### Official Schedule of Courses

**Term Selection > 2002 Summer > Subjects > MATH Classes > MATH Capacities**

Last Updated: 09/09/2002 01:32 PM

<table>
<thead>
<tr>
<th>Call #</th>
<th>Sec</th>
<th>Meets</th>
<th>Open Seats</th>
<th>Enrolled/Capacity</th>
<th>Reserved Seats</th>
<th>Enrolled/Capacity</th>
<th>Number Walisted</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 22L - LABORATORY CALCULUS I</td>
<td>1057</td>
<td>01 M T W Th F 03:30 PM - 05:30 PM</td>
<td>90 / 30</td>
<td>0 / 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 33L - LABORATORY CALCULUS II</td>
<td>1058</td>
<td>01 M T W Th F 03:30 AM - 05:30 AM</td>
<td>16 / 30</td>
<td>0 / 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 103 - INTERMEDIATE CALCULUS</td>
<td>1059</td>
<td>01 M T W Th F 03:30 AM - 05:30 AM</td>
<td>6 / 30</td>
<td>0 / 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 104 - LINEAR ALGEBRA &amp; APPLICA</td>
<td>1060</td>
<td>01 M T W Th F 03:30 AM - 05:30 AM</td>
<td>16 / 17</td>
<td>0 / 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 111 - APPLIED MATH ANALYSIS I</td>
<td>1452</td>
<td>01 M T W Th F 05:45 PM - 07:00 PM</td>
<td>11 / 35</td>
<td>0 / 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Last Updated: 09/09/2002 01:32 PM

---

**Overall appraisal of the instructor: 4.91 out of 5**

There were 11 students in this course. All were present on the day this course was evaluated. Please scroll the pages to see the evaluations.
**Instructor Name:** K.S. Virbhadra

**Course Number:** 1452

**Term:** Fall

**Student Year:** Sophomore

<table>
<thead>
<tr>
<th>First Major</th>
<th>Second Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**This Course Fulfills:**

- Major Requirement
- General Studies Requirement
- Elective

**Out of Class Work:**
- 0 to 1 hour/week
- 2 to 3 hour/week
- 3 to 5 hour/week
- 6 or more hour/week

**Marking Instructions:**
- 10: No specific marking instructions provided.
- 0: Marked on the form.

**Overall Appraisal:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
I was a little worried before I took the course, because this is the first math course I took at Duke. Professor Virbhadra is very patient in teaching this course. I found I have great motivation when I took his course. There is no doubt Professor Virbhadra is the best instructor I believe during the two years I study in Duke University.

**Course Characteristics:**

- 1: Very easy
- 2: Easy
- 3: Moderate
- 4: Difficult
- 5: Very Difficult

- 1: Amount of effort/work
- 2: Intellectual stimulation

**Comments:**

The amount of work is appropriate. I think all the homework and reading assignment are carefully selected. Because I fail I understand all the materials after I did the homework.
**Course Dynamics:**

- **Overall:** 4
- **Materials:** 4
- **High:** 5
- **Version:** 5

6. I think professor Virbhadra carefully prepared every lecture. I found his handouts are very very useful, because I can't found those in any reference books. What impress me most is that professor Virbhadra is very patient in lab room, and I learned a lot.

**Appraisal of Progress:**

- **1. Not at all**
- **2. Little**
- **3. Moderately**
- **4. Fairly**
- **5. Very strongly**
- **6. Not relevant to this course**

- **b3. Gaining factual knowledge.**
- **b5. Understanding fundamental concepts and principles.**
- **b8. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.**
- **b9. Learning to synthesize and integrate knowledge.**
- **b11. Learning to conduct inquiry through methods of the field.**
- **b12. Learning to evaluate the merits of ideas and competing claims.**
- **b13. Developing skills in oral expression.**
- **b14. Developing writing skills.**

**Comments:** (e.g., specific knowledge, skills, etc. acquired, new appreciation of outlook on previous knowledge)

- **Overall, I believe professor Virbhadra is the best instructor in Duke University.**

**Additional Comments/Suggestions:**

- **I believe after I take this course, I have a solid foundation for my future graduate study.**
Trinity College Student Course Evaluation Form

Instructor Name: K.S. Vithanage

Course Number: 352

Item: Full

Student Year: 1st

First Major: 19

Second Major: (blank)

Minor: (blank)

This Course Fulfills as: Major Requirement

Out of Class Work Time: 0 to 1 hour/week

Marking Instructions:
- Use a No. 2 pencil or black ink and print only.
- Do not write anything outside the oval squares.
- Make no staples or clips on this form.

