



Rutgers University Student Instructional Rating

Fall 2019

Charnley, Matthew - MPC163

Calc I Life&soc Sci - 01:640:135:34, 35, 36

Survey Form: *Standard SIRS

Enrollment: 98

Responses Received: 65

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 Matthew Charnley was prepared for class and presented the material in an organized manner.	3	1	3	25	31	64	4.27	4.32	4.36	4.35
The instructor Matthew Charnley responded effectively to student comments and questions.	2	1	4	25	31	65	4.30	4.21	4.25	4.23
The instructor Matthew Charnley generated interest in the course material.	3	5	13	19	24	65	3.88	4.07	4.10	4.07
The instructor Matthew Charnley had a positive attitude toward assisting all students in understanding course material.	1	3	3	25	32	65	4.31	4.35	4.37	4.35
The instructor Matthew Charnley assigned grades fairly.	8	5	11	21	19	64	3.59	4.27	4.24	4.21
The instructional methods of Matthew Charnley encouraged student learning.	3	4	17	21	20	65	3.78	4.04	4.09	4.06

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 Matthew Charnley as:	6	5	12	19	23	65	3.74	4.05	4.09	4.07

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.	6	4	14	25	16	65	3.63	3.93	4.02	4.06
I had a strong prior interest in the subject matter and wanted to take this course.	10	9	16	18	12	65	3.20	3.27	3.40	3.53

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:	13	6	17	18	11	65	3.12	3.73	3.84	3.87

What do you like best about this course?

These comments are intended for all instructors.

Comments
Professor Charnley organized his notes very well and I thought that it lined up well with the exam structure/material.
Having a recitation TA that could clarify my questions easily and having notes being posted online incase I did not write down the question.
The mathxl aspect which allowed for practice questions regarding the lessons taught.
Nothing. This was terrible, you took a simplistic means of teaching math and overcomplicated it in order to seem difficult when actually just pointless.
Challenging and interesting concepts.
Nothing really
What I liked best about this course was that the pace was respectable. Also, the recitation quizzes were fair. However, they did not prepare us at all for the exams.
The Recitation Quizzes. Too bad the caliber of these quizzes were unsuccessful in preparing me for Charnley's impossible exams.
recitation quizzes
everything except chapter 4 which needs to be taught better
This course tells knowledge students clearly
I like the subject
The course provides the lecture notes on Canvas allowing students to review after the lecture.
the no partial credit questions.. jk
He posted notes online so it was easy to go back and compare my notes to lecture notes
The recitation quizzes were very fair and helped to learn the material.
N/A
I felt the pace was just right.
Recitation and lecture notes provided by the professor was helpful.
everything
nothing.
I did not like anything about the course itself, but Professor Charnely made it more bearable
instructors are being very helpful throughout the course
Teaching time

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

These comments are intended for all instructors.

