

# Columbia University: Arts & Sciences

## A&S Fall 2019 Standard Evaluation

**Course:** MATHUN1102\_003\_2019\_3-CALCULUSII

**Instructor:** Nathan Dowlin \*

**TA:** Mara Dimofte, Costin Dobrin, Gerhardt Hinkle, Noah Olander, Ahmed Shaaban, Anda Tenie, Esteban Vanegas Jr.

**Response Rate:** 101/140 (72.14 %)

### At A Glance : Overall Assessment

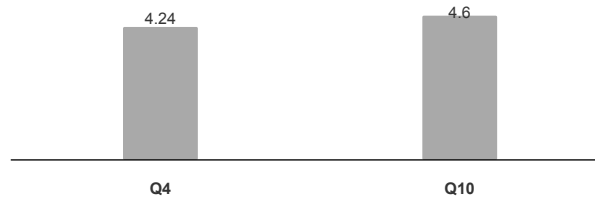
Excellent

Very Good

Good

Fair

Poor



Q4 - What is your overall assessment of the course?The answer to this question will generally be available in Vergil.

Q10 - What is your overall assessment of the effectiveness of the instructor?

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### 1 - What did you learn - in terms of knowledge, skills, or perspectives - in this course?The answer to this question will generally be available in Vergil.

<b>Response Rate</b>	41/140 (29.29%)
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- na
- Typical calculus II topics: advanced integration and applications, sequences and series, and differential equations.
- I learned differential equation, power series, derivatives, integrals, volume using integrals, sequences, series, different divergence/convergence tests for series and sequences, and trigonometric substitution and it uses.
- I learned the concepts and applications of Calculus II in this course.
- I learned calc 2 in depth
- Learned techniques of integration; sequences and series (convergence tests, power series, etc.); differential equations. Mostly a review of the second semester of Calculus BC, but a much appreciated one.
- I learned some Calculus II but overall, I struggled and felt like I only came out with a basic knowledge, if that much, of Calculus II. I went to most office hours, went to math help sessions, and googled to watch videos, but overall, I feel like it was not great.
- This was an excellent course that taught me about the application of integrals, sequences, series, and differential equations. It taught me many useful theories and made me a better critical thinker when it comes to Calculus.
- Knowledge of integrations skills, applications of integration, and sequences and series.
- Calculus 2 material.
- Integrals, series, sequences, intro to differential equations
- Calculus 2 stuff, very badly taught
- I feel I have a good understanding of the Calc 2 material
- Calculus II - integrals, series, rotations
- This course covered everything I learned in high school. I learned good study habits and time management.
- Techniques of integration, volumes and areas of rotated functions, sequences, series (including Maclaurin and Taylor), and an introduction to differential equations.
- I learned how to think creatively: a lot of the exam problems required creative thinking to discover solutions/approaches, instead of plug-and-chug cookbook math, which I enjoyed (and which also made the course more challenging)
- I learned a lot about sequences and series that I had not known. I had also never covered the formulae for arc lengths. I also learned what constitutes a calculus based course.
- As the syllabus says (in order), we learned how to use integration to find area between curved and volume. We then discussed integration techniques such as Integration by parts trigonometric integrals, trigonometric substitution and integration of rational functions. We learned improper integrals how to find arc length and surface areas. We moved on to sequences and series and all the divergence/convergence tests. We then covered power series, specifically taylor series and finished up with separable and linear differential equations. We didn't have enough time to get to parametric functions and polar coordinates.
- Pretty standard Calc II: Integration, Sequences and Series, Taylor and Maclaurin series, brief differential equations. Much more in-depth than BC Calc.
- In terms of new skills I have learnt sequences and series and how to approach them, differential equations and volumes of revolution.
- This course was a recap of high school but it was in a lecture style. I learned more about calculus on a deeper level.
- Having done two A-Levels in maths I had covered a wide number of calculus topics before coming here, but this course helped me understand some of the topics I had met previously from a more proof based perspective.
- Integration, volumes, surface areas, arc length, series and sequences, power series, Taylor and Maclaurin, and differential equations.
- I learned a lot about the fundamentals of calculus 2 and about derivatives and anti derivatives and their applications in the real world.
- I learned new methods of Integration and the some applications for Integration.
- Chapters: 5.2-5\_6.1-3\_7.4+8\_8.1-2\_9.1-5\_11.1-6/8-10 in the Fundamentals of Calculus textbook.
- Calculus
- I learned more about integration methods and applications.
- Math. series taylor mclaurian series
- Not only did I learn integration techniques, series, sequences, etc, but I learned a new way to think about math and and approach problems
- In this course I relearned much of what I had done in high school calculus, however I applied it too much harder math problems. I learned how to integrate using a litany of methods, how to prove convergence or divergence, taylor and maclaurin series, and a little overview of differential equations. I learned the best possible way to approach different math problems and how to use all the skills open to me to solve the problem.
- A comprehensive overview of Calc II - integration, sequences and series, and intro to dif eq.
- I learned a smattering of subjects in calculus, centering on integration and things you can do with integrated functions.
- Calc II, Integration techniques, Sequences, Series, etc.
- I learned I actually like doing math, when I'm in the right mindset and when I have such a caring teacher! I am my own worst enemy when it comes to math, and I'm the only person who stopped me from taking full advantage of resources. I learned about integrals, derivatives, sequences, series, and differential equations.
- Having taken Calc II already in high school, I feel like I have a deeper understanding of why and how to do calculus rather than just how to do it. Specifically, this class focused on integration and the calculus applications for it.
- This course taught the fundamentals of Calculus II. I learnt about how to apply the correct techniques when doing integration or a series problem.
- Methods of integration, limit laws, sequences and series, power series, Taylor and Maclaurin series, linear and separable differential equations.
- We learned a lot about advanced integration techniques (mainly trigonometric substitution), sequences, and series, with a little of differential equations at the end.
- material pertaining to calc 2