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course, 2) to inform promotion decisions, 3) to assist student's selection of courses, and 4) to help you assess how this course helps you progress with the learning objectives of the major curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal:
- Reform your overall appraisal of the course instructor using the following code:
  - 1: Very Poor
  - 2: Poor
  - 3: Adequate
  - 4: Good
  - 5: Excellent

Comments (e.g., strengths and weaknesses of the course and instructor):

The course work is very easy, but it pays off at the end. I have no negativity in this course. This course is the B+ type!

Course Characteristics:
- On the part of the items, characterize this course using the following code:
  - 1: Very Low
  - 2: Low
  - 3: Moderate
  - 4: High
  - 5: Very High

Comments (e.g., amount and type of reading, workload):

The amount of work was a lot. However, it was great at the end because I am very confident in myself after I take this class. Differential equation exam is a difficult subject and requires a lot of mathematical reasoning beforehand. However, he could teach these difficult terms in easier words; and reach more calculus problems. Also, he didn't mind reviewing calculus problems I had, and this was very helpful to me.
Course Dynamics:

On the next item, characterize this course/instructor using the following code:


6. Instructor was enthusiastic about the course. (Inst. 1)
7. Instructor was enthusiastic about the course. (Inst. 2)
8. Instructor was enthusiastic about the course. (Inst. 3)
9. Instructor was enthusiastic about the course. (Inst. 4)
10. Instructor was enthusiastic about the course. (Inst. 5)
11. Instructor was enthusiastic about the course. (Inst. 6)
12. Instructor was enthusiastic about the course. (Inst. 7)
13. Instructor was enthusiastic about the course. (Inst. 8)
14. Instructor was enthusiastic about the course. (Inst. 9)
15. Instructor was enthusiastic about the course. (Inst. 10)
16. Instructor was enthusiastic about the course. (Inst. 11)
17. Instructor was enthusiastic about the course. (Inst. 12)
18. Instructor was enthusiastic about the course. (Inst. 13)
19. Instructor was enthusiastic about the course. (Inst. 14)
20. Instructor was enthusiastic about the course. (Inst. 15)

Comments: (e.g., clarity and organization of course, student/instructor interaction)

He was very enthusiastic for teaching, and encourages students to learn a lot of things. I learned a lot, but it was very challenging, but he explained clearly and easily so that I could learn without a lot of difficulties.

He was very busy with outside of class although he was very busy in his research and others. Even late nights and weekends, I deeply appreciate it. He had a review session and individual meetings for study. He was very organized and clear as to what he taught and expected of us. Because it was clear, I had less confusion.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.


13. Understanding fundamental concepts and principles.
14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. Learning to analyze ideas, arguments, and points of view.
16. Learning to synthesize and integrate knowledge.
17. Learning to conduct inquiry through methods of the field.
18. Learning to evaluate the merits of ideas and competing claims.
19. Developing skills in oral expression.
20. Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/awareness of previous knowledge)

I learned mathematics, which is going to be very useful for me in the future. Now, I'm not lacking a lot of knowledge, but now after taking this class, I feel better and feel like I'm improved a lot.

I really appreciate taking this class. I wish I could take this class with this teacher before.

Additional Comments/Suggestions:
Trinity College  Student Course Evaluation Form

Instructor Name: K. S. Vukelja

Course Number: 1/45

Term: Fall

Student Year: 1st

First Major: Y 1

Second Major: Y 1

Minor: Other

This Course Fulfills a: Other

Out of Class Work Time: 6 or more hours

Marking Instructions:

1. Mark all boxes for a course you have taken.
2. Mark all boxes for the term in which the course was taken.
3. Mark all boxes for the semester in which the course was taken.
4. Mark all boxes for the year in which the course was taken.
5. Mark all boxes for the major in which you are enrolled.
6. Mark all boxes for the minor in which you are enrolled.
7. Mark all boxes for the requirements that this course fulfills.
8. Mark all boxes for the number of hours you spent on this course.

