College of Engineering, Cornell University
Course Evaluation Response Summary
Semester: Fall 2021   Course Owner: CS
Course: CS 2800 Lec 1   CID: 1009343
Instructor: Schalekamp
276 Responses, 417 Enrolled, 66.19% Response

Question	Mean	Count	1	2	3	4	5
11. [Course Content] Preparation: How well prepared were you to learn the material in this course? 1. Very under prepared, more pre-requisites needed 2. Under prepared 3. Adequately prepared 4. Over prepared in some areas 5. Over prepared, material largely duplicates pre-requisites	3.07	271	5	31	190	31	14
12. [Course Content] Content Organization: Did the course structure and organization facilitate your learning? 1. Very disorganized, significantly hindered my learning 2. Somewhat disorganized 3. Adequately organized 4. Well organized 5. Very well organized and structured, significantly enhanced my learning	3.59	271	4	27	89	108	43
13. [Course Content] Synthesize & Apply Content: This course challenged me to synthesize ideas, think critically about the content, and apply the material to unfamiliar topics and problems. 1. Not at all 2. Occasionally 3. Every few classes 4. Many classes and assignments 5. Nearly every class and assignment	3.94	271	8	17	43	117	86
14. [Course Content] Examples & Applications: Were the number and variety of examples and practical applications presented appropriate to the course content and for your learning style? 1. No, almost no examples 2. A few, but insufficient number and/or mostly trivial 3. Some, but more or higher quality would have been helpful 4. Yes, including some very good ones 5. Excellent use of examples and applications that significantly increased my understanding of the material	3.67	271	4	20	89	107	51
21. [Course Delivery] Lectures: As a whole, were lectures clear, well-structured, free of significant or frequent errors, and did they appropriately cover the course content? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good	4.22	269	2	9	40	94	124
22. [Course Delivery] Context: Did the lecturer motivate the course content and place it in the context of your major or your overall engineering education (beyond fulfilling a degree requirement)? 1. No 2. Somewhat 3. Adequately 4. Mostly 5. Absolutely	3.90	271	6	26	53	91	95

Question	Mean	N	1	2	3	4	5
23. [Course Delivery] Engagement: Did the lecturer present material in an engaging way, which improved your understanding of the course content? 1. No, generally boring 2. Rarely engaging 3. Generally held my attention 4. Engaging 5. Very engaging and often required actively thinking about material	3.99	271	4	15	64	84	104
31. [Recitation or Discussion Section] Was the section effective in increasing your understanding of, and ability to use, the course material? 1. No, usually poorly done 2. Sometimes 3. Usually adequate 4. Usually good 5. Nearly always very good	3.34	268	26	44	71	68	59
41. [Laboratory Section] Lab Activities: How valuable were laboratory activities in enhancing your learning in this course (e.g., taught specific skills, provided experience with real equipment and data, provided hands-on experience, increased my understanding of the material)? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth time spent on them	--	0	0	0	0	0	0
42. [Laboratory Section] Lab expectations: Were lab expectations (goals, tasks, reports, deadlines, etc.) clear and realistic? 1. Not at all 2. Partially 3. Adequately 4. Usually clear and realistic 5. Almost always very clear and realistic	--	0	0	0	0	0	0
43. [Laboratory Section] Lab resources: Were lab resources (equipment, software, information, instructions, etc.) sufficient to provide a positive experience? 1. Rarely sufficient, severely detracted from the experience 2. Sometimes sufficient 3. Usually sufficient 4. Almost always sufficient 5. Excellent resources that enhanced the laboratory experience	--	0	0	0	0	0	0
44. [Laboratory Section] Lab Staffing: Support and help, during lab and for lab reports, were sufficient to successfully complete and analyze experiments. 1. Rarely sufficient 2. Partially sufficient 3. Adequate 4. Almost always sufficient 5. Excellent, significantly enhanced the laboratory experience	--	0	0	0	0	0	0
51. [Workload, Resources, Assignments & Assessment] Workload: How many hours per week, on average, did you spend doing work associated with this course outside of scheduled class time? 1. <3 hours 2. 3-6 3. 7-10 4. 11-15 5. >15 hours	2.79	268	17	88	112	36	15
52. [Workload, Resources, Assignments & Assessment] Workload Value: The time spent on various assignments (homework, lab reports, coding, projects) was reasonable for the amount it improved my understanding of the course content. 1. Little value relative to the time required 2. Some value 3. Reasonable value for the time spent 4. Good value for time spent 5. Excellent value to time ratio	3.45	268	11	34	93	84	46

Question	Mean	N	1	2	3	4	5
53. [Workload, Resources, Assignments & Assessment] Resources: How valuable were outside of class-time resources (e.g., readings, videos, online content, course notes) in building your understanding? 1. Minimal value 2. Occasional value 3. Moderate value 4. Significant value 5. Very valuable, well worth the time spent on them	3.37	268	10	42	98	76	42
54. [Workload, Resources, Assignments & Assessment] Value of Assignments: Independent of the time required, overall, did assignments (e.g., homework, labs, programming assignments, projects, papers, presentations) improve your understanding of, and ability to use, the course concepts and content? 1. Minimally 2. Sometimes 3. Usually 4. Almost always 5. Reliably and significantly increased my understanding and ability	3.66	267	6	30	72	100	59
55. [Workload, Resources, Assignments & Assessment] Exams & Grading: Were exams and grading a fair and reasonable measure of your learning? (Exams: clear, well written, range of content and difficulty. Grading: fair, prompt.) 1. No 2. Significant issues exist 3. Generally fair assessment of my learning 4. Well developed and fair 5. Yes, definitely	3.53	268	7	25	103	85	48
61. [Course Environment] Diversity & Inclusion: To what extent have the professors and teaching staff fostered an inclusive environment such that the class is welcoming to all, everyone is encouraged to participate, none are made to feel different, and all are treated fairly? 1. Extremely non-inclusive with inappropriate comments and/or behaviors 2. Actively not inclusive with certain students ignored, left out, or treated dismissively 3. Passively not inclusive; comments or contributions by some students are valued less than those of other students 4. Passively inclusive where everyone is welcome to participate. Nothing specific to encourage or discourage anyone. 5. Actively inclusive, all are fully encouraged to participate and are supported	4.39	267	1	1	17	122	126
62. [Course Environment] Access to Assistance: Was there sufficient access to assistance (through office hours, online forums, in-class or section questions and/or activities, special accommodations met, etc.)? 1. Almost no access and/or help was ineffective 2. Limited access or value 3. Acceptable access and help 4. Good access with quality help 5. Abundantly available high quality help	3.89	266	4	13	61	118	70
63. [Course Environment] Academic Integrity: Was the code of academic integrity maintained in the class (e.g. with respect to cheating, copying, plagiarism, use of unauthorized sources, etc.)? 1. Blatant disregard for Academic Integrity 2. No. Violations clearly occurred that were not addressed. 3. Not strongly. Violations could well have occurred (even if I am not aware of any). 4. Yes. Instructor took reasonable steps to maintain academic integrity. 5. Yes. Academic integrity was clearly and intentionally maintained.	4.52	265	1	6	17	70	171

Question	Mean	Responses	1	2	3	4	5
64. [COVID-19 Support] If you were diagnosed with Covid-19, or had to quarantine this semester due to symptoms or exposure, did you feel supported as far as staying connected with the class and making up any missed work? 1. No, I did not feel supported. 2. Somewhat. Deadlines were extended but I didn't have a way to learn lecture material. 3. Yes, I did receive support. I was provided with a way to access content remotely if needed. Deadlines were considered and may have been extended. 4. Yes, I felt very supported with an appropriate mix of accessible content, an opportunity to participate in office hours and/or get help, and extensions and make-ups when needed. 5. Not applicable.	3.24	84	10	7	20	47	--
91. [Comparison to Other Courses] Instructor: Rate the overall teaching effectiveness of your lecturer compared to others at Cornell. 1 = Worse than average 5 = Much better than average	3.78	267	4	15	80	106	62
92. [Comparison to Other Courses] Course: Overall, how does this course compare with other comparable (technical or non-technical, as appropriate) courses you've taken at Cornell? 1 = Poorly, not educational 5 = Excellently, extremely educational	3.70	267	6	19	81	104	57

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Comments On Course Content

12738: It's hard to believe that a course that has been taught here at Cornell over and over again for decades is still so poorly-organized. The slides are recycled for years, but still have occasional mistakes, typos. The worst class I've taken here so far.

