

Instructor: Christensen, Jens G.

Course: Real Analysis I

14 surveys / 18 enrolled in MATH 377 A (TR 1445)

Student:1

Reason(s): Major or minor requirement

Additional Reason(s):Effort: I attend lectures and spend roughly four to five hours reviewing notes and doing problem sets every week.Understanding & Appreciation: As an applied math major, this course has introduced me to rigorous proof writing and furthered my understanding in math reasoning.Intellectual Growth:Quality: Professor Christensen gives very clear and prepared lectures. He sets high standard for assignment and exams to motivate students to progress, and provides timely feedbacks. Overall I think he is a very good instructor.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: SA	3: SA	8: SA	5: SA	2: SA	13: SA
7: SA	10: SA	14: SA	17: SA	4: SA	21: SA
9: SA	15: SA	20: SA	19: SA	6: SA	22: SA
12: SA				11: SA	
18: SA				16: SA	

Student:2

Reason(s): Major or minor requirement

Additional Reason(s): Major Requirement. Not convinced it is necessary as an applied math major, the course based strongly in pure math and feel like applied students were at a disadvantage at times because of lack of other pure math course work.Effort: Great deal of effort. Multiple office hours trips a week, would work on problem sets Sunday-Thursday.Understanding & Appreciation: I enjoyed this course way, way more than anticipated. I found the proof based learning and learning through example problems very interesting and intriguing.Intellectual Growth: It seems there were minimal applications to other subjects here at colgate, but I did notice a fair amount of connections to my other math courses.Quality: High Quality teaching. Would certainly take another class with Jens if possible. I did think the problem sets and exams were harder than necessary (some averages very low) but he says he grades will balance out based on how rest of class faired. I think that his grading scheme could be a little more transparent, but the actual teaching of the course was very strong especially compared to other profs I have had in the department

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: SA	3: A	8: SA	5: D	2: SA	13: D
7: A	10: N	14: A	17: N	4: A	21: D
9: A	15: SA	20: SA	19: A	6: A	22: SA
12: A				11: SA	
18: A				16: A	

Student:3

Reason(s): Major or minor requirement

Additional Reason(s):Effort: I put an incredible amount of effort into this course, more effort than I have ever put into any other course. I started homework assignments as soon as they were assignment and visited Professor Christensen in office hours usually about twice a week. For tests, I began studying far in advance.Understanding & Appreciation: While the course certainly contributed to my understanding of the concepts which we spoke about, it did not usually contribute to my appreciation as the low grades combined with the amount of effort that I put into the course was often discouraging.Intellectual Growth: I do think the course contributed to my intellectual growth, the type of learning required actual understanding of the topics as opposed to simply learning the material.Quality: I think Professor Christensen was very accessible, nice and a great teacher, but I think his expectations for students were often incredibly high which made students feel discouraged or not confident in their knowledge of the material.

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1: A	3: SA	8: SA	5: D	2: D	13: A
7: N	10: A	14: SA	17: N	4: N	21: N
9: A	15: A	20: SA	19: A	6: SA	22: D
12: SA				11: A	
18: A				16: N	

Student:4

Reason(s): Major or minor requirement

Additional Reason(s):Effort: Doing homework that need to put effort in, reviewing notes and problems on textbookUnderstanding & Appreciation: It further explains the principle behind calculus which is really interestingIntellectual Growth: New way of thinking of calculusQuality: Love the lectures, homework's are designed in a way that we can learn from it. The only thing that is not that satisfying is the group exercise

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1: SA	3: SA	8: N	5: A	2: SA	13: SA
7: SA	10: SA	14: A	17: N	4: SA	21: NA
9: SA	15: SA	20: A	19: SA	6: SA	22: SA
12: SA				11: SA	
18: SA				16: SA	

Student:5

Reason(s): Major or minor requirement

Additional Reason(s): jens!! lmaoEffort: I worked so so so hard for this course. I had to study for this course more than any other course I am in or have ever been in. However, the amount of time and effort I put into this course is NOT reflected by the grades I receive. I try so hard, only to receive mediocre or bad grades. It is very frustrating to put so much time, effort, and emotional energy into a class, but not receive anything as an acknowledgment of that.Understanding & Appreciation: We studied the very theoretical side of calculus which helped show why things in calculus are true.Intellectual Growth: I was very challenged to think theoretically about math. I had to try very hard in order to understand the material, yet I could barely make the necessary connections in order to be successful. I still don't really get most of this material.Quality: Christensen would present theorems, proofs, and a few examples in class. However, more often than not, the material presented in class was not enough to provide me with a reasonable understanding so that I could do the homework. The assignments and tests were insanely hard and Christensen graded very toughly, but I do not feel I was provided with enough of a base of knowledge in order to be set up for success.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: N	3: A	8: SA	5: D	2: D	13: D
7: N	10: N	14: SA	17: D	4: D	21: NA
9: N	15: A	20: SA	19: A	6: A	22: SD
12: SA				11: A	
18: A				16: SD	

Student:6

Reason(s): Interest in the course material

Additional Reason(s):Effort: The lectures are clear. And I supplement the lecture material by reading the textbook. Sometimes the homework requires a little bit thinking and takes some time, but going to office hour helps a lot.Understanding & Appreciation: I have a more well rounded view of calculus and principles of calculus.Intellectual Growth: It should be able to help with my thinking in economics.

