Rutgers University Student Instructional Rating

Spring 2019

Guadagni, Joseph - jg1314

Calc II Math/phys - 01:640:152:H1,H2
Survey Form: *Standard SIRS

Enrollment: 33
Responses Received: 19

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	**Section**	Course	Level	Dept
The instructor Joseph Guadagni was prepared for class and presented the material in an organized manner.	0	0	0	1	18	19	**4.95**	4.52	4.36	4.37
The instructor Joseph Guadagni responded effectively to student comments and questions.	0	0	0	1	18	19	**4.95**	4.39	4.23	4.25
The instructor Joseph Guadagni generated interest in the course material.	0	0	0	2	17	19	**4.89**	4.25	4.08	4.09
The instructor Joseph Guadagni had a positive attitude toward assisting all students in understanding course material.	0	0	1	3	15	19	**4.74**	4.48	4.32	4.36
The instructor Joseph Guadagni assigned grades fairly.	0	0	0	2	17	19	**4.89**	4.22	4.13	4.16
The instructional methods of Joseph Guadagni encouraged student learning.	0	0	0	2	17	19	**4.89**	4.25	4.06	4.08

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	**Section**	Course	Level	Dept
I rate the teaching effectiveness of the instructor Joseph Guadagni as:	0	0	0	2	17	19	**4.89**	4.28	4.08	4.11

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	**Section**	Course	Level	Dept
I learned a great deal in this course.	0	0	0	2	17	19	**4.89**	4.42	4.13	4.18
I had a strong prior interest in the subject matter and wanted to take this course.	0	0	4	6	9	19	**4.26**	3.74	3.23	3.52

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses
Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	**Section**	Course	Level	Dept
I rate the overall quality of the course as:	0	0	1	3	15	19	**4.74**	4.10	3.82	3.94

What do you like best about this course?

These comments are intended for all instructors.

Comments
I like that the course teaches a little beyond just the curriculum. It is also preparing me well for the next level of math.
Calculus II beautifully links together most of the areas of mathematics studied previosly and lays down a solid foundation in calculus before multivariable calculus. I believe the two most important parts in building a good foundation are understanding the proofs behind the theorems and convergence tests, and practicing using those tools on all different scenarios, even if it means deriving formulas instead of memorizing them.
Dr. G was excellent at teaching this course and was greatly respected by myself and my fellow students. Doyon also did a great job as a TA and I guarantee that he also garnered a noticeable level of respect from myself and my fellow students.
Notes were really helpful and well organized.
The notes were amazing and the website was beautiful.
Its materials are challenging.
The notes are detailed and easily understandable with many examples
I liked the first half of the course, an actual continuation of Calc 1, and very interesting
Homework, lectures and recitations are well–organized and help me a great deal.
Everything Dr. G did. The way he organized his notes, posted useful study guides, his syllabus everything. It made it easy to follow everything.

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
I would not do anything differently.
The course was well laid out and I could in no way teach it better.
Perhaps slightly shorter WebAssign's, and the exclusion of problems of the weekly workshops that are too far beyond most of our abilities to understand i.e. the final question on each workshop this year. It was far too predictable to know which question we most certainly would not have to bother with as it was seemingly nowhere within the realm of our perceived abilities.
Go through practice problems slower to assure students have the time to process the information rather than just having to focus on copying it down without actually understanding.
Explain things more often in ordinary terms.
Nothing
Not much
Nothing in particular based on the structure and what we are supposed to learn.
Maybe I will just make the lecture more formal in language.
Nothing

In what ways, if any, has this course or the instructor Joseph Guadagni encouraged your intellectual growth and progress?

These comments are unique to the instructor Joseph Guadagni.

Comments
Dr. G is very intelligent and knowledgable about calculus and it is very inspiring. He truly wants his students to do well and values job highly. He clarifies topics and is patient when we don't understand the material.
After taking Calculus BC and Multivariable Calculus in high school and now Calculus II, I have learned far more this semester about series than in high school, and the main difference in learning came from understanding the proofs of the theorems and convergence tests we applied, which helped enormously in understanding the material conceptually. The formulas I memorized for the AP exam in high school could not help me lay down a solid foundation in calculus, but the power to derive through conceptual understanding has helped me to see the true beauty in the connections that Calculus II makes with the areas of mathematics I previously learned. Not only do Taylor series explain all the functions like sin(x), cos(x), arctan(x), log(x), e^x, and and so much more but they help us to explain the behavior of these functions in the imaginary realm and really test the definitions that we have come up with, like even and odd functions, and derivatives and integrals of functions... We've just scratched the surface of calculus but a lot has already come together in this class. Thank you for the knowledge Dr. G!
He was very effective at keeping his students involved in the class by not presenting the bs of a sanitized professor, he showed that he was human and not someone on a pedestal which certainly earned my respect for him. He is someone that I can fully and truly call "professor" (besides Dr. G), and he is the best professor I've had so far at college and I strongly doubt there will be greater. I hope to have him again in future and I am dismal due to my inability to guarantee that I should have him as my Calc 3 professor. Maybe we might end up in the same Uber.
Slowing down and doing less intensive problems would be more helpful to learning the material. Doing practice problems way more difficult than what we should expect for exams is not beneficial when we have just learned the material as it gets very confusing quickly. Spending more time on less problems would be better than speeding through many problems.
The first time an instructor has had extremely detailed notes outlining the class. I was able to go back and restudy material whenever I had any questions.
I appreciate your help on my studying! It makes cal2 a lot easier.
Everything Dr. G did was great!! He posted notes, study guides and frequent announcements for us. His class structure is so organized. The syllabus/curriculum is clearly defined. His announcements are also very well–structured. Its clear how much he cares for his students' learning and academic performance. I would take him again & again if I could. He made calc 2, generally a dreaded course, so understandable.

Other comments or suggestions:

These comments are intended for all instructors.

Comments
Calculus II was the most challenging and most rewarding course of the 19 credits I took this semester.
Only comment I have is that I don't like how the first half of the course with techniques of integration is completely unrelated to the second half of the course about series, parametric equations, polar coordinates, and complex numbers. If possible, focus all the techniques of integration and its application into Calc 1 and leave the rest on Calc 2.
this is a good course
The workshops were also really great. They weren't something out of this world and were directly related to material covered in class. Students always knew what to expect.