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course, 2) to inform promotion decisions, 3) to assist students in selecting courses, and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal:
Reflect your overall appraisal of this course/instructor using the following codes:

1. Very Poor
2. Poor
3. Adequate
4. Good
5. Excellent

Comments: (e.g., strong and weaknesses of course) and instructor)

I learned more about calculus and analysis than I thought was possible in six weeks.

Course Characteristics:

On the next lines, characterize this course using the following codes:

1. Amount of effort and work
2. Difficulty of the subject matter
3. Intellectual stimulation

Comments: (e.g., amount and type of work you did, usefulness of readings and assignments)

The home work is carefully selected and focuses on what is important in real life.
Course Dynamics:

On the next items, characterize this course/instructor using the following code:


6. ( ) Instrucor was enthusiastic about the course. (Inst. 1) ( ) Instructoe was enthusiastic about the course. (Inst. 4)
7. ( ) Instructor was accessible outside class. (Inst. 1) ( ) Instructor was accessible outside class. (Inst. 4)
8. ( ) Participation in class discussion was encouraged.
9. ( ) Course requirements/expectations were clear.
10. ( ) Feedback on examinations/papers/performance was valuable.
11. ( ) Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Professor Wilson had more dedication to his students than I have ever seen before. He clearly wanted them to do their best, and he required them to help everyone fairly and equally.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?


12. ( ) Gaining factual knowledge.
13. ( ) Understanding fundamental concepts and principles.
14. ( ) Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. ( ) Learning to analyze ideas, arguments, and points of view.
16. ( ) Learning to synthesize and integrate knowledge.
17. ( ) Learning to conduct inquiry through methods of the field.
18. ( ) Learning to evaluate the merits of ideas and competing claims.
19. ( ) Developing skills in oral expression.
20. ( ) Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of outlook on previous knowledge)

Any class or instructor I have in the future will seem either uninteresting or inferior. Although the material is difficult, it is a subject in which I think is the best way that anyone could teach it.

Additional Comments/Suggestions:
Trinity College Student Course Evaluation Form

Course Number: 1456
Term: Fall
Year: 2016
First Major: 
Second Major: 
Minor: 
This Course Fulfills a: 
Out of Class Work Time:
- 0 to 1 h/week
- 1 to 3 h/week
- 3 to 5 h/week
- 5 to 7 h/week
- 7 or more h/week

Instructor Name: K.S. Virachteena

Marking Instructions:
1. Use a No. 2 pencil or blue or black ink only.
2. Be accurate in your responses.
3. Be concise and to the point.
4. Be clear and legible.
5. Be neat and present the form.

1. The quality of this course: 
2. The quality of the instruction: (Inst. 1) 
3. The quality of the instruction: (Inst. 2) 
4. The quality of the instruction: (Inst. 3) 
5. The quality of the instruction: (Inst. 4)

Comments: (e.g., strong and weak points of course and instructor):

The course is a perfect engineering course. I appreciated the emphasis on the science and technology behind the applications. The instructor was available during office hours, provided detailed feedback on assignments, and was always willing to stop class to explain concepts or clear up confusion. The course included a fast-paced but comprehensive learning environment. I learned a lot in this course, and I have been helped in my major.

Overall Appraisal:
- Excellent
- Very Good
- Good
- Fair
- Poor

Course Characteristics:
1. Amount of effort required:
2. Amount of material:
3. Amount of work:
4. Difficulty of the subject matter:
5. Intellectual stimulation:

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments):

This course was very challenging but very rewarding. I was able to grasp the necessary concepts and apply them to new topics. I would recommend this course to other students.
Course Dynamics:

6. 1 2 3 4 5 Instruction was enthusiastic about the course. (Inst.)
7. 1 2 3 4 5 Instructor was accessible outside of class (Inst.)
8. 1 2 3 4 5 Participation in class discussion was encouraged.
9. 1 2 3 4 5 Course requirements/expectations were clear.
10. 1 2 3 4 5 Feedback on examinations/papers/performance was valuable.
11. 1 2 3 4 5 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

This instructor was an excellent example of how the material was presented, and was always available at all times to help students understand the course material and expectations.