12740: The course content was fascinating.

12778: Very new material. I think as an introduction it was nicely prepared but some elaboration would have been nice on some topics.

12903: Interesting content, but did not feel comprehensive and felt that gaps are there in knowledge.

12950: More of easier examples before the higher level examples

12994: great course but somewhat difficult

13128: Good content- wish there were more connections btw the separate topics/real world applications

13146: Overall content was well organized and learned material was taught in a way that encouraged applications that were beyond the simple examples taught in class.

13176: Very useful class! This helped me write proofs for other classes that were introducing proofs in the latter half of the semster

13178: The content is interesting, and supposedly not too hard. The delivery of class however made the topics harder than they actually should be. Not enough practical examples putting material into broader context, too much small picture course content.

13219: having answers for worksheets would be helpful

13347: Covered a lot of interesting topics

13359: Lectures can be significantly different than the HWs and I feel there is not a great way to get around this fact.

13397: It took me a long time to understand the concepts in the lecture. Mainly because the examples would be so much simpler than the ones shown in the homework. I think it would be useful to have some more difficult examples in the lectures once in a while.

13552: I would have appreciated some more examples of how the content we were learning directly applies to computer science, specifically programming. Taking 3110 at the same time, I was able to infer how many of the topics were useful, but some more direct examples would have motivated me more I think in learning the material.

13564: I came into the class not knowing most of the material. The lectures were very helpful (and I also thought it was very helpful that lecture notes were posted on canvas) and I also found that the homework prepared me well for the exams.

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13632: The slides and lectures makes complicated concepts easier to grasp than if I had just read the textbook. Very helpful!

13698: content was delivered very well, and posting slide annotations were extremely helpful in following up on content that I didn't fully comprehend during the lecture

13700: This course is way too trivial. I'm a math major and I've had a lot of math background (at the level of MATH 4130 and MATH 4310, and I'm also taking CS 4780), so for me, this course just covers nothing new. I never go to lectures throughout the semester. I know sufficient knowledge about sets, functions, relations, induction, probability, number theory, combinatorics, etc. And I don't need this course to cover it all over again. I don't understand why this course cannot be waived or placed out for students with adequate mathematical maturity. Actually, most of the material of this course was already covered in my high school (sets, functions, induction, probability, combinatorics), and number theory was even taught when I was in elementary school! I thought this course would way deeper in those areas but it DOES NOT! So here is a sincere request: please allow students (especially math majors) to PLACE OUT of this course - otherwise, it will completely be a WASTE of time.

13704: The course content is interesting, but I think a lot of students would have benefitted more from more structure and a greater number of examples used.

13708: Wish there were more examples done in class.

13728: More examples with solutions would be nice

13742: Hard course content, but useful for every engineer. Overlap with some other courses which was nice.

13778: Great course and great teachers

13798: The course content was quite challenging and built a lot on itself.

13842: Interesting and challenging content!

13860: The homework felt like too big of a jump between what was taught in class. It was very difficult.

13903: I feel like it could be more challenging. A lot of the stuff was rehash of high school math.

13905: Love the lecture slides and questions posed in them!

13919: Wish we had more practice problems so we could understand the concepts better. As this course needs to be studied differently compared to other stem courses. We need to solve problems to understand the concept, we can't just read what kind of theorems there are and know what they mean and start applying.

13921: The course content was hard and very conceptual. It really takes people a lot of time to understand many concepts.

13931: The discussion section notes/summary are amazing. I learned like 90% of the material from those alone.

13943: Overall my favorite college course I've taken so far!!

13963: The examples presented in lecture were very helpful and made me understand the content better.

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14088: Lectures are very well organized and assignments are fairly manageable.

14279: Great class!

14299: The content is far too basic, and I feel this course was a complete waste of time in my schedule this semester. Having an introduction class to discrete mathematics is fine, but making it required for all CS majors makes absolutely no sense, as it will be complete review for a large portion of students. Not all the subjects covered I had learned before, but even the new ones took about 15 minutes of reading the notes to learn what took 2 weeks of lecture to teach. This is meant to be a college level course, so should be taught at the college level.

14349: Not too relevant to any real-world computer science which should be expected from computer science major required course.

14419: presentation of automata and probability can be much improved

14433: It is a great class and I love how the contents are structured as well as the difficulty in the homework assignments. It would be amazing if there were more practice problems that would match the exams' difficulty.

14447: N/a

14566: no

14584: Some content wasn't totally framed in a context where we felt like we could use them in the future. It felt like a lot of the work was for the sake of the work and understanding of this particular course only. I took CSE 311 at the University of Washington, an equivalent course, and I feel like that course prepared me more for this content than 2800 did. It felt more organized. CSE 311 skipped combanitorics and probability, which are typically taught in other classes anyway. I feel like skipping those topics made a lot of sense, those two units felt very disjoint from the rest of the course.

14600: The course content is fairly standard, but sometimes it felt very disconnected. Why am I learning probability theory in a discrete math course when there are other courses on probability theory? Similarly, the last section on automata, while interesting, doesn't feel like it fits particularly well in the scope of the course and could be saved for more advanced courses in natural language processing or compilers.

14675: I know not for everyone, but for me, lectures contained too many definitions and new content without enough examples

14706: The course content was very interesting and well delivered. It was not too confusing, but also not too trivial.

14770: We really need more examples of course content. This course is different in that there is a lot of critical thinking involved. I think it is a travesty that Cornell removed the Zoom option, as rewatching lecture at my own pace really helped, especially with a course like this.

14810: covers a wide range of topics, some of which very in-depth

14830: I really enjoyed the content wished we covered more actually.

14963: It would be nice to visualize more things with diagrams that was really helpful.

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15018: Wish there were more examples Wish professors simplified the content and then continued to build up to talk about the more difficult ideas.

15272: Lectures were easy to follow; got a lot out of them.

15335: Course content was very interesting but very challenging and fast paced.

15378: The course material was challenging because I am not used to thinking about problems the way it is required by the class. For the most part, the material was engaging but sometimes I thought the material became a little monotonous. This applies mostly to number theory. Also, I thought it would have been more helpful if more time was given to automata.