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**Response Rate:** 101/140 (72.14 %)

2 - What percentage of the work (including reading) assigned for this course did you complete on schedule?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
All or almost all	(1)	88	87.13%		
Most	(2)	13	12.87%		
Some	(3)	0	0.00%		
This question is not applicable	(4)	0	0.00%		
				0 25 50 100	
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101/140 (72.14%)					

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**3 - What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.**

Response Rate	43/140 (30.71%)
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- na
- The course is a large lecture. This makes it difficult to stay engaged and learn the topics. Much of the learning comes from attempting the very large problem sets.
- Great
- There were weekly homework, two midterms, and a final. The homework helped understand the lectures, but at times could be too many problems, of which some required us to use skills not mentioned during lecture. In additions, the class was based on theory as well as problems.
- The homework load was very regular and predictable, which I appreciated. In lectures, a greater range of difficulty of examples would be useful - starting with easy ones, ending with challenging/complicated ones.
- I thought it was a very good course
- The course was very well put together. The transitions from unit to unit made clean sense. I feel prepared for Multi next semester, but I won't really know until I take the class.
- The course overall was okay, but not great. I think that office hours should somehow be one on one to make them more helpful. Also when I went, I felt punished for not staying the whole time or coming earlier because I would ask a question and he said he already did it and seemed hesitant, or would wait a while, to finally show me, and it normally seemed quick and not detailed enough to help, like he was trying to move on.
- Again, this was an excellent course. The course had a very logical progression in terms of topics and each topic was given a good amount of attention. For example, things learned during applications of integration showed up during sequences and series.
- With the math courses at Columbia, not much emphasis is placed on what we are learning means. We learn how to compute derivatives and integrals without understanding what those derivatives and integrals represent which is both confusing and unrewarding.
- Honestly, I struggled a lot. I don't believe the teaching was for everyone. There were only examples, and never truly understand of what was happening.
- Great course. The teacher seems to enjoy teaching the subject, and I always feel very comfortable asking him questions. =
- Very fair course, as long as you attend lecture and keep up with the homework, you should be fine.
- The course was good, a little fast in the middle
- The best taught math class I've been in. Everything was great. HW helped a lot. So did the Paul's Math Notes recommendation. Not only did he teach us Calc II, Professor Dowlin also taught us so much new and additional info - riddles, computer science, math research, etc. It really gave me a new appreciation for math.
- The course was great. It was a well prepared curriculum and challenging. The course was fast pace, but it was easy to understand and ask for help if needed.
- I found this to be one of my favorite courses. I thought that the curriculum allowed knowledge to build in an efficient and satisfying way, although at a fast pace. This was a very difficult topic for me but professor Dowlin did a great job in guiding the class through everything.
- Covered everything necessary and mixed adequately theory, examples, and applications.
- The course is quite difficult at times and the exams can be pretty challenging, but we are given the tools to succeed and do well. The course is very well-structured and I felt constantly challenged and learned a lot.
- I had never taken a purely calculus based class so this was a good way to start. The course covers a good range of important topics within calculus and the assignments are good ways of practicing the concepts we've learned in class.
- I thought this course was structured well, and provided most of the necessary content. Although, I know that Calculus 2 is supposed to conclude with polar coordinates and parametrized curves, rather than linear differentiation equations. This is understandable, though, as there is only so much time during a semester. The problem sets were helpful, but I would say more problems should be added that resemble exam questions more in comparison to those that aren't heavily covered on exams.
- I have no qualms with the structure of this course. We didn't quite finish the topics but overall I found the course very helpful. Personally, I didn't find class incredibly necessary. Perhaps, since I have already seen some of the content I could pick it up quickly but either way I would have preferred slightly faster moving or more challenging classes. But maybe that's just me.
- I loved this class! The workload is super reasonable, Dowlin is an excellent teacher, and the assessments are fair! My only critique is that we be able to review missed homework questions with the grader because the points can seem pretty ambiguous.
- I think that the course is a really good introduction to higher level calculus and it's very systematic and useful for other courses such as physics
- This course is definitely challenging. Professor Dowlin does try to make it more enjoyable by ending class with riddles sometimes. I don't think that are ways it could be improve since it is in a big lecture style. But I do think that having more of a group office hour would be less intimidating for students (especially me as a first year) so that we learn. Maybe a math recitation would be nice.
- Awesome. Love the number of theorems and definitions. Whenever a new theorem is introduced, the concept is explained through an example first, then a rigorous proof is shown - this sequence helps a tonne.
- This course is very theorem heavy which is a good strength for understanding where things come from instead of just doing them. Class time was always efficiently used to introduce and explain the topics and the more examples we received, the easier the topics were to grasp. The textbook reading were also helpful for solidifying understanding but even if you didn't read the book for a topic, the professor cover it very in-depth in class. The homework assignments were always very comprehensive in terms of getting us enough practice to fully understand the topics. They also featured one or two explanation type questions that made you explain things instead of just 'plug and chug' numbers which was helpful in developing your analytical skills.
- Very good course, no complaints. Big workload, but it is understandable.
- We do a lot in this class and I would not change much about this class.
- There is one very big problem that needs attention. I am in Dowlin's Section 003, and it regularly took two to three weeks for TA's to return homeworks to us, sometimes just two or three days before a midterm exam. I addressed the issue with my professor who talked to them, the situation improved marginally (a couple days perhaps). I use my homeworks to study and feel my ability to perform well on tests was seriously hindered as a result. Furthermore, I went to the calc help room various times during open hours in Milstein and only once was there someone who could help me with calc 2. There needs to be accountability with the TA's to make sure they are at least doing their jobs. I am sorry to be harsh, but It had a negative impact on my out of the classroom experience and probably my grades.
- It is a good course, the content is straight forward and well reflected in the homework and tests. Even though the material is very difficult i think the professor teaches the student to the best of his ability and if students try they are able to get help. He is also very available to help.
- The midterms (and I assume final) are exponentially more difficult than the homework.
- Very positive. Homework related directly to material learned in class.
- I enjoyed the course. I think the strongest part of the course was the homework assigned. Though the problems were hard they helped me better understand the information we learned in class. What I do wish is that we had gone over harder questions in class because the questions on the midterms were much much harder than any problems we had ever been faced with before.