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?


12. 1 2 3 4 5 Gaining factual knowledge.
13. 1 2 3 4 5 Understanding fundamental concepts and principles.
14. 1 2 3 4 5 Learning to apply knowledge, concepts, principles, or theories to specific situations or problems.
15. 1 2 3 4 5 Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 5 Learning to synthesize and integrate knowledge.
17. 1 2 3 4 5 Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 5 Learning to evaluate the merits of ideas and concepts.
19. 1 2 3 4 5 Developing skills in oral expression.
20. 1 2 3 4 5 Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired; new appreciation of outlook on previous knowledge)

I found how this course presented methods that will be useful in the engineering field or in other areas of applied math. It made me even more eager to learn something useful and applicable, not just abstract and theoretical.

Additional Comments/Suggestions:

[Signature]
The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist academic selection of courses; and 4) to help you assess how the course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

### Overall Appraisal:

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Poor</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>3</td>
<td>Adequate</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

1. [ ] The quality of the course.
2. [ ] The quality of the instructor. (Inst. 1)
3. [ ] The quality of the instructor. (Inst. 2)
4. [ ] The quality of the instruction. (Inst. 3)
5. [ ] The quality of the instruction. (Inst. 4)

### Course Characteristics:

<table>
<thead>
<tr>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Low</td>
</tr>
<tr>
<td>2</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Fully High</td>
</tr>
</tbody>
</table>

1. [ ] Amount of effort/work.
2. [ ] Difficulty of the subject matter.
3. [ ] Intellectual stimulation.

### Comments:

Instructor was more than willing to meet with students for extended periods of time outside of class. Was also willing to go beyond the material specified by the department provided the student wished to do so.

This course was not particularly difficult for intellectually stimulating.
Course Dynamics:
On the next item, characterize this course/Instructor using the following code:
6. Instructor was enthusiastic about the course. (Item 1)  
7. Instructor was enthusiastic about the course. (Item 2)
8. Instructor was enthusiastic about the course. (Item 3)
9. Instructor was enthusiastic about the course. (Item 4)
10. Instructor was enthusiastic about the course. (Item 5)
11. Instructor was enthusiastic about the course. (Item 6)
12. Participation in class discussion was encouraged. (Item 7)

Comments: (e.g., clarity and organization of course, student/Instructor interaction)

Appraisal of Progress:
How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course.

- 1: Not at all
- 2: Slightly
- 3: Moderately
- 4: Highly
- 5: Very Highly
- N/A: Not Applicable

12. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Comments: (e.g., specific knowledge, skills, etc. acquired; new appreciation of outlook on previous knowledge)

Additional Comments/Suggestions:

(as mentioned before, interaction was very high.)
Trinity College Student Course Evaluation Form

Instructor Name: J. G. Vianprada

Course Number: 1462

Term: Full

Student Year: 2nd

First Major: 8

Second Major: 26

Minor: 28

This Course Fulfills: General Studies Requirement

Out of Class Work Time: 0 to 1 hr/week

Marking Instructions:
- Use the 5 point scale of None to Excellent only.
- Do not include new marks this semester through this process.
- Do not place marks on this form.

CORRECT MARK: 0

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course, 2) to inform promotion decisions, 3) to assist student's selection of courses, and 4) to help you assess how this course helps you progress with the learning objectives of the Undergraduate curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as they are particularly valuable here.

Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:


1. The quality of this course.
2. The quality of the instruction, (Inst. 1)
3. The quality of the instruction, (Inst. 2)
4. The quality of the instruction, (Inst. 3)
5. The quality of the instruction, (Inst. 4)

Comments: (e.g., strong and weak points of course and instructor)

Because this was not a course for math majors, I felt disappointed about the lack of proofs and interesting homework problems. However, given the course objectives and student audience, it is appropriate and not a failure. To compensate, the prof tried to do as many proofs as possible in class or point out ones in the book or discuss things after class. The instructor's enthusiasm and availability were the best aspect of instruction. The best part of the coursework was the encouragement of computer skills with Mathematica.