Comments
I would give out more practice materials and worksheets in class.
I enjoyed how Professor Charnley had his setup with his notes online and the material in his notes. There is not much I would do differently.
I would give out questions that had similar difficulty as the test questions.
Give harder practice questions on mathxl and make quizzes in recitation reflect the difficulty of material on the midterms.
Do more problems, have more student involvement, actually explain the course material. He seemed overwhelmed by the amount of students regrettably.
More review problems created for the students (Not required but a way to study).
Make the examples in class more reflective of the questions that are asked on the midterm rather than having the in class examples be easier than the midterms
In other classes, there are huge reviews but there seems to be a lack of that for calculus. The mathXL is mediocre and doesn't reflect what is asked on the midterms
I would do more sample problems that match the difficulty that we would be given on the exam. The main problem with this course is that all the practice we had did not prepare us for difficulty of the exams. In addition, the difficulty of our tests were unreasonable. The numbers were far too difficult to calculate when a calculator is not provided. For the no partial credit section, we should not be expected to compute numbers that are so large and hard to simplify.
Everything. I would not spend an entire lecture discussing definitions of derivatives that solely confuse the students with information that serves little importance than actually teaching them how to do problems.
not put the hardest version of a question that I did not go over on the midterms
give more prep that helped towards the midterms and final
I would like to analysis the exam and explain some questions in the exam after giving back students paper
I would do more examples that reflect what would be on the test.
I would cut back on the difficulty of the exams as there was a significant difference in the course material reviewed both in case, as opposed to the content on the midterms.
Maybe prepare students better for hard exams by fiving them similar problems in hw.
Understand that some people have not had prior exposure to some of the material and therefore not assume they know how to do something, and fully explain all steps from the beginning to end.
teach some of the harder examples and concepts, teach more of what common mistakes people do (especially for the word problems).
Not teach directly from the textbook
Make the tests less difficult because it's really frustrating to understand the material but perform badly on the tests because the questions are extremely hard.
N/A
I would spend a little more time on the topics that were on exam 2, they were rather difficult and felt like a lot of them were taught at the same time.
Give more examples in class that are similar to the ones on the midterms and exams. Teach more throughly with steps and give formulas
Not make the tests to test the students on where can I mess with them, rather test to see if we understand the material. A challenging question is one thing but one that stumps you to the point where it has nothing to do with assessing your skill and knowledge base is very frustrating and an inaccurate indication with the students grip on the course.
Make the practice exams actually reflect what the exam will be like. Some problems are so much harder than what we see in class or on the homework and practice exams. Letter cutoffs for exams across the department are extremely unfair as some sections have harder/easier tests. My section average was a 40 and the mean was a 42 for the second exam, and the letter cutoffs resulted in half of the class failing because other sections had different tests and scored higher.
no
grade with a curve
The content which students are expected to learn is too much and too fast. The class average should never be an F on an exam that is just prof the content is too challenging for student. Especially when most of the student in the class had come from school where they took AP calc

Comments
I will tell more about how difficult the exams will be compare to the study guide
Making grading less ambiguous, make sure the material in lecture aligns with the material on the exams (difficulty level), try to encourage more coordination between the different sections in calculus. There should not be such a disparity between class averages in different sections. Also, incorporate problems in lecture that will effectively prepare students for exams.

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

These comments are unique to the instructor Matthew Charnley.

Comments
Excellent professor clarifies when I don't understand.
He is very passionate and goes at a moderate pace.
He was okay. Not great.
Although he is kind person and I give props to him to maintaining a positive attitude at 8:40am, his teaching skills are ineffective. His midterms are extremely hard and are unlike the problems in the textbook and mathXL. If he wants to put hard questions at least go over them in lecture. I find him making things harder than they have to be and often have to refer to old calc notes from high school to have a better understanding.
Matthew Charnley has ruined my interest in math. Coming in with prior knowledge of calculus, he has not only confused me, but he has also weakened my understanding by assigning tests that are in no way reasonable.
Once again, my interest in mathematics is ruined. Nothing about this course has increased my intellectual growth. If anything, it was hindered.
Professor Charnley is great
He was enthusiastic about the material.
He is one of the few professors that made Calculus bearable!
Professor Charnley clarified what I could not grasp in AP Calc and strengthened what I did manage to understand.
Every class he was in a jovial mood that made the early morning lecture a lot more enjoyable !
Absolutely fun and enthusiastic professor who knows how to teach students. Professor Charnely's lectures are fun and his notes are extremely helpful in exams. Definitely loved his class and tuition-worthy class.
he is a patient prof
he made me not want to go to class
Upload materials online in order us to review by ourselves