15489: Some examples didn't much help on given problems and didn't help much. One example done in slides was exactly the same as a hw problem but I couldn't follow it because of how it was explained in class, but did learn it before the prelim from TA

15497: I would have liked it if there were more practice problems reflective of the difficulty of the prelims for each topic. Additionally, I feel like the amount of practice problems with solutions was lacking. There were some but not enough for me to actually feel comfortable and confident with the material learned in class. And finally, I felt the course content is particularly difficult for students who have little to no prior knowledge of the topics learned in this class. It doesn't help that there is a considerable expectation that students will find ways to further understand the material on their own after the professor introduces the concepts. Much effort and time is required to properly understanding which is challenging given other workload given by other classes.

15535: Content was interesting

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Comments on Course Delivery

12738: Cannot pay attention at all. Not organized. Spent so much time on explain the simplest concept/question, and rushed through the different ones. Funny that the co-instructor would always come to lecture, pay attention at first, but soon lose patience and be on their phone. Lectures are a waste of time.

12740: Engaging, interesting.

12778: Sometimes got really lost and couldn't keep up with the lecture. This might be more because of the difficulty of the material though.

12950: na

13128: n/a

13146: Very great lecturer, very engaging, knowledgeable, and answered questions even in a large lecture environment.

13176: Content was great and going through the proofs step by step were very helpful! It might just be the participation of the class, but when we have long silences when questions don't get answered I feel like the flow of the lecture isn't as good. I find it a lot easier when lectures are generally powered through, but this may be a personal preference.

13178: The professor tried his best, but his teaching style did not match my learning style. The material felt dry and disorganized, which hindered my learning.

13303: Really great lectures, would like them to go a little bit faster though.

13347: Very entertaining every time by Professor Schalekamp

13397: Always made lectures engaging with occasional jokes and such, while being clear with the content.

13590: Love this lecturer so much!

13598: He made the class very engaging and taught the material very clearly.

13632: Professor Schalekamp is a fun guy and that brightens up my morning!

13698: I really liked classes that Professor Schalekamp lectured in; he goes at a good pace that isn't too fast or slow and lets the material sink in, and he simplifies complicated content so its easy to digest.

13700: Good (I don't go to lectures anyway).

13722: I am just tired during the 10 am session but it's my fault, not the professors.

13748: More colors on lecture slide annotations please :)

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13778: I love this man

13842: Good Job!

13860: Very funny and engaging. Good use of polleverywhere to keep me focused throughout.

13868: Frans is a funny, good-natured lecturer which makes the content engaging.

13905: Just wanted to say that Professor Schalekamp has no need to be self-deprecating, especially when making a mistake, when his lecturing is excellent and engaging.

13919: Wish the lecture were more enjoyable.

13921: The course delivery was clear and somehow interesting. I like it.

13943: Amazing professor, very engaging and clear.

13949: Quite good, but could do with a little more energy in lecture.

14088: Amazing lecturer and professor, made topics really engaging.

14275: Awesome lecturer, just very dense subject material and easier to just learn on own rather than listening through lecture.

14299: The professor is clearly a great lecturer, I don't blame them for the course content.

14433: The professor is a very good lecturer, though the auditorium is too cozy and comfortable for a morning class :)

14447: N/a

14566: no

14584: Frans was by far the more engaging lecturer. He made the content fun, which helped make it make sense.

14600: The lectures could have been slightly more engaging but overall they got the job done and I enjoyed going to them.

14669: Generally clear, provided good examples

14706: Professor Schalekamp is a great lecturer and taught the material in a clear manner.

14750: "generally boring" because I didn't see the connection or was more focused on learning what I needed to understand for tests and assignments. The lectures generally didn't help with that, and I didn't really enjoy lecture. Lecture isn't supposed to be enjoyable, thought, anyway so I don't fault the professor for that.

14770: GOAT

14810: detailed lecture notes

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14830: Pretty good comedy!

15006: really appreciate how enthusiastic Frans was, he really made the course more digestible and manageable

15335: Schalekamp is an excellent lecturer.

15378: I enjoyed his lectures. I thought they were very engaging and helpful.

15489: solid

15497: Course delivery was fine.

15535: Great teaching

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Comments on the recitation or discussion section

12750: The TA in my recitation session answered a few questions wrong throughout the semester and they don't do much other than copying answer on the blackboard... I felt it doesn't help attending the discussion session(DIS 214.

12778: Steven Yeun. Very very helpful. Nonetheless, very informative as well.

12903: Recitation was very poorly structured. A worksheet would be handed out and the TA's would just read the one or two bullet points on there and then recite answers at the end. Answers were never posted to worksheets as well.

12950: The TA's were very young and I don't think they always had a grasp on how to teach the subject.

12972: One of my TA is good. I feel like the other one don't know the content well enough. She just reads answers. It would be very helpful if the answer to discussion worksheet can be posted.

13071: I don't think having undergraduate TA's run discussion section was helpful.

13099: no enthusiastic or encouraging at all, thursday 12:25 pm

13128: Very good job explaining concepts better than in class – Thursday 3:45

13146: Yes, especially Rizo, he was very active in explaining the material in the discussion section. He drew diagrams, was always available for questions, and very helpful overall.

13176: Primarily none of the students were engaging the TA's despite all of their efforts asking us if we had any questions or need any help. Perhaps setting the expectation that there will be a mini review lecture in the beginning and then a period of doing work may help with engagement.

13178: This was the most frustrating part of the course. TA quality in this course was very heterogeneous. I got stuck in a horrible TA discussion for the first half of the class. Neither of my 3 TAs put in any effort or time to prepare and facilitate a good class. Midway through I asked the TA of another discussion, Ambrose, to let me attend theirs. This discussion was so much better it actually facilitated my learning. Hard to believe there's such a disparity between discussions.

13219: Thursday at 12:25-1:15 - only Luke would answer questions. the other two TAs would be working on their homework - not helping out students.

13259: The recitation is not as helpful as my other classes. There are lots of problems and almost impossible to finish and TA went over really fast.

13303: TA's often seemed a little unprepared (Friday discussion right after lecture)

13347: Thursday 3:45 pm Very kind TAs, found sometimes doing the worksheet every week was taxing. Doing the Euclid algorithm and encoding practice was very helpful though

13397: Thursday 2:40pm to 3:30pm We went through the problems on the discussion worksheet and asked the TAs for help. The TAs were very helpful. The discussion worksheets also provided a nice summary of the topics for later studying.

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13399: DIS 202, Wed 3:45. Pretty disorganized. Some friend groups talked amongst themselves, and many people did not talk at all. Reserve a room with round tables or some other method of separating students into small groups to facilitate conversation. Also, make solutions available to the TAs earier, and/or publish the solutions after the recitation.

13500: Fridays at 2:40

13598: (Thursday section at 12:25) The TA's were very well prepared, organized, and super helpful.

13630: My section was Wednesday at 3:45. The TAs were helpful, but I wish answers could've been posted for the worksheets.

13632: It's chill, but I wish I had more time to do the problems (Friday, 1:30-2:20pm)

13698: Friday 11:20am section, the TA's worked through problems on the board which was sometimes helpful.

13704: During the recitation, we would be given a number of problems to work on but no solutions. The TAs were unable to do some of the problems themselves, and the answers were often confusing since there were multiple coming from different directions. This isn't the fault of the TAs, I feel that the organization of the course tied their hands.

13708: I wish that the solutions were posted to discussion sections problem sets so they could be reviewed in our spare time since sometimes there was not enough time to review every problem in depth. Sometimes there were problems given in discussion section that the TAs needed a significant amount of time to think through and explain. I feel that if a TA can't figure out/explain a problem in a reasonable amount of time, it is unfair to not provide a written explanation and expect students to understand it on their own.

13722: It's ok.