Course Characteristics:

On the next items, characterize this course using the following code:


3. Amount of effort/work
4. Difficulty of the subject matter
5. Intellectual stimulation

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Differential Equations is the most exciting math, but very useful. It is also not very difficult. The textbook was a good one because it was easy to read but not lacking in rigor. Applications for what was learned in physics was interesting.
Course Dynamics:

6. 6 6 6 6 Instructor was enthusiastic about the course. (Inst. 1)
7. 6 6 6 6 Instructor was enthusiastic about the course. (Inst. 2)
8. 6 6 6 6 Instructor was enthusiastic about the course. (Inst. 3)
9. 6 6 6 6 Instructor was enthusiastic about the course. (Inst. 4)
10. 6 6 6 6 Instructor was enthusiastic about the course. (Inst. 5)
11. 6 6 6 6 Instructor was accessible outside of class. (Inst. 1)
12. 6 6 6 6 Instructor was accessible outside of class. (Inst. 2)
13. 6 6 6 6 Instructor was accessible outside of class. (Inst. 3)
14. 6 6 6 6 Instructor was accessible outside of class. (Inst. 4)
15. 6 6 6 6 Instructor was accessible outside of class. (Inst. 5)
16. 6 6 6 6 Participation in class discussion was encouraged.
17. 6 6 6 6 Course requirements/expectations were clear.
18. 6 6 6 6 Feedback on examinations/papers/performance was valuable.
19. 6 6 6 6 Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

"Again, instructor was extremely enthusiastic and available beyond the expected call of duty. He took a personal interest in each student and learned names. He was very encouraging to those having difficulty. His method of discussing individually with every student after an exam or quiz was helpful."

Appraisal of Progress:

- How much did this course contribute to your progress on the following learning objectives?
  - Use N/A if the learning objective was not relevant to this course.
  - 1 = Not at all, 2 = Lightly, 3 = Moderately, 4 = Highly, 5 = Very Highly
  - 03 Gaining factual knowledge.
  - 03 Understanding fundamental concepts and principles.
  - 03 Learning to analyze ideas, arguments, and points of view.
  - 03 Learning to synthesize and integrate knowledge.
  - 03 Learning to conduct inquiry through methods of the field.
  - 03 Developing skills in oral expression.
  - 03 Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc., acquired, new appreciation or outlook on previous knowledge)

"Learning Mathematics was one of the best things. The instructor's hands-on made it easier to learn while stressing the importance. Requiring the use of Mathematics on homework made sure we absorbed and understood the knowledge. I'm sure as a Math major at Duke it will serve me well. The repetition between 110 and 104 (which I have taken) was minimized by the new application of linear algebra to differential equations."

Additional Comments/Suggestions:
The purpose of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

### Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

<table>
<thead>
<tr>
<th>Unlikely</th>
<th>Maybe</th>
<th>Likely</th>
<th>Strongly Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. [ ] The quality of this course.
2. [ ] The quality of the instruction. (Inst.1)
3. [ ] The quality of the instruction. (Inst.2)
4. [ ] The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor):

Thoroughly covered; nothing left that was omitted or not talked about sufficiently.

Instructor makes sure students understand everything covered, demanding of his students, which I believe helps everyone understand better. Instructor committed to his class room.

### Course Characteristics:

On the next lines, characterize this course using the following code:

<table>
<thead>
<tr>
<th>Likely</th>
<th>Some</th>
<th>Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. [ ] Amount of effort involved.
2. [ ] Difficulty of the subject matter.
3. [ ] Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments):

Lots of long homework.

Good computer integration, lots of analytical thinking.
Course Dynamics:

- Instructor was enthusiastic about the course. (Inst. 1)
- Instructor was enthusiastic about the course. (Inst. 2)
- Instructor was enthusiastic about the course. (Inst. 3)
- Instructor was enthusiastic about the course. (Inst. 4)
- Instructor was accessible outside of class. (Inst. 1)
- Instructor was accessible outside of class. (Inst. 2)
- Instructor was accessible outside of class. (Inst. 3)
- Instructor was accessible outside of class. (Inst. 4)

Comments: (e.g., clarity and organization of course, student/instructor interaction)

- Dr. Veha was very available outside of class and encouraged lots of interaction on face-to-face level.
- He would meet up with individuals after every test to go over what they did not understand.