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Quality: The lecture is very clear and organized, which saves me a lot of time in reading the textbook after class. Homework and Office hours are super helpful for my understanding of the subject. I really liked this class a lot.

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1: SA	3: SA	8: A	5: A	2: A	13: A
7: A	10: SA	14: A	17: A	4: SA	21: N
9: A	15: A	20: A	19: SA	6: A	22: SA
12: SA				11: A	
18: SA				16: A	

Student:7

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: Extensive problem sets and readings of the textbook amounted to about 10 hours of work + coming into office hours every week.

Understanding & Appreciation: Technically, I did learn what I was supposed to.

Intellectual Growth: It made me somewhat more appreciative of various fields of intellectual inquiry.

Quality: I think that Professor Christensen is a really sweet guy. Sitting with him in office hours is genuinely a good time, and I think he has a good sense of humor.

However, when it comes to class time I think that Professor Christensen is the most boring and monotone professor that I have ever had. It also does not help that his organization is sometimes lacking and he does not seem very passionate about what he is teaching most of the time. This means that reading the textbook ends up a genuinely more exciting experience than sitting in class which I find to be a real shame. I feel like there are some really interesting ideas present in the material that we are studying but then I end up not caring about them as I'm consistently falling asleep in class. Furthermore, the way that Professor Christensen schedules tests seems quite inconsiderate. For example, today we have a class 2:45-4:00 and then a test 5:00-8:00 meaning that I am essentially giving my whole afternoon to this one class which feels like too much. Essentially over 5 hours just with a long enough break that I can grab a sandwich and come back.

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1: N	3: A	8: A	5: A	2: D	13: A
7: N	10: A	14: A	17: A	4: D	21: NA
9: SD	15: A	20: SA	19: A	6: N	22: N
12: D				11: N	
18: A				16: N	

Student:8

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: This course required an excessive amount of time and energy to complete each homework set and be prepared for exams. I put so many hours in each week in an attempt to do well in the course.

Understanding & Appreciation: This course has reinforced the feelings of awe at those who can prove mathematical theorems with ease. Though I did not find myself amazed by the material I do think that the way in which this type of math comes so easily to certain people is very beautiful.

Intellectual Growth: This course expected a lot of critical thinking and independence. The material was difficult and the outside work pushed students to learn more on their own outside of the classroom in terms of proofs. I think these skills are applicable in many different fields, since the ability to approach a problem thoughtfully is a helpful skill in any career.

Quality: This course does cover difficult material and is a required course for both math majors. I think due to this the material is often dry. However, I also think that Professor Christensen could work on making his lectures more engaging. Additionally, I think sometimes he comes across a bit harsh which can be a deterrent for students needing extra help in a class such as this. It is clear though that he really cares about his students, I just think sometimes this isn't communicated in a clear way.

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1: N	3: A	8: SA	5: A	2: D	13: NA
7: N	10: N	14: SA	17: A	4: N	21: NA
9: N	15: SA	20: SA	19: A	6: A	22: N
12: SA				11: A	
18: N				16: A	

Student:9

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: This course required a lot of effort. With each week's problem set, I spent many hours trying to solve it using proofs in our notes and the book, then going to office hours at least once every week for hints. It was also necessary to put a lot of studying in on top of the problem sets before each exam.

Understanding & Appreciation: It was interesting to see different ways of doing things that I never questioned "why" in calculus.

Intellectual Growth:

Quality: I think Professor Christensen could have been more clear in how he will be giving final grades. I did not really understand the idea of "putting final grades in groups" and am confused how both the average and medians on our exams can be so low without a curve. I think that class was very focused on proofs that I could have found in the book, rather than the applications and that we used on problem sets and exams. I also think that the class was very divided between people who are pure math majors and have taken number theory, and as a result are more prepared to write proofs, and the applied math majors who seemed as a whole just very lost.

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7: N	10: N	14: SA	17: A	4: D	21: A
9: N	15: A	20: SA	19: A	6: A	22: N
12: A				11: A	
18: A				16: N	

Student:10

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: I put in a lot of effort into this course. I made appointments for his office hours once, sometimes twice, a week usually to review hw. I tried to study and understand the theorems, but as a I find with a lot of math classes, it's hard to "study".

Understanding & Appreciation: It was interesting to take ideas I had taking for granted in calc and expand them further into why they actually exist and why things like the integral and derivative work.

Intellectual Growth: Like I mentioned, this course pushed me a lot and caused me to think theoretically about the math and the ways in which ideas I had learned in high school and lower level math courses need to be proved. This definitely isn't my favorite class, and I am doing rather poorly, but the ideas behind the concepts allowed me to think critically in terms of math and other numerical items.

