

# Teaching Background and Evaluations

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The following provides a list of courses I have taught. The first section lists courses in which I was the instructor, responsible for all aspects of the course. The second section lists courses for which I was a teaching assistant, running weekly recitations.

My recent teaching has been at CUNY, and is noted below. The rest of the listed teaching experience, was while I was a graduate student at Carnegie Mellon.

Following each course (when the information is available), for each section, I indicate the number of students enrolled and my average evaluation score. These scores are based on anonymous student responses at the end of each course. Due to changing school policies, some courses are evaluated by the Faculty Course Evaluations (FCE), and others by the Feedback and Evaluation for TAs (FET). The FCE has a maximum score of 5, while the FET has a maximum score of 4.

## Instructor

Fall 2010 (Queens College, CUNY)

*Discrete math for computer science* (Math 120): Introduction to discrete structures and proofs, for computer science majors.

*Discrete math for math majors* (Math 220): Introduction to discrete structures and proofs, for math majors.

Spring 2010 (Queens College, CUNY)

*Calculus I* (Math 151): First course in fast calculus sequence for engineers and math majors.

*Precalculus* (Math 122): Preparatory for calculus.

Fall 2009 (Queens College, CUNY)

*Calculus I* (Math 151)

*Discrete Math* (Math 220)

*Differential Equations* (Math 223): For math majors and engineers.

Summer 2008 (City College, CUNY)

*Linear Algebra* (Math 2600E): A graduate course in education, for middle school and high school teachers

18 students (no official evaluations, though unofficial comments from the students are available).

Summer 2001 *Discrete Math* (21-228): Mainly for math, computer science, and engineering sophomores

7 students, FCE 3.67/5.0

Summer 1999 – *Calculus of Approximation* (21-118): Final two courses in freshman Calculus sequence

8 students, FCE 4.33/5.0

– *Integration and Differential Equations* (21-117)

11 students

## Teaching Assistant

Spring 2003 *Discrete Math*

section 1: 21 students, section 2: 12 students

Fall 2002 *Calculus in 3D* (21-259): Sophomore level Calculus

section 1: 24 students, FET 3.22/4.0

section 2: 27 students, FET 3.47/4.0

Spring 2002 – *Calculus of Approximation* (21-118)

section 1: 35 students, FET 3.07/4.0

section 2: 35 students, FET 3.77/4.0

– *Integration and Differential Equations* (21-117)

section 1: 30 students, FET 3.33/4.0

section 2: 34 students, FET 3.58/4.0

Fall 2001 *Calculus for Humanities Students 2* (21-112)

section 1: 32 students, FET 3.59/4.0

section 2: 32 students, FET 3.54/4.0

Spring 2001 *Discrete Math*

section 1: 23 students, FET 2.71/4.0

section 2: 28 students, FET 3.0/4.0

Fall 2000 *Calculus in 3D*

section 1: 32 students, FET 3.38/4.0

section 2: 32 students, FET 3.75/4.0

Spring 2000 *Discrete Math*

section 1: 35 students, FCE 3.77/5.0

section 2: 56 students, FCE 3.92/5.0

Fall 1999 – *Calculus of Approximation* (21-118)

section 1: 7 students, FCE 4.25/5.0

section 2: 18 students, FCE 4.33/5.0

– *Differential Calculus* (21-115): First course in freshman Calculus sequence

section 1: 6 students, section 2: 11 students

Spring 1999 *Concepts of Mathematics* (21-127): Precursor to discrete math, for freshman

30 students, FCE 3.93/5.0

Fall 1998 – *Calculus of Approximation* (21-118)

section 1: 26 students, FCE 2.91/5.0

section 2: 23 students, FCE 3.91/5.0

– *Integration and Differential Equations* (21-117)

section 1: 28 students, FCE 3.06/5.0

section 2: 23 students FCE 3.33/5.0

Spring 1998 *Calculus 2* (21-122): Freshman Calculus for business students

section 1: 22 students, FCE 4.40/5.0

section 2: 23 students, FCE 4.07/5.0

Fall 1997 *Calculus 1* (21-121): Freshman Calculus for business students

section 1: 23 students, FCE 3.84/5.0

section 2: 20 students, FCE 4.15/5.0