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- The course is difficult in design with a high focus on theory.
- The course is a standard math course, with basic problem sets and exams. Nothing special, or particularly interesting, but it gets the job done.
- For a prerequisite class, it was about as good as it gets. The assignments were helpful, if a little long but that's math for ya, lecture was enjoyable to attend, and I feel like I'm coming out of it with a better understanding of calc than I came into it with.
- The lectures were clear and helpful. The homework was difficult and long, but it helped me prepare for the midterm.
- I wish the course met 3 times/week. I wish TA and office hours were more encouraged, even required. I didn't go to sections cause I was a bit scared. The course did help solidify what I already knew about Calc II, and inspired me to pursue more math, although not next semester.
- I feel like the class was a lot more theoretical and proof based than my previous calc II class, which I did not like. Additionally, the homework and tests were significantly harder than what was taught in class. For example, the class and reading would go over how to do a problem, and the homework would have some obscure theoretical proof that I would have no idea how to complete.
- This course is challenging as it requires a lot of time and effort. The Professor seems very eager to help and has regular office hours where he explains problems clearly. A lot more practice materials and review sessions could be incorporated as the topics are vast.
- The weekly homework sets were very useful to understand the contents of the course, and they were manageable in terms of workload.
- The course was fun and insightful and the workload was manageable. Homework was a little long but it was good practice for the midterm and to make sure that you understand everything.

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4 - What is your overall assessment of the course?The answer to this question will generally be available in Vergil.						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Excellent	(5)	52	51.49%		4.24	
Very Good	(4)	27	26.73%			
Good	(3)	18	17.82%			
Fair	(2)	2	1.98%			
Poor	(1)	2	1.98%			
				0 25 50 100	Question	
<b>Response Rate</b>			<b>Mean</b>		<b>STD</b>	<b>Median</b>
101/140 (72.14%)			4.24		0.95	5.00

5 - Would you recommend this course to another student?The answer to this question will generally be available in Vergil.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely recommend	(1)	54	53.47%		
Probably recommend	(2)	39	38.61%		
I'm not sure I'd recommend	(3)	3	2.97%		
Probably not recommend	(4)	3	2.97%		
Definitely not recommend	(5)	2	1.98%		
				0 25 50 100	
<b>Response Rate</b>					
101/140 (72.14%)					

6 - Please qualify your recommendations if you wish:The answer to this question will generally be available in Vergil.	
<b>Response Rate</b>	22/140 (15.71%)
<ul style="list-style-type: none"> <li>• na</li> <li>• I would recommend this class to any body who has some sort of background in calculus, and is willing to bear with the workload of this class (requires continuous studying to ensure your understanding of the concepts since some may be theoretical).</li> <li>• Nathan Dowlin was an amazing professor!</li> <li>• Professor Dowlin is a great teacher. I always felt really informed by the lectures, and the examples in class helped to solidify the material in the reading (whether I did the reading before or after). Calc 2 is an important class, so I guess I would recommend it generally to anyone in a STEM major because it is important for a lot of things.</li> <li>• I just felt like there was not much support or the support was normally unwillingly given. I felt like if I did not walk into class knowing calculus II already, I was uncomfortable and felt confused. My professor wasn't horrible, but I still felt unsure.</li> <li>• This course is great for students who like Calculus or have a good background in Calculus. It is very challenging and may not be ideal for those who don't like Calculus or particularly intellectually-demanding courses.</li> <li>• Don't take this course if you can skip it I would say, although the teacher was good there is no reason to hold oneself back</li> <li>• The only people who take this course are people who need to take calc2. not a great class to take if you just want to do some math. very theoretical like most math classes at columbia</li> <li>• Literally the best math professor I've ever had</li> <li>• Although this is a difficult topic, and the course moves very quickly, Professor Dowlin does a great job of explaining the concepts and finally understanding something can be very satisfying.</li> <li>• If you enjoy math or need this course as a requirement, I highly recommend it</li> <li>• You don't have much choice in whether you want to take Calculus 2 or not if your interested in anything involving math. So in that case you should obviously take this course. Its luckily a well structured pretty engaging course which isn't that hard. If your not interested in a field requiring math, then I'm not sure I would take this course because I think calc 2 isn't the most intuitive content.</li> <li>• Dowlin is a great teacher who is accessible and truly seems to want his students to understand the why of calculus, not just be able to memorize and apply endless formulas!</li> <li>• It is definitely a course one would want to take if they are interested in a math career.</li> <li>• I would recommend it to students who studied calculus in school but may want to get a more concrete understanding of key concepts such as integrals, series and limits.</li> <li>• I learned new things in this class that anyone looking to take the next step in their Math education should learn in this class.</li> <li>• Professor Dowlin is super nice, good natured, and open to all questions. He goes fast but stops often and asks for questions. He stays very close to the textbook which is helpful from a studying standpoint. If there is time, he likes to end class with a riddle which I love!</li> <li>• While the course is very challenging and definitely had me thinking that I would not be doing well for some points of it, I still feel like it was a good course (if you are required to take calc ii). If you do not need calculus ii I would recommend to skip it and go straight to calc iii because this class is very very rigorous.</li> <li>• I recommend the professor but not the class.</li> <li>• Prof. Dowlin made this class amazing.</li> <li>• Recommend if needed as a requirement.</li> <li>• I recommend this course with this professor. He really made the course what it was.</li> </ul>	