13728: I think solutions to recitations should be posted

13742: Not very helpful, Friday at 1:30

13774: The TA's themselves were great, but the lack of an answer key often left little time for explanation, and was usually crammed with the TA's trying to get us the answers before we left. My section is wednesday afternoon

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13778: Discussions were pretty useless. My TAs often got questions wrong and also weren't able to get through all the material

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13842: Friday, 3:45, section was good, it helped improve my understanding.

13848: The recitations could have been better if the TAs had the answer key

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13860: Ambrose was a very helpful TA.

13868: I was in the Thursday section from 12:25-1:15 PM with Luke. The worksheets' material was helpful but we did not nearly have enough time to complete them during section. Also, this meant we have very little time to review them.

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13909: Discussion 202 Wednesday 3:45PM-4:35PM

13919: It was alright but rarely benefited from them. Friday 12:25pm.

13921: My discussion section, which is DIS 210, is on Friday from 2:40pm to 3:30pm. Ray Weng, Dana Gonzalez, and Stephen Yu are the TAs. The discussion section is not very organized and not very helpful. Sometimes, TAs could not finish their lecturing contents in time.

13949: Honestly quite good, we worked on problems which were very similar to the ones in the prelim.

13963: A lot of the time the discussions were too short to go over the answers in depth. I didn't really get much out of discussion. I think it would have been better if either the discussion worksheets were shorter so there was more time to go over them or if the discussion section was structured so the whole thing was just going over problems. I also thought sometimes the TA's were a little unclear.   My section was Friday at 2:40 in Statler

13999: Thursday 3:35-4:35: I just didn't really feel like I was gaining anything from these discussions

14172: They're really helpful. Thank you Ambrose.

14299: TAs were often under prepared for discussion and frequently gave us the wrong answers to the review problems (although this happened less as the semester progressed).

14447: Wednesday 3:45 pm It would have been helpful if the solutions to the discussion sections were posted.

14566: no

14584: Some discussions were very helpful (Roy and Cella did a great job in particular with any of the proof and set theory units). Later units felt less organized and less helpful in making the content make sense.

14600: I enjoyed the discussion sections quite a bit - the TAs were helpful and they were good at explaining the content.

14669: good questions but ran out of time for answers most of the time

14706: DIS 204 (Thursdays 2:40 PM) provided opportunities to work on practice material relating to that week's lecture content and ask questions to TAs who were helpful in explaining concepts.

14770: Ambrose Yang, dis 214 Very passionate TA, he has a very bright future. Very inclusive environment, gave his phone number out if anyone ever wanted to reach out for help with the class or just someone to talk to

14810: good atmosphere

14830: Sometimes it was really good, and the material was really pertinent. It's really contingent on how much work, I put in on any given week.

15006: Thurs, 3:45-4:35: Kevin and Ambrose really went above and beyond the entire semester. They were willing to stay after every section to go in more detail, and even provided us with their phone numbers in case we needed to contact them about anything, not just the course material. I definitely wouldn't have made it through the course without their support and I loved them as TAs!

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15335: I think a mini review/summary of the lecture material in the beginning would be helpful.

15378: The sections were helpful sometimes helped. But most of the time, I thought that adequate explanations of the discussion problems were not given. I appreciated the efforts of the TA, but sometimes good enough explanations of the problems were not given.

15390: Recitation really shouldn't be run by undergrads. Most of the TAs literally just read off slides and are completely unengaging.

15431: Ambrose Yang, in particular, was an incredible TA and greatly increased my understanding of just about every topic we covered in the course.

15473: Since there were no actual solutions to the problems in the section, my section TAs often had errors in their explainations.

15489: good practice outside of lecture and hw

15497: Thursday 2:40 - 3:30pm. Good class and sometimes helped me understand the material

15533: Near the end of the semester, discussion sections alone helped me understand course material (Th 12:25)

15535: Friday 12:25 PM

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Comments on workload, resources, assignments, and assessments

12738: Waste of time

12746: I thought that the grading on the exams was a bit harsh at times, as they didn't give much partial credit on certain problems. However, the grading on the assignments was very fair.

12750: 1. The grading is very unfair and unreasonable. Doesn't give point for the process but give points to the correct answer. If a student just copy an answer, they would receive 10/15 but another student who only got calculation or notation error might only got 1-2 point... 2. The question in Prelim 1 is phrases in the way that's very uncleared to non-native english speakers...

12762: Not enough assessment prep material is given.

12778: Some questions on exams were very very challenging.

12972: I wish there's more proof examples. (not during lecture but like pdfs or others) I feel like to write a proof myself I first need to see a lot and learn from their pattern.

13040: Grading might be unfair considering the nature of the class. Holding grading to the 98-100 - A+, 90-93 - A-, 94-97 - A standard is impractical

13128: Very hard p sets

13146: Generally fair, but I did find the jump from homework questions to exam questions to be more than I had expected/that I thought was fair, especially given the higher stress environment of the exam.

13176: Good workload

13178: Workload is doable. The last module on automata had lecture notes which were very helpful. It would be great to have the same kind of notes, for each module of the course, instead of having to consult multiple textbooks for resources and get confused by different notations, ways of explaining, etc.

13303: Workload seemed fair overall, though it's a little strange that it's a 3 credit class -- more or less equivalent to all the 4 credit classes I've taken so far.

13347: very fair assessments, homework could be a bit long but given the solution key it was reasonable overall

13397: Sometimes I felt that the assessments were way too hard, but then I looked at the score distribution and clearly other people weren't feeling the same way...

13399: No sufficiently representative study materials were provided before exams such that the exams felt more like surprises than assessments of my learning progress. Combined with that, the small number of questions made even a few surprises have a disproportionate grade impact.

13548: for prelim 1, we didnt learn about sets of sets.

13552: I don't agree with how the instructors decided to disallow cheat sheets for the exams this semester. I think if

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we had them, my studying would have been much more effective in my actual learning of the material, rather than worrying about remembering various theorems and equations.

13598: The exams asked exactly what I would expect and were not easy, but not impossible.

13698: the homework assignments really make me get familiar with the material which I liked. I did think that there were a few assignments where if you didn't go to office hours, you would miss some specific thing the graders wanted you to include, so you could lose points even if you get it right for not including a specific thing that was only mentioned if you went to office hours. Besides a few questions like that, the homework was fair and it takes long, but its worth it. I thought the first prelim was very fair; I thought the second prelim was fair difficulty, but the structure and topic distribution made it a little more difficult to show what we knew and earn partial credit, but it was mostly fair.

13700: Taking this course is a waste of time for me.

13704: Homeworks, which are graded on correctness, often had questions that were so difficult that TAs were not able to help us in Office Hours. When students brought it up to the instructor collectively on EdDiscussion, there was no response (which is the usual way things are communicated on the online class forum, when students bring up issues, it is visible that the instructors have seen it but do not respond ever).

13742: Fair workload that was graded fairly most of the time.

13778: Workload was the perfect amount for gaining a reliable understanding of the course material.

13842: All fine.

13858: HW could have been graded faster. Some of the HW's were not graded before the prelim. The prelim consisted of topics that were on these HW's and it would have been nice to get feedback.

13860: Homework workload was a little too much. Also it did not feel like a continuation of the course but rather a large jump in level.

13868: Content on exams was not evenly distributed. Some topics made up a majority of the exams while some were barely covered.

13919: TA's were a bit too harsh when grading. The comments they gave me also indicated how emotional they were while they were grading the test. Seemed like they de-stressed while grading my exam sometimes.

