



Rutgers University Student Instructional Rating

Fall 2024

Spiro, Samuel - SAS703

Calculus I For The Life And Social Sciences -

01:640:135:70, 71, 72

Survey Form: *Standard SIRS

Enrollment: 79

University-wide Instructor Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
The instructor Samuel Spiro was prepared for class and presented the material in an organized manner.	0	2	9	7	11	29	3.93	4.22	4.29	4.28
The instructor Samuel Spiro responded effectively to student comments and questions.	0	1	3	11	14	29	4.31	4.21	4.25	4.24
The instructor Samuel Spiro generated interest in the course material.	1	1	4	8	15	29	4.21	4.10	4.14	4.13
The instructor Samuel Spiro had a positive attitude toward assisting all students in understanding course material.	1	1	2	4	21	29	4.48	4.36	4.38	4.37
The instructor Samuel Spiro assigned grades fairly.	1	1	2	11	14	29	4.24	4.23	4.27	4.27
The instructional methods of Samuel Spiro encouraged student learning.	3	1	3	7	15	29	4.03	4.12	4.16	4.15

Teaching Effectiveness

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the teaching effectiveness of the instructor Samuel Spiro as:	3	2	5	12	17	39	3.97	4.06	4.11	4.10

University-wide Course Questions

Weight of responses: 1=SD (Strongly Disagree), 2=D (Disagree), 3=N (Neutral), 4=A (Agree), 5=SA (Strongly Agree), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	SD	D	N	A	SA	Resp	Section	Course	Level	Dept
I learned a great deal in this course.	3	2	3	13	8	29	3.72	4.03	4.12	4.14
I had a strong prior interest in the subject matter and wanted to take this course.	2	7	6	11	3	29	3.21	3.38	3.50	3.57

Course Quality

Weight of responses: 1=P (Poor), 2=F (Fair), 3=A (Average), 4=G (Good), 5=E (Excellent), Resp=Number of Student Responses

Weighted Means: Section, Course, Level, Department

	P	F	A	G	E	Resp	Section	Course	Level	Dept
I rate the overall quality of the course as:	4	2	11	15	6	38	3.45	3.76	3.89	3.91

What do you like best about this course?

These comments are intended for all instructors.

Comments
The best part was being in an environment that was collaborative and interesting. Sprio would always pick on random students making it so you had to pay attention which I liked.
I didn't like taking this class. I don't like math. I don't like the grading of Calc 135. Yet, I will admit that Sam and Victor were probably the best parts of this course since they helped me understand the content.
There are a lot of practice problems and resources available.
The Professor
Nothing– worst course in terms of quality and fairness.
The lectures by spiro
I like how we had a lot of resources and materials to study with, so I never felt unprepared.
Sam – He was very interactive with the class, just had good vibes and energy. He wasn't a typical boring math teacher. It wasn't a typical boring lecture hall class. This made it easy to pay attention. Depsite his handwriting, I really liked that he would write on the chalk board (instead of using a projector and a iPad); this made it really easy to write down notes as he does. iPad teachers write so fast and move so quick, but Sam taught at a very reasonable and understandable pace.
I like how Dr. G's notes and manual are accessible at any time to help me review material before and after lecture.
This is an introductory college math course, and it is very important.
The lectures.
I like the style of lectures.

If you were teaching this course, what would you do differently?

These comments are intended for all instructors.

Comments
I would make it two midterms as opposed to 3. Those two midterms covering more material.
Change the grading so I don't lose 10 points off a problem for one minor mistake.
Different TA
Teach examples on ALL different types of problems in a specific criteria/subject matter, rather than leaving it to us to teach everything. Have recitation teachers also teach/explain to us as well.
The recitation quizzes are graded a bit more leniently. For example, if we use Spiro's way of solving it instead of professor Aranda's, we shouldn't get points taken off.
I would perhaps add more emphasis to the importance of understanding exactly what it is we are doing, definition wise.
I would teach the students a little more about the specific ways the graders want to see your answer formatted; I found I was getting points off on exams because I missed a symbol here and there that I didn't know was necessary/I thought was implied. I would've liked it if proper formatting was a little bit more explicitly stated and prioritized.
If I was teaching this course, I wouldn't really do anything differently. I think everything was pretty straightforward and there was enough practice problems and helpful resources posted for students.
I thought I'd add some real-life examples to help explain the math concepts.
I wouldn't do anything different,
n/a

In what ways, if any, has this course or the instructor Samuel Spiro encouraged your intellectual growth and progress?

These comments are unique to the instructor Samuel Spiro.

Comments
He was always there to provide help as needed and was clear and concise in answers questions for the most part.
Sam is great. He's helpful during lecture and teaches a lot. He gives us sample problems so it feels like he isn't just walking us through what to do, but helping us make sure we understand what to do without his help. Sam makes it very clear that Calculus is hard, and that the lectures alone aren't enough to succeed in the course. Overall, Sam is an excellent professor who has encouraged me to do better in Calculus.
I enjoyed the lectures, but often, it felt like they were a bit too fast-paced to grasp the material. I would always find myself relearning the content covered in the lectures on my own.
Professor Spiro was great at explaining concepts and approaches to solving problems that allowed me to truly understand the course material.
None
He emphasizes in-class participation and is always sure to check if students understand the material and fully answer any questions.
—
The practice problems during class helped me test my knowledge on the material that was presented during lecture. Starting off the class with 2–3 practice problems from the previous lecture was also very helpful as it offered a form of review for my studies.
His classes are very interesting and he values every student's understanding
Professor Spiro is open to questions and is willing to go over a question step by step for better understanding. Also, he teaches tricks to solve a problem more easily.
He is very interactive with the class.

