

Mathematics Department – University of California, Santa Barbara

Instructor: Martin Scharlemann Course #: 145 Quarter: Spring 2010

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+ Checks understanding of material regularly

+ Reiterates key concepts

+ Organized boardwork

+ Entertaining

- Discussion sections could be better organized or more efficient

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

+ Cheap textbook is nice

+ Clear and organized book

+ Useful information; a good basis for higher math esp. topology

+ Good pacing, especially for students ~~just~~ starting to take upper-division math

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Instructor: Scharlemann Course #: 145 Quarter: S'10

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Presentation was very clear and proofs were given at a good pace (on the fast side).

But prof. often comes off as too smart to answer dumb questions and does not exhibit the same willingness to help students ~~learn~~ that I found in Yaqub, Millott, and other math professors.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Covered a good range of topics

and was of appropriate difficulty for an advanced undergrad course

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Instructor: Scharlemann Course #: Math 145 Quarter: S 10

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Well-organized lecture. His ^{teaches} speed is a little faster than standard speed, which is good because it helps me to think faster. He is a little tough during discussion, but again, it is helpful.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Preview and review are essential.

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It was all proofs, no example, maybe
like one every 3 lectures.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Difficult material

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Explains subject clearly. Good examples. Funny on occasion.

Approachable during office hours. Lectures well organized

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Very difficult. Moved too fast. Too many concepts that must be mastered immediately. Book was pretty terrible.

Mathematics Department – University of California, Santa Barbara

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good explanation of proofs,
good preparation on making diff
lectures flow together.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Good text, challenging but
good place to start learning
topology.

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It is refreshing to have a math teacher who ~~is~~ is able to effectively communicate his lecture. He is easy to understand and willing to adapt to the needs of the class.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Important course for many other UD math courses, Helps in ODEs and PDEs especially.

Mathematics Department – University of California, Santa Barbara

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He knows everything about Topology, and he has passion ~~to~~ for teaching.

But he doesn't hand out the answer of H.W. ~~or~~ or exam, so it is difficult to study.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

The text book is fair, but ~~is~~ a kind of mean because too simple (poor explanations).

Mathematics Department – University of California, Santa Barbara

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There should be more graded problems in the homework because only choosing 2 problems out of 8 to grade does not accurately reflect the how well the homework was done over all, I wouldn't mind getting the homework back later. O.H. very helpful

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

I do not like the book at all, the proofs are not as in depth as I would like and I had to use extra sources online to find better explanations if I did not have time to go to O.H.

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Teaching was very thorough. He explained step by step not only ~~at~~ how to do problems, but also how to think about how to do problems. If a student was unsure about something, he ~~explained~~ ~~the~~ ~~problem~~ ~~was~~ ~~and~~ ~~then~~ ~~found~~ ~~the~~ ~~best~~ ~~way~~ ~~to~~ ~~explain~~ ~~the~~ ~~material~~ ~~for~~ ~~the~~ ~~student~~ ~~to~~ ~~understand~~ ~~the~~ ~~first~~ ~~understand~~ what the problem was, and then found the best way to explain the material for the student to understand.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

The course was very interesting. I look forward to learning more about Topology later.

Mathematics Department – University of California, Santa Barbara

Instructor: Scharleman Course #: 145 Quarter: SPRING

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awesome teacher, very clear and easy to learn from. I had fun coming to lecture.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

good course, not incredibly difficult, but challenging, good book, not much to improve, study your class notes.

Mathematics Department – University of California, Santa Barbara

Instructor: M. Scherlemann Course #: ^{Math} 145 Quarter: 3/0

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Prof. Scherlemann is always very prepared, and writes very neatly. He is also very clear. The amount of homework is fair and he offers a lot of help. ~~The assignments are difficult.~~

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

The textbook was cheap, the class is a little difficult. ~~After~~

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Instructor: Schurlemann Course #: 145 Quarter: S 10

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Prof. Schurlemann is an interesting and engaging lecturer. He comes across as personable and knowledgeable, and is always willing to stop to clarify points. The workload is challenging, but manageable, and never boring.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

Highly recommended for anyone who is interested in higher math. Course starts off easy, but quickly picks up (never to an unmanageable level, though.)

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Professor Scharlemann is very good at connecting mental pictures to proofs, which is something I appreciate. ~~He does it~~

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

It was a pretty good course. I had wanted to do the ~~mental~~ stuff I had heard about topology like constructing various 3-d objects and seeing if they are homeomorphic, which we did not get to do

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Professor Scharlemann is very clear when lecturing and offers students to take excellent notes. He is very complete in writing and explaining proofs on the board and he is always answering student's questions. He also follows the book very closely, which makes it easy to stay on track.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

I love the class, the only part I see wrong is that most students want to learn about topology, and this class is only an introduction. Also there is too much overlap with other classes. Make Math 117 or Math 118, A

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He writes and speaks about what he is writing too quickly. It's difficult to follow through @ the end of a proof why it is proven. The logic is sound, I just get lost in trying to copy so fast that I never really follow what is being said, which may be important to remember later.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

The course is very difficult. There is much material and the choice of text is lousy. I'd rather spend \$200-\$300 on a book I like rather than try to save and lose quality.

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The professor was clear in his presentation and very knowledgeable on the material of the course. The homework was slightly difficult because of the level of detail involved sometimes.

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

The textbook was the only issue. It gives a cursory explanation of certain topics because of its brevity.

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He seems motivated and able to provoke us to take an interest in the subject. However, he sometimes puts students on the spot and makes them feel uncomfortable in answering a question out loud. Once he loudly said "FAIL" after a student gave ~~me~~ a counterexample that did not disprove the statement. I thought it to be rather rude.

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The course seems all right to me.

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good at giving simple proofs

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

spent too much time on simple set theory

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- In class ^{teaching} has been very good, ^{however} overall I have ~~three~~ two complaints: a few instances of over-the-top condescension, and the necessity of the Wednesday problem session

2. Please comment on the course (for example: Content, level of difficulty, textbook, physical conditions of the room and chalk or white boards, suggestions for improvement, advice to students who might take this class, etc.) Continue on back if necessary.

text book was terrible... I found myself relying more on my internet search bar than the book, who's favorite practice was to ask problems with undefined terms, and ~~at~~ vague definitions