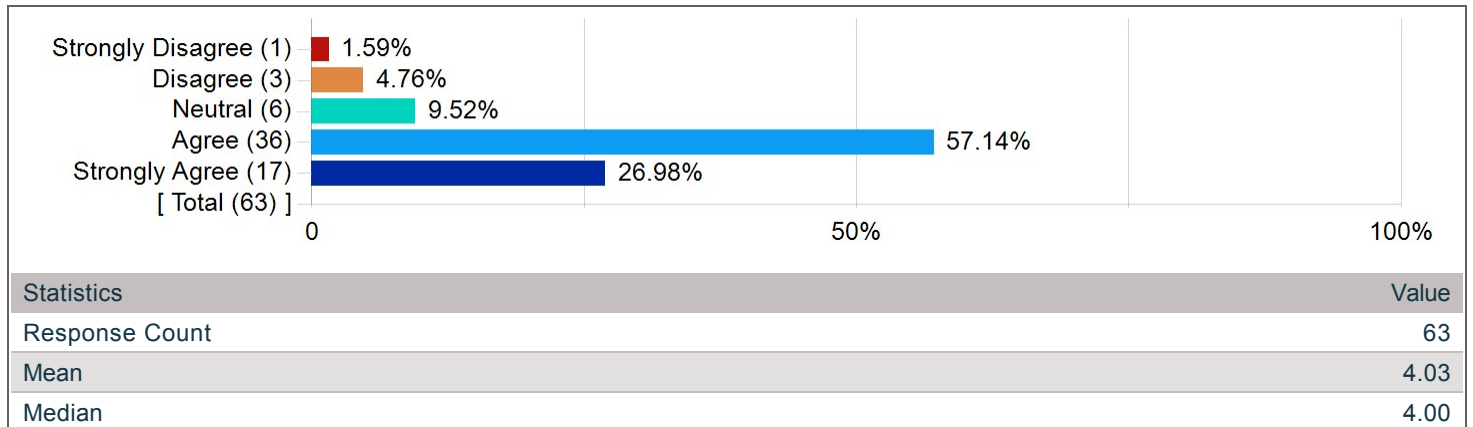
Other comments or suggestions:

These comments are intended for all instructors.