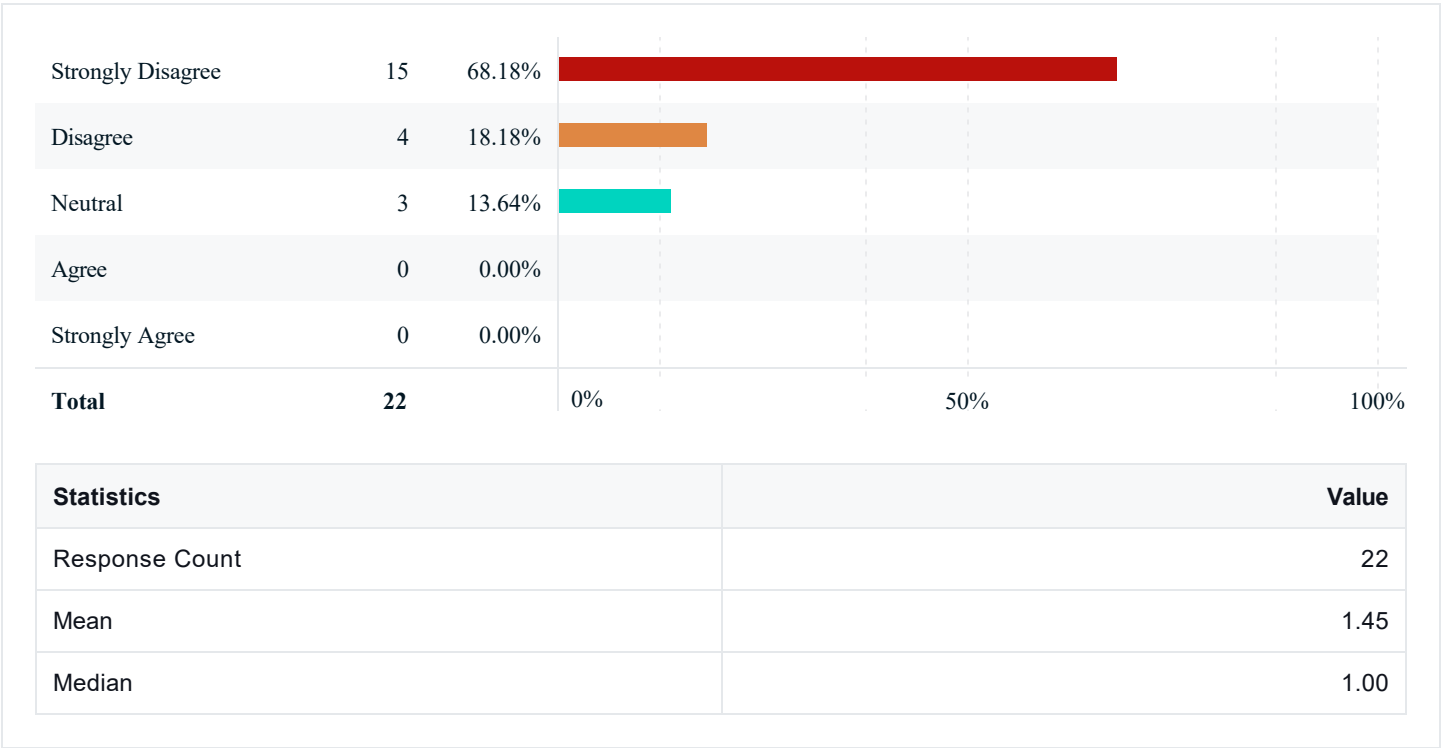
Other comments or suggestions:

These comments are intended for all instructors.

Comments
None.
N/A.
More example exams are needed, especially sample final exams. The sample exams given felt not up to par with the actual exams.
The course should be taught differently as well as graded differently. I don't believe the teaching methods were done well and the teaching yourself to learning from your professor ratio was 97:3. This class is EXTREMELY difficult if you did not take calculus in high school, as many did not. I also think the gentleman (Dr. G) grading the exams/midterms was also extremely unfair. Our professors as a whole (not just Spiro, throughout all Math 135 professors) unprepared us for his grading style– as said by hundreds of students on all platforms.
N/A
n/a

Questions Created by Department

I have visited the Math Help Center multiple times this semester to seek help for this course. Please choose your response as follows: Strongly Disagree = Never visited MHC; Disagree = Visited just once; Neutral = more than one but less than 5 visits; Agree = between 5 and 10 visits; Strongly Agree = more than 10 visits



The Math Help Center has helped me improve my performance in this course
(only answer if you have visited the Math Help Center for this class)