Appraisal of Progress:

- How much did this course contribute to your progress on the following learning objectives?

<table>
<thead>
<tr>
<th>Objective</th>
<th>Not at All</th>
<th>A Little</th>
<th>Moderately</th>
<th>Highly</th>
<th>Very Highly</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gaining factual knowledge</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. Understanding fundamental concepts and principles.</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>3. Learning to apply knowledge, concepts, principles, or theories to a</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>specific situation or problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Learning to analyze ideas, arguments, and points of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Learning to synthesize and integrate knowledge.</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>6. Learning to conduct inquiry through methods of the field.</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>7. Learning to evaluate the merits of ideas and competing claims.</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>8. Developing skills in oral expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Developing writing skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

- Lots of analytical thought (Mathematical Logic behind Physical Systems)
- Developed much skill in use of "Mathemtica" computing program.

Additional Comments/Suggestions:

- Recommended course & instructor. Instructor is demanding but thorough & good.
### Instructor Name

K. S. Dhillon

### Course Number

1452

### Marking Instructions

- Use a No. 2 pencil or blue/red ink pen to write
- Do not write marks that extend through the paper
- Make no erasure marks on this form

**CORRECT MARK:**

<table>
<thead>
<tr>
<th>Major Requirement</th>
<th>General Studies Requirement</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how the course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as necessary.

**Overall Appraisal:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comments:**

Mathematics has never been something I enjoy. This is not, however, this course is definitely something to enjoy. The professor is incredibly helpful, students encourage each other, and you feel as if you can do anything. This is the most dedicated instructor I have ever known! He is there for students anytime they need help. Outside class, he is an excellent tutor. He is easily the most helpful professor I have had. He has not only taught me a lot, but has helped me make it up, as it was not a big problem.

**Course Characteristics:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Very Low</th>
<th>Low</th>
<th>Neutral</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Comments:**

Though the course is difficult, it is not hard if you enjoy it. But it would be quite hard without instructor's help.
### Course Dynamics:

- **6.** The instructor was enthusiastic about the course. (Int. 1)
- **7.** The instructor was accessible outside of class. (Int. 2)
- **8.** Participation in class discussions was encouraged.
- **9.** Course requirements/expectations were clear.
- **10.** Methods of evaluating student work were fair and appropriate.

### Appraisal of Progress:

<table>
<thead>
<tr>
<th>How much did this course contribute to your progress on the following learning objectives?</th>
<th>1. Not at all</th>
<th>2. At little</th>
<th>3. Moderately</th>
<th>4. Highly</th>
<th>5. Very highly</th>
<th>N/A - Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Understanding fundamental concepts and principles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Learning to analyze ideas, arguments, and points of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Learning to synthesize and integrate knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Learning to conduct inquiry through methods of the field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Learning to evaluate the merits of ideas and competing claims.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Developing skills in oral expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Developing writing skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments/Suggestions:

- The instructor's presence is also valuable for students.
- Communication with the instructor is excellent.
- I would recommend this instructor to anyone.
Trinity College  Student Course Evaluation Form

Instructor Name: K.S. Verghese

Course Number: [Instructor's course number]

Term: [Term of the course]

Student Year: [Student's year]

First Major: [Student's first major]

Second Major: [Student's second major]

Minor: [Student's minor]

This Course Fulfills a: [Indicate if the course fulfills any academic requirements]

Out of Class Work Time: [Indicate the estimated out of class work time]

Marking Instructions:

- Do not use initials or abbreviations.
- Do not use any marks on this form.

Correct Mark: [Proper marking instructions are provided]

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course, 2) to inform promotion decisions, 3) to assist student's selection of courses, and 4) to help you assess how this course helps you progress with the learning outcomes of the joint curriculum. Please respond to each item using the indicated code. Please note the space provided for comments, as faculty particularly value these.

