

Instructor: Christensen, Jens G.

Course: Real Analysis I

8 surveys / 10 enrolled in MATH 377 A (TR 0955)

## Student:1

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: For this course I did all of the homework questions as well as all of the extra questions for each assignment and handed them in on time. I also spent many hours studying for exams by going over practice questions and was at office hours once or twice a week with questions.

Understanding & Appreciation: This course helped me to better appreciate calculus and helped me think about it more deeply. I learned to better appreciate the subject itself and better understand how it came to be.

Intellectual Growth: This course challenged me a lot and my critical thinking skills. Often we had questions that required the use of multiple methods and things we have learned which required me to really think about how to get the answer and to go through multiple possible ways of completing it. I also learned new methods of solving problems and thinking about problems from the many office hours I attended.

Quality: In this course the professor was always well prepared and tried to be engaging with his material by asking us questions and writing extra notes on the board for things we did not understand. This way our notes were very helpful when doing the homework or studying. He also was always available in office hours and provided a lot of guidance and help on the homework while also always being encouraging and understanding. Overall I think the only thing that could be done better for this course is grading. I completed all of the homework and the extras and handed them in on time but was not given any points for all of this effort I put in. The only grades were based on exams so if some students neglected to show up to class or do the homework we would end up with the same grade. I wish that my effort at least counted for some more of my grade.

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

## Student:2

Reason(s): Major or minor requirement

Additional Reason(s):

Effort: I did all of the homeworks, I went to office hours often, and I re-did all of the homework problems to study for exams

Understanding & Appreciation: I feel that I have gotten much better at this subject throughout the semester. I was not the most comfortable with proofs and had never done analysis before, but now I feel that I have a much deeper understanding of the subject.

Intellectual Growth: I think one thing I learned from this class is that I have to try the problems, even if I have no idea how to do them. I learned that just looking at the problems and not even trying them will not help me learn.

Quality: The teaching of this course was very helpful for someone who has never done this kind of math before. I was worried at the beginning of this class that I would struggle because I did not have the most experience with proofs, but Prof. Christensen taught us everything we needed to know. He was also extremely helpful in office hours and led me through the problems I was struggling with without just giving me the answer. I feel that this made me much better at problem solving and working through the problems on my own.

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

## Student:3

Reason(s): Major or minor requirement

Additional Reason(s):Effort:Understanding & Appreciation:

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Intellectual Growth:Quality:

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

**Student:4**

Reason(s): Major or minor requirement

Additional Reason(s):Effort:Understanding & Appreciation:Intellectual Growth:Quality:

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:5**

Reason(s): Major or minor requirement

Interest in the course material

Additional Reason(s):Effort: Looked at the HW and thought about them, but only did them before exams. Studied for exams by reading my notes.Understanding & Appreciation: This course was a very thorough look at how you prove calculus works from first principals, and that thoroughness has really increased my understanding of what's going on "under the hood" when we integrate and differentiate. A lot of things I thought would be really difficult to prove were actually pretty easy once you had the concepts, which is super cool.Intellectual Growth: More practice writing proofs!Quality: Pretty good! Christensen is great at making sure everybody is on board, and in a class where you mostly present proofs I liked how he would solicit feedback as to whether we were convinced or not. He handled questions well, and made everything very intuitive, which is nice. There were quite a lot of examples; maybe a few too many examples when it comes to computation problems (convergence/divergence tests, for instances: once you know 1 or 2 tricks you're set). I do wish we could have moved a little quicker at the beginning, so we'd have more time to develop all this interesting stuff at the end. Also this might be personal preference, but with something like a convergence test, going theorem -> example -> proof drives me nuts: why are we being shown how to apply a test before we even know how or why it works! Theorem -> proof -> example would be preferable, in cases where the example doesn't end up outlining the structure of the proof.

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

**Student:6**

Reason(s): Major or minor requirement

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Additional Reason(s):Effort: I completed the homework sets, which were generally good preparation for the exam, and attended office hours regularly.Understanding & Appreciation: Analysis and I are not a match made in heaven but, as a math major, it is a very important subject to learn about.Intellectual Growth: I was definitely challenged by this course. As with other math courses, I learned to think about concepts from high school (in this case, calculus) in a more rigorous way.Quality: Professor Christensen is great. He genuinely cares about his students and sets us up for success—at some points this semester I found myself unable to put in as much work as I usually would, but Professor Christensen's office hours allowed me to stay caught up. This is a very difficult course, but he understands that and doesn't make us feel incapable. I really like his setup of the course and its grading.

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

## Student:7

Reason(s): Major or minor requirement

Additional Reason(s):Effort: 6/10Understanding & Appreciation: It made me more knowledgeable of the materialIntellectual Growth: It helped my critical thinking skillsQuality: Weakness: clarity in class

Strength: good office hours and homework questions that help with the tests

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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:8

Reason(s): Major or minor requirement

Additional Reason(s):Effort: I put in the necessary effort in order to gain a thorough understand of course material to apply in exams and wherever necessaryUnderstanding & Appreciation: It allowed me to appreciate the underlying mechanism that calculus is founded on and the rigour that is required in order to prove a fact is trueIntellectual Growth: It allowed me to think more independently about multi step proofs that require a comprehensive understanding of material to be used in Creative ways.Quality: The material was taught thoroughly and clearly such that I was able to make useful notes in class to refer to later. Tests were designed well with a range of difficulty of questions.

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

**Likert Key:** SA=Strongly agree, A=Agree, N=Neither agree nor disagree, D=Disagree, SD=Strongly disagree, NA=Not applicable