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**7 - How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)? The answer to this question will generally be available in Vergil.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much heavier workload	(1)	4	3.96%		
Heavier workload	(2)	35	34.65%		
Similar workload	(3)	53	52.48%		
Lighter workload	(4)	3	2.97%		
Much lighter workload	(5)	0	0.00%		
No basis for comparison	(6)	6	5.94%		
				0 25 50 100	
<b>Response Rate</b>					
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**8 - How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.) The answer to this question will generally be available in Vergil.**

Response Rate	51/140 (36.43%)
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- na
- 12
- The homework was much longer than it was for Calc 1 and 3 for some reason
- There are 75 minute lectures, and meet twice a week. In addition, I tend to spend probably around 6-7 hours studying and doing the homework outside of class.
- 5
- 5-6 hours per week with a normal problem set
- Probably 5
- Around 8 depending on the difficulty and length of the week's problem set and if there was a midterm coming up
- About 7 or 8 hours (3 for class and 4 or 5 for homework). When I went to office hours, more like 10 or 11.
- 6 hours
- probably about six hours a week-- two 1.25 hour class periods and 3-4 hours on homework per week
- 12 hours a week.
- 8 hours
- 8-9. Homework is really heavy on some occasions but generally manageable. He doesn't assign homeworks during test week which is great.
- 8
- 6
- 16
- 6
- 6-8
- I spent about 2 - 3 hours a week on the problem set and about 1 - 2 hours of studying and understanding the material.
- Around 10
- 5
- 7 hours
- 4 to 5
- 3 hours of class, ~1 hour for office hours, 3-5 hours for problem sets.
- Class: 2.5 hours Hw: Should take no more than 3 hours
- Class: 2.5 hours Weekly pset: 3-5 hours, depending on the length/topic of the pset
- including lectures about 6/7 hours
- Class time: 75 minutes Studying: 2 hours Homework: 2-3 hours
- 7-8h
- class- 3 hours office hours- 1.5 hours reading and homework- 6 hours studying- 2 hours
- 10
- 8 hours
- 2-4 hours depending on length of problem set
- 13-4 hours
- 3 on a regular week, maybe 10-15 the weeks coming up to the midterms.
- 8 hours
- 5 hours
- 10
- 5
- 10 hours
- 12 hours a week
- 2.5 in class, 3-4 on homework, 4-5 studying for midterms
- 9
- About 6 hours.
- 6-7 for homework, and on weeks with tests, I studied 3-4 hours. Not enough...
- 4.5 hours (2 lecture, 2.5 for homework if I was taking my time)
- Approximately six to seven hours was devoted to this course.
- class: 2.5 hours. homework sets: 3 hours.
- 10-14



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• 6-7

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**9 - Please evaluate Nathan Dowlin. What are Nathan Dowlin's strengths? In what ways might his or her teaching be improved? In answering this question, you might address the clarity of the lectures or presentations and their relationship to the other elements of the course, the ability of Nathan Dowlin to generate enthusiasm and facilitate discussion, the quality of feedback, availability, the timeliness of the return assignment, etc. -**