13921: The workload is ok. Resources like OH are not enough. There should be more Office hours to help students in doing homework. Assignments are helpful for students to understand the course content. Some questions in the assessments were poorly phrased and confusing.

13931: Of the two prelims, there have been grading mistakes on my exam for _both_ of them. That's kinda a lot.

13951: posting slides before lecture would make note-taking a lot easier.

13963: Recording the lectures and posting them would be very helpful

14299: Homeworks were very boring and graded incorrectly. In general, TAs seem to have little previous background with proof, and often took off points for completely valid logical arguments. Occasionally it was clear they didn't

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understand the argument at all, and were taking off points randomly. Other times they took off points for using notation that is even used in the textbook.

14447: The workload/exams are difficult, but I think that is just because the content of this class is on the more difficult side.

14566: no

14584: I felt like the homework and exams were pretty complimentary. However, the resources for understanding content outside of the slides were a bit lacking, I had to help a lot of my peers understand a lot of the concepts since I took an equivalent class at my previous University.

14600: Grading in this class is arbitrary at best sometimes. The TAs take off excessive numbers of points on problem sets for errors that don't really affect the overall point of the problem. I understand being picky about how we express certain ideas, but some of the grading practices seem to be more antagonistic than educational.

14663: On exams, if the answer given didn't meet some very oddly specific points, or was wrong, grading was necessarily unforgiving and the work written down was completely ignored. It was discouraging that after spending half the exam on a question (which I still wasn't able to answer) and having written down my logic, I received 0 points. I understand that precision is the point of the course, but the difficulty of that grading could have been a point of improvement. You don't have to completely ignore the work someone puts into a question. It's pretty unfair.

14669: heavy workload but beneficial

14675: I got very frustrated with myself bc i didnt feel like my effort and time was amounting to much. My exam grades came back very poor. I wish i had knew how difficult this course was before taking it, or had previewed the content beforehand.

14706: The workload was fine and clearly reflected the lecture material. The homework assignments, discussion worksheets, and exams were fair.

14770: Very harsh grading

14810: like how each assignment has challenge questions but are not graded

14830: I feel like the exams, especially the first prelim did not accurately reflect my understanding. I believe there should be clearer guidelines regarding partial credit BEFORE the prelim.

15041: TAs graded very poorly on exams, had to regrade request for 14 points back on prelim 1.

15272: A little overtly nitpicky on some assigments beyond what seems necessary to understand concepts

15288: Since the course is so definition/theorem heavy, I think it would be more valuable to be given the theorems and need to apply them instead of memorizing everything.

15335: All fair. Homeworks were very challenging though.

15378: Some of the homeworks were too challenging at times and I found myself devoting too much time to the homework. I usually spent a very long time in Office hours, trying to figure out the solutions. It would be reasonable to

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reduce the difficulty of a few homeworks. Another thing I would like to bring up is extensions. Because of the courseload, and because students usually have other courses too, I wish the class had an extension policy. There may be weeks over the semester when students can be overloaded with work and they might genuine;y need some extra time to submit the homework. I thought the class was very rigid about this and it seems a little unfair.

15386: TA grading is bad. Regrade requests got me so many points back.

15390: Undergraduates really shouldn't be grading exams. One of my friends was able to get 10 points back on multiple exams through regrade requests. Let that sink in. If you are able to increase your grade by one standard deviation by regrade requests, something is clearly wrong with the system. The same was true for homework; I feel that a lot of the TAs kinda just BSed the grading so they could finish it quick.

15435: I had to submit regrade requests for nearly every homework because the TAs took off a lot of points without a reason. Most of the time, they either misread my solution or didn't give enough thought to interpreting it. I would suggest the instructors refine the way they are selecting TAs for this course.

15489: ok

15497: Workload was significantly more than other classes I've taken thus far. Homeworks did in fact improve my understanding of the topics covered in the class but more additional optional problems would have been appreciated.

15535: Thought homework was reasonable

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Comments on Environment-Diversity

13128: n/a

13698: i really liked how they ran ed discussion, i have not been scared to post questions even if it seems dumb, because I know they'll answer it honestly and nicely.

13778: I didn't notice anything not inclusive

13842: Seemed inclusive.

13919: None

13921: I did not observe issues of these kind.

14275: Large lecture, kinda hard to particpate for everyone though...

14447: N/a

14566: no

14669: n/a

14750: There were a few times that I'd come to OH for help and would be really struggling, but the TA's would be laughing, talking really loud about irrelevant things, and be giving a lot of positive comments to a student already doing very well in the course. I figure it was a part of Cornell culture so just dealt with it and focused on trying to get what I needed before my next class. I'm an oddity on this campus, and that's fine, but I hated coming to OH and dealing with that situation. Glad it's almost over.

14810: no

15497: No issues found

15535: N/A

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Comments on Environment-Assistance

12829: Tons of office hours. Would like more in the weekend though especially in the afternoon.

13099: office hours didn't really help me, a lot of it was very disorganized and explanations were mediocre in helping my understanding

13128: n/a

13176: AMAZING TA'S and shoutout to Ambrose for all the extra time he took to prepare additional questions and answer key for us.

13178: Online form response rate was slow. Ta's in office hours were hit or miss. The TA's that were very good (ex. Abrose), really went out of their way to help students and make a great difference.

13397: Office hours were the most helpful to me. Especially the office hours on Wednesdays.

13399: The professor has a philosophy to have no office hours the day the homework is due (Thursday). I understand that the goal is to prevent students from procrastinating and asking for the answers without thinking through the problems, however, my schedule was such that I had tons of time on Thursdays and almost no time prior, that time spent reviewing relevant material and attempting problems on my own which I need to do before attending office hours. As a result, I had no access to personal help when I ran into issues.

13564: Office hour TAs were almost always helpful

13598: Ed was super helpful, emails were replied to quickly. Professors were super compassionate when you needed accomodations (sick on exam day)

13616: There were some TA's who had not looked at the homework before office hours and then would just spend most of the office hours trying to figure out what the question was asking. I was confused as to why one TA held office hours during the time of class since students would be going to class rather than skipping for office hours. It would have been nice if the TAs were also understanding of us as a lot of the time they didn't look at the homework but when students asked questions TAs would often say "I can't give you the answer" when simply asking for direction and not the direct answer to a question.

13698: plenty of office hours, professors are really accessible via email and Ed

13704: Office Hours- Often overcrowded, kind of a fire hazard. Over 30 students in a small conference room in Rhodes, where few people get their questions addressed. TAs are not given the solutions to homework so often there is conflicting information which confuses even more students since there is no consensus on how to approach the homework. The TAs are very nice but it is very difficult to say the least to receive help, and ultimately one's grade in this course does not reflect performance, but how much help they were able to receive. EdDiscussion- Staff responded to a select number of EdDiscussion posts and overlook the rest. Typically, when students brought up issues with the homework, the posts were ignored. After the events on 11/7 and 11/9 multiple EdDiscussion posts asking for accommodations endorsed by over 80 students were ignored or unanswered. When I asked a question in a private post about if there was any other help, I saw that 50 staff members saw it and it was never replied to.   Special Accommodations Met- After 11/7 and 11/9 particularly, definitely not. No communication whatsoever. At least in other classes, such as CS 1110 and others communicated well. This class communicated absolutely nothing, and left a bunch of EdDiscussion posts worried about the prelim a couple days after the gun threat completely unanswered (with

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>80 endorsements by students and viewed by the whole course staff). Section Questions- TAs are very nice and helpful, unfortunately communication is poor and they have just about the same access to information as we do...