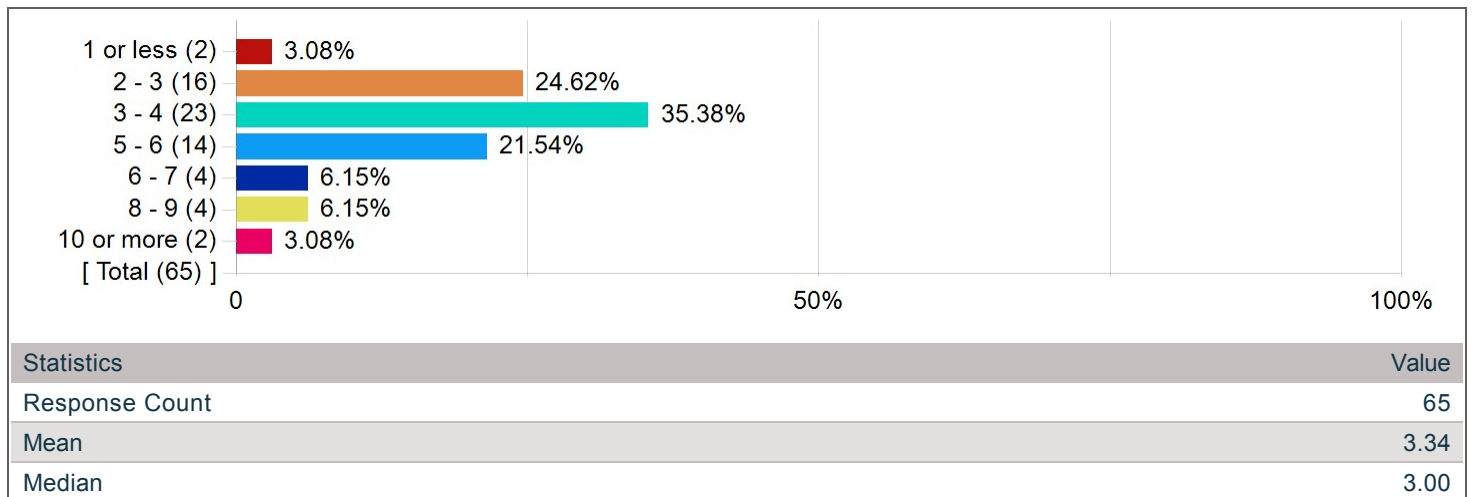
Comments
Have the questions from homework, class notes, and textbook be similar in difficulty as the test.
His tests are a little difficult but he is also a very bright instructor. So overall, it was a fair class.
Do better.
I find myself lost and there are not many resources that reflect the questions asked on the midterms. It's difficult to study for this course. The sample midterms are not at all like midterms and I feel very unprepared. I think this course is quite challenging considering it's only calc 1
I often found Charnley's explanations far too confusing than they needed to be. I succeeded in Calculus in high school with the way my professor explained each topic, but Charnley's explanations were personally not my preference. Given he is new to teaching this course, that should be expected. You can tell that this stuff is a little too simple for him to teach and he often overcomplicates things that do not need to be that difficult.
Tests are a lot harder than any material covered in lecture, in recitation, and on the homework.
dont make the midterms no partial credit!!! or at least do multiple choice
Give the students who go to lecture hints of what may be on tests. Gives a reason to attend lectures.
N/A
I used to love Calculus but I found the course to be super unfair because of how different the midterms were compared to the examples in class or Math XL. Typically, I did super well in calculus in high school because of the homework and examples in class, but I find the homework and class examples to differ greatly in difficulty in the midterms. The midterms were WAY more difficult and I found that to be extremely unfair, considering the professor did not teach students how to approach the difficult problems similar to the ones in the midterms. This is just Calculus ONE as well, which shouldn't contain unfair midterms considering some people are learning calc for the very first time. I just hope class examples and homework problems will be difficult as the ones on the exams to prepare the future students taking this course
I think it would be better when every student in Calc 135 takes the test at the same time.
The grading system of this course determined by the math department is completely flawed.
no
the midterms were actually so hard and this class made me hate calculus so much more.
I found some of the material in this course to be irrelevant for certain majors required to take it. I'm an accounting major at RBS. On a business path, unless you are a finance major or Economics (not an RBS major) a lot of the material covered in this course will not be used. In finance or economics, you will need to understand derivatives and business optimization applications, and basic limits especially when you get to the more advanced classes. I understood derivatives and the business and economics applications section quite well, but I struggled with physical sciences applications and many other topics throughout the course. Other than these topics, I did not see the relevance in learning them and certain portions of this class covered a lot of topics that were geared toward physical sciences applications. Not to the extent that is covered in Math 151 I'm sure, but I still did not see a benefit in it for me personally. Additionally, I felt the difficulty of the exams was a bit too much for students that for the most part will not be using a lot of this material. Overall, I feel this class is designed to weed out students rather than contribute to their academic success. I understand it's not all about calculus concepts, the course is supposed to teach you problem-solving and critical thinking which are important. But overall, I think the content in this course should be reassessed. Maybe offer a business-specific calculus class?

Questions Chosen by Instructor

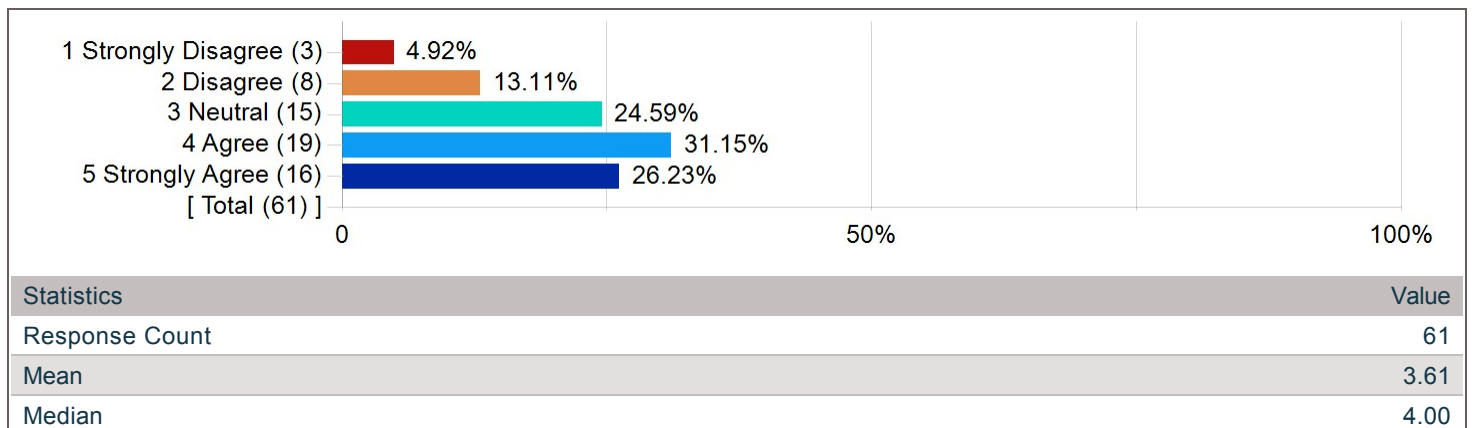
Assignments required a reasonable amount of time