<b>Response Rate</b>	56/140 (40%)
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- na
- Amazing lecturer and teacher, extremely approachable
- He is a clear communicator and seems to care about his students. His lectures are mostly just a series of examples and proofs that he writes on the board.
- Great at teaching, explaining, and answering questions
- Professor Dowlin is very approachable when anyone has questions, and has frequent office hours and extra help sessions. However, I feel that some lectures were more compact than others, so maybe focus on fewer topics per lecture.
- Dowlin is absolutely amazing. He is the absolute best math teacher that I have encountered in my life, and the best teacher I've ever had at Columbia. He lectures clearly and efficiently, is super approachable whenever, and truly makes an effort to connect and engage with his students. I will always recommend his classes 110% to anyone considering taking one of his classes. You absolutely won't regret taking his class, even if it's at a worse time. Prioritize getting Dowlin!
- Nathan Dowlin is the sanest math teacher I've ever had. His explanations make sense, he's good at clarifying things, and he answers questions well. He returns exams incredibly quickly.
- I thought he was an amazing teacher
- Professor Dowlin is great. His lectures are very coherent, and he speaks clearly so as to be heard at the back of the classroom. He almost always gives fun riddles at the end of class, as well. His homework assignments are challenging, but they really prepare you for the exams.
- He is kind and pretty enthusiastic to be teaching at times, but he seemed unwilling to go over stuff during office hours that someone possibly asked earlier. If the office hours were going to be free for all, then possibly assign time slots for each section of the homework. When speaking to him after class he seems mostly kind and willing to explain. He did seem to move on quickly during class even when people seemed to not understand, but asking questions was helpful a few times during class.
- He was an incredible professor. He is enthusiastic about calculus and math in general, great at explaining, and an extremely approachable professor. During the middle of the semester, he asked for our critique about how the class was being run and implemented our suggestions with no fuss. I don't think there are any major improvements that can be made.
- He's absolutely the best math professor/teacher I've ever had, makes the course interesting even though calc 2 can be really boring, always gives us riddles before or after class to get us thinking, always is able to explain something a different way if someone doesn't understand the first time, and he's the actual nicest human being on the planet. Sometimes math professors get so caught up in their own heads that they can't figure out a way to explain the material to someone who isn't a math major/doesn't think like a math professor/just doesn't understand the first time around, but this is absolutely NOT the case for Professor Dowlin. I could not give enough positive feedback for this guy!!!
- Nathan Dowlin is an extraordinary math teacher. He takes time to let students ask questions in class, and even pauses when no students are asking questions to try to coax us to ask the questions that both he and we know we have. His lectures are interesting, or as interesting as the material allows for. He makes proofs easier to understand than any Math professor I have had previously at Columbia, and the problems he works through during lecture are helpful in completing the homework as well as studying for the Midterm. His office hours are always helpful. He has a good relationship with his students, whereas other professors are cold and hard to talk to, Professor Dowlin makes sure his students know that there are no dumb questions when it comes to trying to understand Calculus.
- He is a really good teacher. He does many problems in class that help to make the homeworks easy. He seems very enthusiastic and he makes class interesting with the riddles that he does at the end.
- The class may sometimes feel a little bit quiet but I really liked his enthusiasm towards the material. I just hope there are things such as late hours since the weekly homework sometimes conflicts with other tests which in that case may result in long nights trying to finish it. Assignments are returned consistently on time thou.
- super nice, fun, always will give math riddles at the end of class if we have extra time
- Professor Dowlin gives very clear and thorough lectures. He also has a very warm and welcoming personality that makes attending his class enjoyable.
- So, this review comes from an upperclassman. Many, including me, were misguided by Culpa to believe Nathan is going to be an amazing teacher. Unfortunately, Nathan had never taught the material before and it was obvious. He explained concepts superficially with limited simple examples. He assigned tons of homework which was extremely hard to complete because he never taught how in class. Over 95% got the answers from Slader. Concerning the tests, only those who had already taken AP BC math were able to do well, the rest end up with average grades. I am pretty sure Nathan will get good reviews, but most likely they will come from freshmen who have zero experience with other math departments.
- He's great, helpful in office hours, and approachable. He also dressed up for halloween and tells riddles at the end of class.
- He's very engaging, he is easy to approach, he has a great sense of humor, he is very well organized and methodical about how he is teaching the class. I could barely tell this was the first time he ever taught Calc II. He was just amazing as a professor. His office hours were really helpful. Grades were always back within a week or so of the exams/assignment deadlines. I am not a math major and math has always been one of my weaker subjects, but Professor Dowlin made me fall in love with it because of his sheer enthusiasm towards it. His class was above all the others my favorite this semester.
- Nathan is a great professor. he kept my interest in the class at all times. The problems that we went over in class was very helpful for the understanding of the topics that was covered. Nathan easily controlled and kept the enthusiasm for the class.
- Professor Dowlin did a great job of fully explaining all the topics. He was also very receptive to questions and answered every one thoughtfully. His office hours were very useful as well.
- Very good professor. Understanding and down-to-earth.
- Nathan Dowlin is a great professor. He teaches concepts clearly and paces the lectures very well. I never feel like the material is being rushed, and he always enthusiastically answers all questions I might have. He's also extremely approachable and friendly and a very engaging teacher. I thoroughly enjoyed having him as my professor
- Professor Dowlin is an excellent professor. He explains the content very clearly and goes through multiple examples with the class, which strengthens our understanding of the material. His homework assignments are very effective and he generates a lot of enthusiasm in his classes, encouraging students to ask questions and answering them clearly.
- Nate is clearly very knowledgeable and very approachable, but I think he could improve upon working with students on a deeper level to understand their shortcomings in class. There have been a few times where I have sought out help, and essentially been "re-lectured." In the future, Nate could work with the student to really find the root of their problem, whether it is on a problem set or on the exam. Nate did, however, generate much enthusiasm and clearly exhibited his passion for mathematics through his lectures, especially through his riddles. They were amusing, but I found the execution of some of the more "morbid" ones to be a bit insensitive, as mental health is a serious issue on college campuses.
- Nathan Dowlin is incredibly likable. He is always smiling and making jokes and frequently asks questions to the class, while checking to see if we have any questions for him. He could be a little more urgent in the classroom but that's really it. Hes a great teacher overall. I really like that he ends classes with interesting math questions / riddles sometimes. I had my last class yesterday and we applauded him twice.
- Professor Dowlin is so far my favorite Columbia professor. He teaches not just how to solve the problems but the theory behind it and application, which makes the course more intuitive and interesting! He is also super accessible, and is willing to re-explain concepts/help with homework in office hours.
- Professor Dowlin is an excellent professor. He has a very good teaching system, goes through all types of exercises and explains them in detail, is patient and answers every question. His riddles at the end of the lecture are also so fun and interesting. His lectures are one of the best I have attended.
- Professor Dowlin is very friendly and approachable. I like the metaphors he uses he class to connect math to the bigger world beyond us. His lectures can be unclear sometimes, but that may just be because I am still getting use to the lecture style o class.