13728: I wish that there was recorded lectures.

13778: Sometimes the ed posts would take a while to answer, but overall there was sufficient assistance available.

13842: Good access to help.

13848: Some TAs who hold OHs don't seem to have a solid understanding of the materials

13860: TA No show to office hours with no indication through Edstem or any other channel. It was somewhat disappointing to wake up very early on a saturday and travel to rhodes hall to find nothing.

13919: Some TA's did not offer any help and made me wonder why I was at their office hour. When I asked if this may be the correct way to solve it, I received and answer like "maybe, I don't know."

13921: There are not enough Office hours to help students in doing homework. Especially, there should be some Office hours on Thursday.

14088: TA's and Office hours were amazing for problem sets and general understanding.

14293: still a lack of sense of community and encouragement to ask for help

14399: But more office hours please

14447: N/a

14566: no

14584: I used UW's CSE 311 for a lot of supplement in the content. Otherwise, it felt like the slides were pretty strong and usually good enough to help us understand homework problems.

14669: n/a

14706: I asked questions during discussion and office hours. The TAs and professor were helpful in clearing confusion or presenting a different perspective on a topic.

14810: ta

15473: Office hours were usually packed. Some of the office hour times were kind of useless (during hours where most students have class) Maybe adjusting most of the office hour times to times where most students would be able to go would be helpful

15489: no access thursdays

15497: Would of liked to have seen additional office hours on Thursday if there was an upcoming exam.

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15535: Good amount of office hours

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Comments on Environment-Academic Integrity

13128: n/a

13176: n/a

13399: I do not know anyone in the class, but it seems very likely that students share answers. The syllabus even states this is allowed as long as they are not directly copied.

13778: I heard of a lot of people getting AI violations on the homework for cheating. This is good.

13842: Nothing to add.

13921: I did not observe issues of these kind.

14447: N/a

14566: no

14669: n/a

14810: no

15473: ....

15497: There we no issues with respect to academic integrity that I saw.

15535: N/A

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Comments on TA

12738: Ambrose Yang -- the only good thing in this course.

12782: ambrose yang, went above and beyond to hold review sessions by himself for exams and created his own review questions

12803: Jiho Cha. His office hours were always engaging and extremely helpful. He has a unique way to explain things which I found particularly effective, and maintained a positive, encouraging attitude for his students.

12871: Annabel Baniak is the absolute G.O.A.T. She was not a TA for my discussion but I attended nearly all of her Friday afternoon office hours and she was willing to and more than capable of helping me with any question that i had for any kind of material on the hw, lecture, or exams. She showed me the content she produced for her discussions, and it was very clear that she went above and beyond in helping her students in her own discussion as opposed to my own discussion's TA's who came into nearly every discussion scrambling to do the problems the students were assigned. She prepared weekly slides that were very comprehensive for every problem and also did all of the homeworks that we were assigned unlike most TA's I talked to during other office hours this semester. She's the best TA I have had in a class by far, and would give her my best remarks. She is highly dedicated and extremely helpful. Please give her an award!!!!!!!!

12950: na

13040: Ambrose Yang - Excellent guy Kevin - Excellent guy

13055: Ambrose Yang

13117: Ambrose Yang - went out of his way to arrange review sessions and prepare review problems for finals.

13121: Ambrose Yang, always goes above and beyond patiently explaining concepts/problems and makes efforts to get to know us

13128: n/a

13146: Rizo, super enthusiastic about teaching, always on time and ready to help. He was always the one who went over practice problems and gave tips as to how to approach them.

13158: Ambrose Yang (ayy33). He understood the material very well and knew how to help us understand difficult topics in the class. His explanations were very useful in my understanding of the course.

13162: Annabel, She is responsible and always tries her best to explain problems.

13176: Ambrose! Explained concepts very clearly and was able to adjust to students needs. He also went above and beyond to prepare prelim study guides and practice problems + answer keys.

13178: Abrose Yang. An absolute star. Actually went out of his way to help all students on every occasion, making review sessions and staying late after labs to answer questions. His office hours were always overcrowded - a testament to his contribution to the class. He even let me join his discussion, since my TAs were so unprepared. A great teacher, really deserves the award.

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13259: Ambrose Yang

13327: Ambrose put in a lot of work to make extra resources for students.

13347: Ambrose Yang - for being the absolute GOAT TA and being available, patient, and always willing to help up with our questions especially with the exam review sessions.

13397: Ambrose Yang. His explanations are always very clear. In addition, he set up review sessions before each prelim with his own set of problems. All of which were very helpful in getting practice for the prelims/final and understanding of the material.

13401: Ambrose

13576: Ambrose Yang -- he was always very supportive of the students in the course and went above and beyond in providing resources!

13584: \

13598: Luke from Thursday 12:25 discussion. He was very good at explaining material, answering questions, etc. He seemed, if anything, overly prepared to help students and even stayed extra to help students with questions.

13604: Ambrose Yang

13616: Ambrose was super helpful and always offered a lot of help.

13630: Winston. He was incredibly helpful and even took the time to email me after class to clarify my question.

13692: Sean Wang was incredibly helpful.

13698: Ambrose Yang - even though he wasn't my discussion section TA, he was extremely helpful to everyone in the entire course. He offered extra review sessions and plenty of practice problems to the entire class and went out of his way to make sure that we had plenty of resources to prepare for the exam. d

13748: Ambrose Yang. Seemed extremely knowledgeable of the material during the first prelim review session I attended and was able to articulate clearly.

13834: Justin diSavino is the best TA ever

13842: Cella Kove: Very helpful and courteous Jiho Cha: Gave good explanations Ambrose Yang: God King

13848: Ambrose Yang He went above and beyond to help us as he held two extra review sessions (one for each prelim) and is probably going to organize a third one for the final. I attended the one for prelim 2, and it was very helpful. Ambrose was also extremely good at explaining advanced problems to a level that everyone understood.

13858: Ambrose Yang. He ran very helpful review sessions before every prelim.

13860: Ambrose went out of his way to help with exam preparation and was extremely helpful and clear in his explanations. He really made this course much more enjoyable and easier to understand.

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13868: Sharon Wu and Ryan Xu. They have a tough office hours window: right before the homework assignments are due. However, they push through two hours of being bombarded by questions with incredible patience and clarity. I have always felt welcome in their office hours and they help me for as long as needed, sometimes even working overtime. They're always prepared and kind. Both of them deserve an award.

13870: Ambrose and Kevin

13872: Ambrose Yang, he always held review sessions for us and provided extra practice problems.

13909: Winston Liu - very willing to help; even reached out through email to provide extra help.

13919: None

13921: No, I don't.

13979: Ambrose Yang. Went out of his way to hold review sessions and craft review material. Always enthusiastic and willing to spend copious amounts of time with students. Explanations were clear and easy to understand.

14088: Ambrose Yang; Went above and beyond to answer questions and hold review study sessions for all exams.

14124: I would not.

14156: Ambrose Yang

14172: Ambrose Yang. He really is good at making us thinking and he is always there to help.

14275: Devin, awesome T-shirts, literally made me significantly more engaged in the course.

14337: Ambrose Yang

14433: I nominate Ambrose Yang because the practice problems set he compiled and his study sessions are extremely helpful.