Since the beginning of this course how many hours a week, on average, have you spent on this course in addition to class time?



The instructional technologies were effective.



Questions Created by Instructor

What advice do you have for students taking this course in future semesters?

Comments
The exam questions are more complex than the homework and quizzes.
Be sure to look over your notes a week prior to the exam. Everything will be much smoother when it comes time to take the exam.
Really understand the concepts before each exam. Go to class because he is a very good instructor and will clarify concepts.
Ap Out, While this class may seem easy it is actually quite challenging, the primary issues come from exams having a section worth 35 points that is non-partial credit. The homework and quizzes are not logical.
Study the material the night off. If you study even for just 30mins-45min a night you will be set for that class
Study. Review, do the homework early. read ahead before the semester starts
Choose a good professor and get help early on
I honestly have no advice because I have done everything from going to class, doing textbook questions, completing the mathxl, and doing many practice tests and still have not had success in this course. Work hard and go to office hours for extra help
Be prepared to spend a lot of time practicing on your own because most lectures are spent explaining why and not how. Also, do not stress when your mid-term problems are significantly harder than all of the problems your professors told you to do as practice. Everyone else is going through the same thing.
Take the time to work outside of class, even if you've taken Calc 1 already
USE THE TEXTBOOK and focus on the hardest versions of problems, the practice midterms are not accurate indicators of how you will do on the actual midterm
KNOW the material before going to class and actually attend every lecture because you WILL fall behind quickly
Take it in high school first and it'll be very easy.
Go to the class on time
Seek out extra help early on because you will fall behind if you don't.
Study hard for the 1st midterm to act as a buffer for the 2nd.
Make sure you review constantly and never let a concept you don't understand trail into the following weeks.
Study from the beginning of the course solve all suggested problems
get a good professor, pay attention in class, do textbook problems
Study every week. Studying for just quizzes will not be effective.
Study from quizzes and lecture notes
AP out if you don't need calc for your major or just pay attention during taking calc in high school so you don't have to struggle. They go really fast
Switch professors if possible
N/A
Go to lecture because even with online notes, it would be beneficial to hear the verbal explanations.
Take very detailed and organized notes, both in lecture and in recitation, even if things are repeated. Do some or all of the recommended book problems before attempting MathXL.
Go to every recitation and lecture. Take the time to do the homework before recitation and review the quizzes and lecture notes. Before exam do the study guide and if you still need help, go to office hours.
Do as many practice problems as you can and expect problems more difficult (and unfair unfortunately). :(
Do not cram studying. Keep up with MathXL. Avoid the 8:40 am Calc class if it's possible (you'll be tired)
Go in for extra help, go to the learning centers, practice everything more than you think you need to, and practice the most difficult problems because those are the ones on the exams.
If you do not have a solid understanding of pre calc do not take this course. It is extremely difficult and time consuming so do not take it if you do not have to.
do more exercises
study for the midterms like crazy because homeworks and quizzes won't help.
Study very hard and a lot because it is extremely hard.
Study the hard problems because that is what will be on the exam.
Practice problems that are challenging and focus on your weaknesses.
Make sure you study for exams and actually do the homework

Any comments specifically for Matthew Charnley?