# Columbia University: Arts & Sciences

## A&S Fall 2019 Standard Evaluation

**Course:** MATHUN1102\_003\_2019\_3-CALCULUSII

**Instructor:** Nathan Dowlin \*

**TA:** Mara Dimofte,Costin Dobrin,Gerhardt Hinkle,Noah Olander,Ahmed Shaaban,Anda Tenie,Esteban Vanegas Jr.

**Response Rate:** 101/140 (72.14 %)

- Nathan Dowlin is the most amazing professor ever. He spend his time going over every topic and is always open to questions. He's patient with his students and always shows an attitude of positivity and understanding. He's so helpful and his office hours are amazing.
- Insanely clear explanations of new theorems and how they are applied in examples. Sketches and geometry in proofs helps understand concepts more intuitively. Professor Dowlin was always willing to answer questions before/after class - also consistently gave the class fun maths riddles.
- His strength is that he is very passionate about Mathematics and knows his stuff really well. He's also very excited to teach said stuff to us, He is able to break things down both with words and visuals to help students better understand and he is good and helping you come to the conclusion without actually telling you what to do so that you can practice and learn for yourself. At first it was hard to keep up with the complex ideas but eventually he began using more examples in class which greatly improved overall comprehension.
- He was very good at explaining things and always willing to stay after and answer questions. Very passionate and helpful!
- His teaching style is excellent! During class, he prepares us for everything we need for the homework and exams. He is my favorite professor so far and made class very enjoyable.
- Nathan is great! He has an amazing energy and explains things very clearly.
- Seems like he can empathize with the students. He also likes when people asks questions and wants people to ask more.
- Professor Dowlin is super nice, good natured, and open to all questions. He goes fast but stops often and asks for questions. He stays very close to the textbook which is helpful from a studying standpoint. If there is time, he likes to end class with a riddle which I love!
- He is funny, he knows the material well so that he can answer every students questions and explain in a way that makes sense. He is organised and clearly puts thought into his lectures.
- He is a good professor. He made concepts seem so easy. And I enjoyed his riddles that he posed to us.
- Very engaging and answers every question, even if it has already been answered. My only concern is that sometimes the examples given in class and the practice midterm is a lot easier and different from the actual exam so it becomes hard to know how well prepared you are for the exam.
- Great professor, very proficient at teaching students via critical thinking, great use of space and very clear and concise lectures. He definitely wants you to learn how to use the principles taught and why you should learn them.
- Great presentation, engaged the students, great personality
- I really liked the way that Professor Dowlin taught the lessons. I wish he would go over harder examples in class and allow us more time to try them before he does them so we can see if we have a good grasp of the concept.
- Nate was an excellent instructor with very clear explanations. He also gave great riddles at the end of class!
- Nathan Dowlin is a very good professor that cares to make time to work with his students and tries his best to help his students with everything they need. However, he could improve by doing more sample problems rather than theory. Overall, wonderful professor.
- He is a gingerbread man of a professor. He is so sweet, and so kind, and makes you feel warm and safe and also teaches you so much! Literally one of the best math teachers I've ever had.
- Nathan Dowlin is the example of a great professor. He has a clear passion for math, his lectures are clear, and he can actually answer questions. Seriously, all my other STEM professors can't answer a question to save their lives, they just end up talking for 10 minutes about literally anything else, than apologise for it, and never answer the question. The end of class riddles were always a welcome addition to the lecture as well.
- Professor Dowlin is a great lecturer and his tests are very fair. He gives a lot of homework and the homework problems are hard, but they help prepare for the exams. The practice exams he give are also very helpful. He also opens extra office hours whenever there is an exam coming up. He knows lots of fun riddles that are entertaining to think about.
- Nate is an excellent teacher!!! He is so passionate about math and it is inspirational. I have never had such a good math teacher. He is great at explaining things, and you never feel judged by him for asking questions. He has all sorts of math and logic riddles which I looked forward to at the end of class. He stimulated my interest in adjacent topics to calc., such as topology.
- I really liked Professor Dowlin. He made class fun and as attentive as he could for a calc class at 6:10 PM. I would have preferred if he went over some harder examples in lecture and when doing problems, going over each step not just assuming we know why he is doing each step.
- Professor Dowlin is very skilled in his teaching methods but the problems given in exams do not reflect the ones shown in class. Perhaps he could incorporate harder problems during discussion and not just in exams.
- He's a great professor: he always writes definitions, theorems, proofs and examples on the board, which is particularly helpful. Also, he is extremely open to answering questions from students, both during and after lecture. Furthermore, he holds office hours regularly and he is consistently available to students both in person and via email. Amazing and engaging riddles at the end of each class!!
- Professor Dowlin is very quiet, but very earnest about teaching, and works hard to alleviate confusions that anyone has as he goes. I never went to his office hours, but friends who did said that was helpful. He gives fun riddles at the end of most classes.
- He is very knowledgeable and explained everything concisely but effectively.
- He is amazing! He really takes his time to teach every concept, and you can tell that he genuinely cares about his students learning; not to mention, his passion for math makes what could normally be a quite dry subject actually quite interesting.