Quality: Christensen is clearly quite knowledgeable about the math, and specifically advanced calculus (real analysis). The way he explains things in class generally make sense (although sometimes the ideas go way over my head). The only issue I find is that sometimes it can take a while for me to "see" things like he does (like I don't look at a problem and initially know how to bind it to find an epsilon, or always realize where to apply convergent sequences and subsequences, etc) and I wish that he took into account that not everyone is thinking in that theoretical way as an approach. Lastly, this isn't necessarily related to teaching but I find it stressful having class and then an exam right after (especially since it's 3 hours), but it might not be feasible to loose a whole class day.

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7: SA	10: SA	14: SA	17: N	4: SA	21: NA
9: N	15: NA	20: SA	19: SA	6: A	22: D
12: SA				11: SA	
18: SA				16: N	

Student:11

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: I put a lot of effort into this course. I went to office hours at least once per week to go over homework, tests and questions that I had. I also made study guides for each of the exams and spent many hours on homework and studying.

Understanding & Appreciation: This course helped me better understand why things in Calculus work. Before this course I never questioned why we were told something worked, but now I have the ability and knowledge to prove the things we have learned in the past. I like that I now understand the reasoning behind many theorems in Calculus.

Intellectual Growth: This course helped me become a better problem solver and be able to think independently. Many times we had to solve proofs which involved a lot of problem solving and strategic thinking in order to get to the correct solution.

Quality: I thought the quality of teaching in this course was good. I felt that my times in office hours were very helpful, and I always walked away feeling that I learned more. I felt that one on one, Professor Christensen was very good at answering questions and explaining things I was confused about. Sometimes I felt that the tests did not match the effort I was putting into the class and that partial credit was very hard to receive. However, overall, I was very pleased with the quality of teaching and feel like I have learned a lot this semester.

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7: A	10: A	14: SA	17: N	4: A	21: NA
9: N	15: A	20: SA	19: SA	6: SA	22: A
12: A				11: SA	
18: A				16: A	

Student:12

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: 10+ hours a week.

Understanding & Appreciation: It didn't contribute anything to my Applied Mathematics major.

Intellectual Growth: This course literally made me hate math.

Quality: Horrible professor. He wasn't able to explain the course content clearly, and simply repeated what was from the textbook. When someone asks a question, he would respond with exactly what he said before and assume you understood it this time.

Effectiveness Conveying Course Material	Teacher-Student Interaction and Rapport	Course Standards and Challenge	Grading and Evaluation	Student Self-Rated Learning	Other Aspects of Teaching
1: SD	3: SD	8: SD	5: SD	2: SD	13: SD
7: SD	10: SD	14: SD	17: SD	4: SD	21: SD
9: SD	15: SD	20: SD	19: SD	6: SD	22: SD
12: SD				11: SD	
18: SD				16: SD	

Student:13

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: I have put a lot of effort into this course. Keeping up with assignments as well as tests has resulted in many hours working on course material.

Understanding & Appreciation: I really enjoyed the material we learned in this class. While very abstract and difficult to appreciate at

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times, I think this course has increased my appreciation of many of the things I knew from lower level calculus.

Intellectual Growth: I have learned new ways of studying and preparing for exams.

Quality: Professor Christensen was well prepared for class and happy to answer any questions. He was usually available both for office hours and email. I did not enjoy the group homework, because it was hard to have to take into account another person while getting homework done and I don't think partners actually got much from exchanging work. I also don't think it was fair to have tests, especially bigger exams, on the days we had class. Since I have other stuff going on, it was a lot to deal with. I wish he had been more clear about what material would be covered on each test as well. Overall, however, I enjoyed the class.

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7: A	10: A	14: SA	17: A	4: SA	21: A
9: A	15: SA	20: SA	19: A	6: SA	22: A
12: SA				11: SA	
18: SA				16: SA	

Student:14

Reason(s): Major or minor requirement

Reputation of the instructor

Interest in the course material

Additional Reason(s): I took this course because it is a requirement for my major. I wish I had a greater understanding coming into it and I wish that during the first class, the main goals were explained.

Effort: I put an absurdly enormous amount of effort into this course. Each homework problem took about over an hour to complete; in addition, there were 8 problems assigned per week. This does factor in the time I spent reviewing my notes, helping other students, and attending office hours. Per week, I spent about 15 hours on this class outside of it.

Understanding & Appreciation: My understanding of real analysis has grown significantly and I appreciate how complex and multilayered this topic is. I would like to see what current research in this field looks like.

Intellectual Growth: This course taught me how to think analytically, examine a problem from many sides and make connections. I learned how to work collaboratively, while also independently. I became comfortable asking for help. Most of all, I learned that effort does not always correspond to success.

Quality: I believe the professor is quite good. He explains the material clearly and effectively while also describing why each topic is relevant. However, I do believe he was very vague in terms of what he wanted from the students and his tests were often much more challenging than the homework, which was more challenging than the material discussed in class. It seemed that this class truly endorses Colgate's reputation as a grade deflator.

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1: SA	3: A	8: SA	5: D	2: D	13: A
7: A	10: A	14: SA	17: D	4: A	21: NA
9: D	15: A	20: SA	19: SA	6: A	22: A
12: SA				11: A	
18: A				16: A	