Comments
Can you juggle more?
Your teaching style was good and I had enjoyed it. I saw a decrease in students coming to lecture as weeks go on, but do not take that personally due to you being a bad teacher. It was an 840 AM class and college freshmen have their first taste of freedom to do what they want. I thought that you were a good teacher.
I appreciate your passion and enthusiasm in class. You were a very good professor and although majority of your classmates found your exams difficult, I felt that they were quite fair.
You can work harder
thank you for a great year and helping all of us.
For future students, please make your in class examples more reflective of the questions asked on the midterm. The midterm questions are significantly harder than the in class examples. We would appreciate some more detailed and complicated examples to practice in class
Please make the midterms more fair next time or put up a personalized review that reflects the level of difficulty of actual midterms. I did all the textbook problems, did sample midterms, and looked over MathXL and found myself very ill-prepared for your midterms especially the second one. I took calculus in high school and excelled in it but for some reason for your class, I am definitely not doing as well as I have hoped. I have always had a love for math but now I find myself discouraged
The tests that were administered were unfair and did not effectively test our knowledge simply because the numbers were too hard to handle. I suggest making sure that the numbers are feasible to solve before administering the test.
He should probably look into finding new ways to explain things and work out the problems he is going to show in class. At least once every lecture students were correcting him on his math and the students were more often than not correct. It doesn't necessarily make us trust him or respect him when he is messing up in lectures.
You're wonderful!
Go over harder examples in class.
I think you're an absolutely great teacher. However the only problem of the course was that the midterms didn't line up with the quizzes and the MathXL hw. Also another problem was you guys said you just change up the numbers from the textbook problems and put it right in the midterms, however this was not the case because I did all the textbook problems and understood them and still did poorly on the midterm. On midterm 2, you gave us related rates and optimization problems which were irrelevant from the problems which you gave the class before the test. Out of the 10 problems on that sheet, only 1 was present on the midterm. I was expecting more of a shadow or a rectangle problem on the midterm, but that was not the case. The first midterm was completely fair in perspective to the material we needed to cover, however, I didn't know how to study for the course back then. I hope this comment helps you in your teaching years to come. I agree that you are an excellent teacher putting the time constraint of classes, however, the midterms were very difficult because we did not cover those topics in class.
Please make the exams more reasonable, but thank you for the semester.
Remember this is Calc I, somethings get sped through too quickly especially for some material people have not had prior exposure to. The midterm exams were written significantly different than what was on the homework and textbook problems and even on some of the slides.
Give a reason for students to attend lecture because a very small amount of students actually show up
Exams were impossible. I have taken AP Calculus AB and BC in high school and still did terrible in your course. You need to test the calc material not calculations.
N/A
He taught very well and the examples he used in class were great references while studying.
I really liked how enthusiastic and energetic you were...especially at 8:40 in the morning. It was nice that you were always energetic and smiling.
You are so incredibly kind and I love your positive, cheery attitude! However, your teaching style isn't the best (but I understand it's your first time teaching as a professor). I just found your midterms to be so incredibly unfair unfortunately because the examples you did in class and the homework in MATHXL were not anything like the VERY DIFFICULT problems you put on the midterm. I just think it's highly unfair to put very difficult problems on a midterm that counts so heavily as our grade and basically leave us to figure it out by ourselves DURING the test. The 2nd midterm especially was horrendous. I still remember the problem about the lantern falling. It still haunts me because of how crazily unfair that problem was. Also, your midterm problems were much more difficult than other classes which is hard to predict because you don't know what other professors are doing, so I understand that. But, I just hope you teach future students how to do the difficult problems. Again, I really do love your personality and positivity though! Your laugh makes my day! :)
Thank you for making Calculus easier than it is and fun lectures even though the class is at 8:40 am...

Comments

Great professor teaching an unfortunately flawed course.

Thank you for being an amazing professor, calc is very hard but you always try your best to help us understand the material and it shows!

no

if i went to his class ever i probably would have learned more.

Your a great professor and make me understand math more than any tutor or help I have gotten. Thank you!

I don't feel like the material presented in lecture effectively prepared me for the midterms. Difficulty wise, both should be similar and lectures should be more challenging. Otherwise, the presentation of material was organized and encouraging student engagement was helpful.