**Columbia University: Arts & Sciences**  
**A&S Fall 2019 Standard Evaluation**

**Course:** MATHUN1102\_003\_2019\_3-CALCULUSII

**Instructor:** Nathan Dowlin \*

**TA:** Mara Dimofte,Costin Dobrin,Gerhardt Hinkle,Noah Olander,Ahmed Shaaban,Anda Tenie,Esteban Vanegas Jr.

**Response Rate:** 101/140 (72.14 %)

10 - What is your overall assessment of the effectiveness of the instructor?					
Nathan Dowlin					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	73	72.28%		4.60
Very Good	(4)	20	19.80%		
Good	(3)	5	4.95%		
Fair	(2)	2	1.98%		
Poor	(1)	1	0.99%		
				0 25 50 100	Instructor
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
101/140 (72.14%)			4.60	0.76	5.00

11 - What are the strengths and weaknesses of Ahmed Shaaban (discussion section leader, lab section leader, grader) as an instructor, and how might Ahmed Shaaban's teaching be improved?	
<b>Response Rate</b>	5/140 (3.57%)
<ul style="list-style-type: none"> <li>• na</li> <li>• Homework was graded fairly quickly and office hour sessions were readily available.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• I have no idea, I never interacted with them.</li> <li>• Never met him.</li> </ul>	

11 - What are the strengths and weaknesses of Anda Tenie (discussion section leader, lab section leader, grader) as an instructor, and how might Anda Tenie's teaching be improved?	
<b>Response Rate</b>	1/140 (0.71%)
<ul style="list-style-type: none"> <li>• Please see TA description in overall assessment question above.</li> </ul>	

11 - What are the strengths and weaknesses of Costin Dobrin (discussion section leader, lab section leader, grader) as an instructor, and how might Costin Dobrin's teaching be improved?	
<b>Response Rate</b>	4/140 (2.86%)
<ul style="list-style-type: none"> <li>• Did not really help me, was not extremely available.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Delay in returning homework. I have not received half of my homework and it is finals week.</li> <li>• He could make his grading policies a bit more clear and offer more office hours.</li> </ul>	

11 - What are the strengths and weaknesses of Esteban Vanegas Jr. (discussion section leader, lab section leader, grader) as an instructor, and how might Esteban Vanegas Jr.'s teaching be improved?	
<b>Response Rate</b>	4/140 (2.86%)
<ul style="list-style-type: none"> <li>• Esteban was helpful, but also took awhile to explain things sometimes. He had to pull up the textbook a couple times because he wasn't sure if he was doing it right ( which I understand is what happens when you haven't taken the class in a while) but I think it would be better for all TAs to just review the material before going in to tutor people so that no one is wasting anyone's time.</li> <li>• The one time there actually was a calc 2 TA in the Milstein help room, it was Esteban, and he was super nice and eloquently explained the math, I was grateful for his help.</li> <li>• Delay in returning homework. I have not received half of my homework and it is finals week.</li> <li>• He explains problems clearly.</li> </ul>	

11 - What are the strengths and weaknesses of Gerhardt Hinkle (discussion section leader, lab section leader, grader) as an instructor, and how might Gerhardt Hinkle's teaching be improved?	
<b>Response Rate</b>	4/140 (2.86%)
<ul style="list-style-type: none"> <li>• Gerhardt is very straightforward and was very helpful when I went in for help. It was clear and cut to the chase, and I felt like my time was not wasted</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Delay in returning homework. I have not received half of my homework and it is finals week.</li> <li>• He could make his grading policies a bit more clear and offer more office hours.</li> </ul>	

**Columbia University: Arts & Sciences**  
**A&S Fall 2019 Standard Evaluation**

**Course:** MATHUN1102\_003\_2019\_3-CALCULUSII  
**Instructor:** Nathan Dowlin \*  
**TA:** Mara Dimofte, Costin Dobrin, Gerhardt Hinkle, Noah Olander, Ahmed Shaaban, Anda Tenie, Esteban Vanegas Jr.  
**Response Rate:** 101/140 (72.14 %)

**11 - What are the strengths and weaknesses of Mara Dimofte (discussion section leader, lab section leader, grader) as an instructor, and how might Mara Dimofte's teaching be improved?**

<b>Response Rate</b>	5/140 (3.57%)
<ul style="list-style-type: none"> <li>• Homework was graded fairly quickly and office hour sessions were readily available.</li> <li>• I've been to her for math help once. She was alright. Not my go to, because she tends to take a while to explain things and it made me more confused at times.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• I have no idea, I never interacted with them.</li> <li>• Never met her.</li> </ul>	

**11 - What are the strengths and weaknesses of Noah Olander (discussion section leader, lab section leader, grader) as an instructor, and how might Noah Olander's teaching be improved?**

<b>Response Rate</b>	5/140 (3.57%)
<ul style="list-style-type: none"> <li>• Homework was graded fairly quickly and office hour sessions were readily available.</li> <li>• I've never been to Noah's math help. Time did not match with my schedule.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• I have no idea, I never interacted with them.</li> <li>• Never met him.</li> </ul>	

**11 - What are the strengths and weaknesses of Ahmed Shaaban, Anda Tenie, Costin Dobrin, Esteban Vanegas Jr., Gerhardt Hinkle, Mara Dimofte, Noah Olander (discussion section leader, lab section leader, grader) as an instructor, and how might Ahmed Shaaban, Anda Tenie, Costin Dobrin, Esteban Vanegas Jr., Gerhardt Hinkle, Mara Dimofte, Noah Olander's teaching be improved?**