Overall Appraisal:

1. [Rating] (1-5) The quality of the course.
2. [Rating] (1-5) The quality of the instruction (Inst.1)
3. [Rating] (1-5) The quality of the instruction (Inst.2)
4. [Rating] (1-5) The quality of the instruction (Inst.3)
5. [Rating] (1-5) The quality of the instruction (Inst.4)

Comments (e.g., strong and weak points of course and instructor):

Dr. Verghese was highly enthusiastic and presented the information in simple but accurate terms. His initial enthusiasm in understanding him quickly dissipated and did not prove to be an obstacle after the first few days. While the scope of the course seemed rather limited, Dr. Verghese did an excellent job incorporating additional material for those who were interested.

Course Characteristics:

1. [Rating] (1-5) Very Low
2. [Rating] (1-5) Low
3. [Rating] (1-5) Moderate
4. [Rating] (1-5) High
5. [Rating] (1-5) Very High

Comments (e.g., amount and type of thinking you did, usefulness of readings and assignments):

Overall, this was not a very demanding course. At times, some of the homework seemed superfluous for those with a good grasp on the material. For instance, I think much (if not all) of the homework could be made optional for students maintaining a certain course grade. Since Dr. V. put so much effort into the course, his care for student motivation could enable him to accept certain ones from more lenient assignments.
Course Dynamics:

- Instructor was enthusiastic about the course. (Inst. 1)
- Instructor was enthusiastic about the course. (Inst. 2)
- Instructor was accessible outside of class. (Inst. 1)
- Instructor was accessible outside of class. (Inst. 2)
- Participation in class discussion was encouraged.
- Course requirements/expectations were clear.
- Feedback on examinations/papers/performance was valuable.
- Methods of evaluating student work were fair and appropriate.

Comments: (e.g. clarity and organization of course, student/instructor interaction)

There was clearly a lot of preparation behind the lectures, and Dr. U. met frequently with students to discuss progress. As mentioned, I had one complaint with course expectations, as the level of detail expected in homework responses was not expressed until after the first assignment. However, everything else seemed fair.

Appraisal of Progress:

- How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course.
  - N/A: Not applicable
  - Weakly
  - 2 Very weakly
  - 3 Weakly
  - 4 Moderately
  - 5 Strongly
  - Very Highly
  - N/A: Not Applicable

1. Gaining factual knowledge.
2. Understanding fundamental concepts and principles.
3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
4. Learning to analyze ideas, arguments, and points of view.
5. Learning to synthesize and integrate knowledge.
6. Learning to conduct inquiry through methods of the field.
7. Learning to evaluate the merits of ideas and competing claims.
8. Developing skills in oral expression.
9. Developing writing skills.
10. Developing writing skills.

Comments: (e.g. specific knowledge, skills, etc. acquired, new appreciation of subject, new appreciation of previous knowledge)

Additional comments/suggestions:

Given course expectations (according to the syllabus), I felt it easy to gain knowledge, understand, and apply it under Dr. U.'s instruction.

Despite the fairly limited extent of the course, I found it rewarding and enjoyable overall.
### Course Information

**Instructor Name:** K. S. Virbhadrak

**Course Number:** 1452

**Term:** Fall

**Student Year:** 4th

**First Major:** 9

**Second Major:** 9

**Minor:** 9

**This Course Fulfills:** 9

**Out of Class Work Time:**
- 0 to 1 hour
- 1 to 3 hours
- 3 to 5 hours
- 6 or more hours

### Marking Instructions
- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

### Overall Appraisal

Reflect your overall appraisal of the course/instructor using the following code:
- 1 - Very Poor
- 2 - Poor
- 3 - Adequate
- 4 - Good
- 5 - Excellent

1. 4 2 3 5 O The quality of this course.
2. 4 2 3 5 O The quality of the instruction. (Inst. 1)
3. 4 2 3 5 O The quality of the instruction. (Inst. 2)
4. 4 2 3 5 O The quality of the instruction. (Inst. 3)

### Comments (e.g., strong and weak points of course and instructor)

The instructor was dedicated to teaching. He also spent as much time as needed outside of class to help with understanding the material.

### Course Characteristics

1. 4 2 3 5 O Amount of effort/work.
2. 4 2 3 5 O Difficulty of the subject matter.
3. 4 2 3 5 O Intellectual stimulation.