14447: N/a

14570: Ambrose Yang Hosts his own review sessions (which are always packed) and is a super helpful and patient teacher.

14669: n/a

14770: Ambrose Yang This man is the greatest TA I have ever had. He should clearly be TA by a long shot. His explanations are extremely clear and he has expert-level knowledge of the course material. I seriously would recommend him to teach the course. He has a very bright future.

14810: no idea

14826: Ambrose Yang. He went beyond what was required to help facilitate learning in this class.

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14830: Ambrose Yang! He really went above and beyond holding multi hour review sessions before the prelims, releasing p-sets that he had developed himself, and releasing typed solutions for these practice p-sets. I mean, he is the epitome of a great TA.

14858: Ambrose cared about the students

14879: Ray Wang. He was always very well prepared for discussion and explained concepts better than the lecturers at times!

15006: Ambrose —> throughout the semester, he clearly went beyond what was required of him as a TA. he hosted review sessions for each prelim and final on his own, as well as prepared review sheets for us. He also made himself available beyond the classroom, by frequently being on Ed and even providing us his number to reach out. He was always so relatable and approachable, and I know many students wouldn't have felt confident/prepared enough to succeed in this course if not for him.

15018: Ambrose! Super helpful, knows the topic extremely well, explains in an easy and concise manner

15047: Ambrose Yang - went above and beyond helping others. Made example problems for prelims, held prelim review sessions. Very patient. Knew what he was doing.

15227: Ambrose Yang, Ambrose is very good at teaching the material in CS 2800 and would ask questions to make sure we really understand the content. He would also hold extra review sessions before tests and create review worksheets.

15335: Rizo Rakhmanov (rr555) was very enthusiastic when explaining problems and you can tell he cared about the course, the content, and leading the discussion section. He explained concepts clearly and efficiently.

15361: Kevin Huang - great discussion TA; helped everyone out and overstayed his office hours by 1-2 hrs to help students with their weekly problem sets

15378: Ambrose Yang- Very helpful TA.

15431: Ambrose Yang went above and beyond in explaining concepts, both in my discussion section and even hosting his own review session and creating more review problems for the final. He is the best TA I have ever had in any class.

15473: Ambrose Yang. Probably doesn't need explanation. He always went above and beyond in making sure we understood the course content.

15489: Annabel Baniak explained a concept better than prof

15497: I would like to nominate Ambrose for a teaching award. I thought he went above and beyond in helping me and other students in CS2800. In office hours, he would gladly go in depth about certain concepts applicable to the homework due for that week. As such, I felt like I better understood the homework when I started it. He would also give good pointers about how to possibly solve the question if shown there was an earnest attempt for a specific problem. He also held special office hours before each big exam to continue to help students study the challenging material which was immensely appreciated. It was an added bonus knowing he had provided additional resources to use as practice. Overall, I greatly appreciate Ambrose taking the time to help me and a bunch of other students with the challenging class.

15535: N/A

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15597: Ambrose Yang- went out of his way to host review sessions and even created mock questions for us.

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Comments on Strengths

12738: Nothing, not at all. THE WORST CLASS IVE EVER TAKEN AT CORNELL SO FAR.

12740: The homework was helpful. Reading the lecture slides and working through the homework helped me learn the material.

12746: I thought the lectures in generally were very good as they always used a lot of examples during the lectures to explain and teach concepts.

12762: The Discussion section

12778: The discussion sections were very helpful.

12803: Homework, attending OH

12827: Optional readings set a great foundation for all the content in this course

12950: It was interesting

13128: Recitation

13132: PollEv

13146: Lectures were generally well organized and provided a good buildup, from introduction to more advanced topics.

13176: Number theory and going over the different components to be able to prove RSA was fun. It sparked an interest in number theory for me.

13178: Some Ta's Office Hours. 1-1 with professors. Automata lecture notes material.

13303: Both lecturers were very good

13347: Homework, lecture slides, and ed discussion

13397: I can't really state a specific aspect of this course to be completely honest. Nothing really stood out.

13399: ZyBook activities and readings, explanations during lectures.

13598: Organization of the course was very strategic.

13604: High quality lecture slides

13616: The homeworks were good practice for the exams and the lecture notes were clear.

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13630: The homework, and the lecture slides being posted.

13692: Lectures

13698: slides posted beforehand, complex topics broken down to be very simple, professors conveyed information during lectures well.

13700: No strengths.

13704: The material is super interesting, the PowerPoints are pretty informative and the textbook helps a lot. I'd say that a majority of the TA's are very enthusiastic and passionate about the course and its material and tries to help us as much as possible.

13708: Annotated notes, problem sets, and practice material for exams.

13728: Annotated slides posted after class

13778: Frans lectures and notes were informative and useful

13842: The course had a good mix of diverse, interesting, and challenging content. I feel like I learned useful skills and information.

13848: slides were very clear, lectures were engaging

13858: The course challenged us to think outside of the box. I thought the professors took steps to make the class fair like in the weighting of HW.

13868: Lectures and assignments.

13872: Practice problems were useful in discussion

13919: Assignments and practice problems.

13921: The lectures were well organized and clear. The Office hours were helpful for me to do homework.

13943: Slides, annotations on slides, pollev questions, pretty much everything!!

13949: Great help during office hours, great slides

13963: The lectures were usually very well done. There were always lots of examples presented in lecture and that helped my understanding a lot.

13999: Office Hours

14088: Slides, the lecture slides were very clear and easy to understand.

14102: homeworks, office hours

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14124: not really almost self-learned everything ppt is finely made

14219: The homework very well reflected the course material.

14275: General course material

14299: Attending lecture wasn't required for participation. Lecture was in general a complete waste of time.

14425: The practice problems provided in discussion sections were helpful to my learning and engagement.

14433: Homework

14447: The slides are a good source of information. The ZyBook readings were sometimes helpful because they explained content in simpler ways. The homeworks were also thought-provoking and good practice.

14456: Lectures, Ed Discussion

14566: lectures

14570: Lectures and homeworks

14656: I thought the lecture slides were very concise and useful.

14669: Lecture

14706: The material was interesting, and it was well-delivered through lectures and assignments.

14760: being able to breakdown and explain complex concepts very weell

14810: relatively easy to get good scores

14830: I really enjoyed the homework for the course and honestly, wished that there was more. Also, if more material was pulled from the textbook Mathematics for Computer Scientists, that would be nice.

14879: Organization

14897: The zybook turned out to be invaluable to understanding the course material as it broke things down to a much simpler and basic level. It was much more easy to comprehend and served as a good foundation for the work we would actually be doing in class. The ed discussion was also helpful in clarifying some common questions in a pinch.

14931: Homeworks that built off of material in class were very helpful

14988: I found that the use of poll questions to engage students in the examples for the lectures was a very helpful tool for learning, and it helped make the lectures more engaging.

15195: Problem sets were helpful to expand on course material. There were always plenty of office hours and TAS were generally very helpful in explaining concepts and working on problem sets.

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15272: The assignments, the lectures and corresponding lecture slides

15337: Organized lectures with lecture slides always available. Also discussion sections were very valuable to review the lectures.

15413: The way this course utilized teaching fundamental ideas and proving certain things in lectures and then having students apply what they learned in a whole new way on the homework assignments made the course very thought-provoking.

15473: Review sessions, office hours, homework, and lecture slides.