<b>Response Rate</b>	
<ul style="list-style-type: none"> <li>• na</li> <li>• Homework was graded fairly quickly and office hour sessions were readily available.</li> <li>• Homework was graded fairly quickly and office hour sessions were readily available.</li> <li>• Homework was graded fairly quickly and office hour sessions were readily available.</li> <li>• I've been to her for math help once. She was alright. Not my go to, because she tends to take a while to explain things and it made me more confused at times.</li> <li>• Gerhardt is very straightforward and was very helpful when I went in for help. It was clear and cut to the chase, and I felt like my time was not wasted</li> <li>• Esteban was helpful, but also took awhile to explain things sometimes. He had to pull up the textbook a couple times because he wasn't sure if he was doing it right ( which I understand is what happens when you haven't taken the class in a while) but I think it would be better for all TAs to just review the material before going in to tutor people so that no one is wasting anyone's time.</li> <li>• I've never been to Noah's math help. Time did not match with my schedule.</li> <li>• Did not really help me, was not extremely available.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• The one time there actually was a calc 2 TA in the Milstein help room, it was Esteban, and he was super nice and eloquently explained the math, I was grateful for his help.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Please see TA description in overall assessment question above.</li> <li>• Delay in returning homework. I have not received half of my homework and it is finals week.</li> <li>• Delay in returning homework. I have not received half of my homework and it is finals week.</li> <li>• Delay in returning homework. I have not received half of my homework and it is finals week.</li> <li>• I have no idea, I never interacted with them.</li> <li>• I have no idea, I never interacted with them.</li> <li>• I have no idea, I never interacted with them.</li> <li>• He could make his grading policies a bit more clear and offer more office hours.</li> <li>• He could make his grading policies a bit more clear and offer more office hours.</li> <li>• He explains problems clearly.</li> <li>• Never met her.</li> <li>• Never met him.</li> <li>• Never met him.</li> </ul>	

**Columbia University: Arts & Sciences**  
**A&S Fall 2019 Standard Evaluation**

**Course:** MATHUN1102\_003\_2019\_3-CALCULUSII

**Instructor:** Nathan Dowlin \*

**TA:** Mara Dimofte, Costin Dobrin, Gerhardt Hinkle, Noah Olander, Ahmed Shaaban, Anda Tenie, Esteban Vanegas Jr.

**Response Rate:** 101/140 (72.14 %)

12 - What is your overall assessment of the effectiveness of Ahmed Shaaban?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	4	57.14%		3.86
Very Good	(4)	0	0.00%		
Good	(3)	2	28.57%		
Fair	(2)	0	0.00%		
Poor	(1)	1	14.29%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
7/140 (5.00%)			3.86	1.57	5.00

12 - What is your overall assessment of the effectiveness of Anda Tenie?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	1	33.33%		3.00
Very Good	(4)	0	0.00%		
Good	(3)	1	33.33%		
Fair	(2)	0	0.00%		
Poor	(1)	1	33.33%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
3/140 (2.14%)			3.00	2.00	3.00

12 - What is your overall assessment of the effectiveness of Costin Dobrin?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	2	28.57%		2.86
Very Good	(4)	1	14.29%		
Good	(3)	0	0.00%		
Fair	(2)	2	28.57%		
Poor	(1)	2	28.57%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
7/140 (5.00%)			2.86	1.77	2.00

12 - What is your overall assessment of the effectiveness of Esteban Vanegas Jr.?					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	7	46.67%		3.80
Very Good	(4)	2	13.33%		
Good	(3)	4	26.67%		
Fair	(2)	0	0.00%		
Poor	(1)	2	13.33%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
15/140 (10.71%)			3.80	1.42	4.00

**Columbia University: Arts & Sciences**  
**A&S Fall 2019 Standard Evaluation**

**Course:** MATHUN1102\_003\_2019\_3-CALCULUSII

**Instructor:** Nathan Dowlin \*

**TA:** Mara Dimofte, Costin Dobrin, Gerhardt Hinkle, Noah Olander, Ahmed Shaaban, Anda Tenie, Esteban Vanegas Jr.

**Response Rate:** 101/140 (72.14 %)

**12 - What is your overall assessment of the effectiveness of Gerhardt Hinkle?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	2	28.57%		3.00
Very Good	(4)	1	14.29%		
Good	(3)	1	14.29%		
Fair	(2)	1	14.29%		
Poor	(1)	2	28.57%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
7/140 (5.00%)			3.00	1.73	3.00

**12 - What is your overall assessment of the effectiveness of Mara Dimofte?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	3	42.86%		3.43
Very Good	(4)	0	0.00%		
Good	(3)	2	28.57%		
Fair	(2)	1	14.29%		
Poor	(1)	1	14.29%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
7/140 (5.00%)			3.43	1.62	3.00

**12 - What is your overall assessment of the effectiveness of Noah Olander?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	3	33.33%		3.44
Very Good	(4)	1	11.11%		
Good	(3)	3	33.33%		
Fair	(2)	1	11.11%		
Poor	(1)	1	11.11%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
9/140 (6.43%)			3.44	1.42	3.00

**12 - What is your overall assessment of the effectiveness of Ahmed Shaaban, Anda Tenie, Costin Dobrin, Esteban Vanegas Jr., Gerhardt Hinkle, Mara Dimofte, Noah Olander?**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Excellent	(5)	22	40.00%		3.44
Very Good	(4)	5	9.09%		
Good	(3)	13	23.64%		
Fair	(2)	5	9.09%		
Poor	(1)	10	18.18%		
				0 25 50 100	TA
<b>Response Rate</b>			<b>Mean</b>	<b>STD</b>	<b>Median</b>
			3.44	1.54	3.00