class Composition:

Concs: 0 Non-Concs: 23 Don't Know: 1

Key

%4s

%1s

%2s
%3s
%5s

1 s indicate strong agreement. 4s indicate strong disagreement.
Blues mean more agreement. Greens mean more disagreement.
5 s indicate a response of NA and is represented by blank space.

Instructor Average: 1.60 Course Average: 1.78

Want to learn the fundamentals of calculus? Then "Introductory Calculus, Part I" is the course for you to take. The main objective of the class is to teach students the necessary problemsolving skills in math while simultaneously showing a new and useful perspective on the subject. Students learn how to think in a complex and abstract way. There are no prerequisites for the class, but

Students praised Professor Stange for her energy and

many respondents said that

trigonometry and pre-calculus

some background in

is helpful.

Instructor

Explicity set out goals Sensitive to individual needs Organized class time well Motivated you to succeed

Content

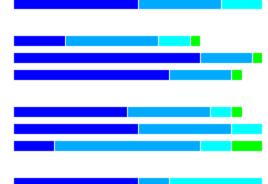
Assigned readings worthwhile Lecture/discussion worthwhile Materials/activities worthwhile

Structure

Exams/Assignments relevant Grading policy clear and fair Feedback on work useful

Skills

Challenged intellectual ability
Accomplished course goals
Apply new principles elsewhere
I loved this course



enthusiasm in teaching the course. Respondents pointed out that she was very organized in class and they were pleased with her availability outside of class. Many said she was engaging and was extremely knowledgeable about the material. One person summed up the consensus of the reviewers by stating that the instructor "made what could potentially be a dull subject interesting."

There were no assigned readings for the course. Weekly problem sets and quizzes, one midterm, and one final exam comprised the workload for the class. There was no general consensus about the usefulness of the textbook. Some said that it was very helpful; others thought that it was not necessary at all. A few mentioned that the lecture notes were enough and were a much easier way to understand the material.

Survey respondents spent approximately four to six hours outside of class while some spent as many as ten hours. Students recommended that others take this class regardless of their

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concentration. With an enthusiastic and engaging instructor, you will find this class not only informative but entertaining as well.

View MA/0009 in the Brown Online Course Announcement.

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