15489: discussion

15497: Homework and going over prelim solutions were the most helpful

15507: General focus of material in lecture was pretty good

15535: Proofs and problem solving

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Comments on Weaknesses

12738: bad organization, poor lecture skills, practice problems for prelims are not helpful at all, the instructor even said the practice problems are neither indicative of the question format nor difficulty, so what's the point of having practice problems? to waste of our time? I've had enough this class, thank god that it's over. The class has given me so much anxiety and pressure over the semester, Right now, I am operant conditioned to hate the material of this course. Every time I try to study for this class, I feel depressed and sad and physically and emotionally unable to continue. This class made my question my life choices. It makes me question myself, gives me imposter syndrome. I WOULD HAVE BEEN A HAPPIER PERSON AND HAD A BETTER SEMESTER, HAD I NOT TAKEN THIS CLASS. I will be regretting having taken this class for my entire academic career.

12740: No weaknesses.

12762: Students are not given much exam prep material

12778: I think some recording of specific lectures would have been very helpful. Like I mentioned before, it was very easy to misunderstand one concept and then misunderstand the entire lecture entirely. Recordings or some snippets would have been very helpful.

12827: Some assignments did not have examples that we could use as a framework for how they should be done. This resulted in some specific problems that we didn't know how to format or do.

12950: Some of the slides were hard to understand

13128: Lectures moved very fast

13176: Didn't really find Automatons to be very useful or enlightening.

13178: please, please make sure TAs are prepared and good teachers. Don't just hire people with good grades that cannot teach, that will not help anyone. Creating lecture notes for each modules would be of great help.

13303: If lecture moved a little bit more quickly it would be easier to stay engaged

13327: The class notes were not very accessible as some of the explanations were left off of the slides and the handwriting was poor. It made it essentially necessary to go every single class. In addition, if a lecture was unclear, there was no way to fix this confusion.

13347: I guess no recorded lectures, but that's more of a luxury from COVID-days.

13397: I can't really state a specific aspect of this course to be completely honest. Nothing really stood out.

13399: Make more content available from which to learn! 1) E.g. more organized/clear slides and notes from lecture (annotations are hard to read, and almost impossible if you didn't attend that lecture... very hard to catch up). 2) Practice exams were nonexistent: there were only practice questions which were not representative in content, question style, nor format. I have never taken a class before that did not post multiple representative practice exams.

13552: I think lectures could have been much more engaging. Most people I know in the class would never show up, since the material could be a bit hard to sit through sometimes and the slides were always posted afterwards. I did

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appreciate the slides being posted though as they were helpful in my studying. But I think the instructors could work on making the material a bit more interesting and applied to programming.

13604: Lack of student engagement in lecture was disappointing, but that was the fault of campus wifi, not the course itself.

13616: Some of the office hours were very frustrating to attend.

13630: I wish there could've been some more practice materials for the exams, and answers posted to the discussion sections.

13692: N/A

13698: i think that the zybooks were only kind of helpful, it was more tedious than I was actually learning/practicing.

13700: It is too easy and covers nothing new. A lot of students share the same view as me. The department should allow students to place out.

13704: The absolute disorganization and chaos to receive help in this course. The ridiculous homework which if you don't have time to spend 3-5 hours in office hours a week, you will not receive a good grade. Where the TAs are unable to help us because of the dismal organization and communication. In other CS courses, such as CS 1110 and CS 2110, the way help is structured is incredibly powerful. It would sure help a lot of students if this course did the same, as a bunch of my peers have also pointed out.

13708: I would have enjoyed more practice problems in class.

13728: No solutions to check my work for recitation.

13778: If Ed posts were answered faster that would have helped my learning ability.

13842: The internet in Statler was bad early in the course.

13848: Recitations could be more organized

13858: Homework often felt overly challenging given the content covered in class. Many questions required going to office hours to get started. A small subset of the HW questions even stumped the TA's. I don't believe this was an issue with the TA's, but with the organization of the course.

13919: Wish the lecture notes were easier to follow after visiting them again.

13921: The discussion section were less organized and not helpful. The TAs in the discussion section sometimes did not know the course content well enough.

13943: N/A

13963: The discussion sections were usually not helpful at all in aiding my understanding. When doing the homework and studying for the exams I usually referred to studying the lecture content because the discussion sections weren't helpful and we almost always didn't get to go over everything anyways

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13979: Not enough test prep material

13999: Lack of practice material for exams

14124: the pace is too quick on tricky material and too slow on easy things

14219: Having the powerpoints posted before lecture would be helpful, as I usually take notes on the powerpoints so doing so would promote more active note-taking/just paying attention.

14275: Kinda dense lectures that are hard to get through. Luckily for those like me who found it difficult to listen, the readings, discussion sections, homeworks, and lecture slides posting online helped a significant amount.

14299: The fact this course is required for the CS major. There should be an option to test out. I know 2802 is generally also an option, but the semester scheduling was messed up (likely due to Covid, so it's understandable, no worries), and removed that option for a large portion of my year.

14447: The MCS textbook was not that helpful. The readings were very complicated and there were no solutions for the practice exercises. Additionally, instead of posting miscellaneous practice problems for upcoming exams, it would have been more beneficial to receive past exams as practice. Lastly, I think recorded lectures would be helpful for review.

14456: Recitation was not always as productive as I wished because we often did not have time to cover all the questions in the Recitation worksheet.

14566: homework

14570: Having two instructors switching on and off was new to me.

14656: Discussion was never very useful.

14669: recorded lectures to go back and revisit

14706: More practice problems and solutions to discussion worksheets could have been made available to students to foster their learning of the material.

14760: access to help with problem sets, sometimes TA did not know how to help students with assignments

14810: mandatory discussion sessions

14879: Last assignment was the hardest and timed so less office hours. Many TAs were unprepared for automata unit as well (at OHs)

14897: I feel there was a lot of flipping back and forth. When doing the homework assignments, sometimes the key to solving it was in the middle of a long set of slides and having to go back to it every time was tedious. Sometimes it would be really key information that basically solves the problem, but I didn't catch it nor noted it down fast enough. It would be nice to have a sheet of useful and relevant theorems with the assignments. I also would've preferred if there were recorded lectures as it could've really helped to go back and review some materials that could've slipped from our minds. That would also pair pretty well with the zybook and using both consecutively.

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15006: The times when presentation slides were not posted before lecture was very frustrating, typically doe Alexandra's lectures. I cannot see the board very well but am fine when I have the slides to follow.

15195: More examples of how concepts apply to real world applications, such as automata.

15337: None.

15390: Please don't have undergrad TAs.

15413: The lecture slides posted online were not very helpful as the main learning would usually come from reading the textbook or listening to the professor. It would be helpful if the slides were recorded during the lecture such that students could hear the professor talk while writing. Sometimes slides were posted beforehand and sometimes they weren't. Which made the course somewhat hard to follow at times. The main issue I personally had with the course was that slides were very long and sometimes had a lot of text where the professor would just show to slide for a brief moment and then carry on to the next one. This course was more difficult for me as an individual who decided to write all lecture notes into multiple notebooks(my 5 subject notebook was completely filled so I got a new one). It is disadvantageous for students who do not have access to a tablet or touch screen software that can download slides and write on them with a stylus.

15473: Office hours were usually packed. Some of the office hour times were kind of useless (during hours where most students have class) Maybe adjusting most of the office hour times to times where most students would be able to go would be helpful

15489: n/a

15497: I don't think there is any other comments beyond what I have already said. However, having someone to thoroughly going over questions in detail greatly helped me understand parts of this course

15507: It would have been nice to have solutions to discussion problems

15535: N/A