### Comments (e.g., amount and type of thinking you did, usefulness of readings and assignments)

The course required too much time.
Comments: (e.g., clarity and organization of course, student/instructor interaction)

Appraisal of Progress:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor &amp; explanation</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Course requirements/expectations</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Participation in class discussion</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Methods of evaluating student work</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation or outlook on previous knowledge)

Additional Comments/Suggestions:

Mark Refect® forms by NCS Pearson EM-297709-4894021 E034 Printed in U.S.A. Copyright © 2002 NCS Pearson, Inc. All rights reserved.
Trinity College  Student Course Evaluation Form

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Course Number</th>
<th>Term</th>
<th>Student Year</th>
<th>First Major</th>
<th>Second Major</th>
<th>Minor</th>
<th>This Course Meets a</th>
<th>Out of Class Week Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.S. Vrabida</td>
<td>1[4]52</td>
<td>Fall</td>
<td>1st</td>
<td>9</td>
<td>7</td>
<td>1-2</td>
<td>Major Requirement</td>
<td>0 to 1 h/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>1-2</td>
<td>General Studies Requirement</td>
<td>1 or 2 h/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>1-2</td>
<td>Elective</td>
<td>3 to 5 h/week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>1-2</td>
<td>Other</td>
<td>6 or more h/week</td>
</tr>
</tbody>
</table>

Marking instructions:
- Use a No. 2 pencil or blue black ink only.
- Do not use pens with ink that soaks through the paper.
- Make no changes on this form.
-Correo MARK: ○

The purpose of this survey includes the following: 1) to provide you with data on the quality of the course; 2) to inform program decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress toward your degree objectives of the Duke curriculum. Please respond to each item using the indicated code. Place the use of the space provided for comments, at least particularly where these.

Overall Appraisal:

<table>
<thead>
<tr>
<th>Reflections</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of this course.</td>
<td>1-5</td>
</tr>
<tr>
<td>The quality of the instruction.</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Comments (e.g., strong and weak points of course and instruction):

Prof. Vrabida is one of the most hardworking and enthusiastic professors I have ever encountered at Duke. His love of the subject and devotion to his students are clear. Unfortunately, these traits occasionally manifest themselves in unplanned ways, even as he expects his students to be as single-minded as him. I know this because I was dismayed to find, very long assignments regularly scheduled on Friday, nights and weekends without, I was not told that he had a general respect for the students time, often running classes late. It scheduled the last and organizing any mandatory meetings out of class. Aside from his small quirks, Prof. Vrabida were great. He was willing to meet for any amount of time outside of class and provide extra resource. He clearly wanted to see students do well and, and I was very happy.

Course Characteristics:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of work</td>
<td>1-5</td>
</tr>
<tr>
<td>Difficulty of the subject matter</td>
<td>1-5</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Commentary (e.g., amount and type of thinking you did, usefulness of readings and assignments):
## Course Dynamics:

1. **Instructor was enthusiastic about the course.**
   - 1 = Very Low
   - 2 = Low
   - 3 = Moderate
   - 4 = High
   - 5 = Very High

2. **Instructor was accessible outside class.**
   - 1 = Very Low
   - 2 = Low
   - 3 = Moderate
   - 4 = High
   - 5 = Very High

3. **Participation in class discussion was encouraged.**
   - 1 = Very Low
   - 2 = Low
   - 3 = Moderate
   - 4 = High
   - 5 = Very High

4. **Comments: (e.g., clarity and organization of course, student/instructor interaction)**

---

## Appraisal of Progress:

<table>
<thead>
<tr>
<th>Objective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Getting factual knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>13. Understanding fundamental concepts and principles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15. Learning to analyze ideas, arguments, and points of view.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>16. Learning to synthesize and integrate knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>17. Learning to conduct inquiry through methods of the field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>18. Learning to evaluate the merits of ideas and competing claims.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>19. Developing skills in oral expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20. Developing writing skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Comments: (e.g., specific knowledge, skills, etc., acquired, new appreciation of/outlook on previous knowledge)**

---

## Additional Comments/Suggestions:

---