

## CSE 191LR (000): Intro Discrete Structures

294 | Students Enrolled  
76 | Students Responded  
25.85% | Response Rate

Spring 2016 | Russ Miller

### Quantitative

|   | Very poor   | Poor   | Fair                          | Good  | Excellent  | N                                   | DNA | SD   | M    |      |
|---|---|--|-------------------------------|---|--|-------------------------------------|-----|------|------|------|
| <b>Overall, this course was:</b>  | 1.32% (1)   | 7.89% (6)  | 25% (19)                      | 42.11% (32)   | 23.68% (18)  | 76                                  | 0   | 0.94 | 3.79 |      |
| <i>Please rate your agreement with each of the following statements about this course:</i>  | <b>Strongly Disagree</b>  | <b>Disagree</b>                                      | <b>Neutral</b>                | <b>Agree</b>  | <b>Strongly Agree</b>  | N                                   | DNA | SD   | M    |      |
| <b>The course was well organized.</b>   | 0% (0)  | 6.59% (5)  | 15.79% (12)                   | 60.93% (46)   | 17.11% (13)  | 76                                  | 0   | 0.76 | 3.88 |      |
| <b>The course was intellectually challenging and stimulating.</b>   | 0% (0)  | 3.95% (3)  | 11.84% (9)                    | 51.32% (39)   | 32.89% (25)  | 76                                  | 0   | 0.77 | 4.13 |      |
| <b>The work load in the course was reasonable and appropriate.</b>  | 0% (0)  | 5.26% (4)  | 18.42% (14)                   | 51.32% (39)   | 25% (19)   | 76                                  | 0   | 0.8  | 3.96 |      |
| <b>Methods of evaluating student work were fair and appropriate.</b>  | 0% (0)  | 7.89% (6)  | 19.74% (15)                   | 44.74% (34)   | 27.63% (21)  | 76                                  | 0   | 0.89 | 3.92 |      |
| <b>The course content (assignments, readings, lectures, etc.) helped me meet the learning expectations set forth by the instructor(s).</b>  | 1.32% (1)   | 7.89% (6)  | 17.11% (13)                   | 50% (38)  | 23.68% (18)  | 76                                  | 0   | 0.91 | 3.87 |      |
|   | <b>Required</b>   | <b>Elective</b>                                      | <b>Other (please specify)</b> |   |  | N                                   | DNA | SD   | M    |      |
| <b>For what primary reason did you enroll in this course?</b>   | 93.24% (69)   | 2.7% (2)   | 4.05% (3)                     |   |  | 74                                  | 0   | -    | -    |      |
|   | <b>Undergraduate Major</b>  | <b>General Education</b>                             | <b>Graduate Program</b>       | <b>Other educational program (e.g., Honors, Undergraduate Academics, Certificate, etc.)</b> | <b>This course was an elective</b>   | N                                   | DNA | SD   | M    |      |
| <b>This course is required for:</b>   | 86.49% (64)   | 1.35% (1)  | 0% (0)                        | 6.76% (5)   | 5.41% (4)  | 74                                  | 0   | -    | -    |      |
| <i>Please rate your satisfaction with the instructional facilities for the course:</i>  | <b>Very Dissatisfied</b>  | <b>Dissatisfied</b>                                  | <b>Neutral</b>                | <b>Satisfied</b>  | <b>Very Satisfied</b>  | <b>Not Applicable</b>               | N   | DNA  | SD   | M    |
| <b>Classroom Space</b>  | 1.37% (1)   | 2.74% (2)  | 9.59% (7)                     | 39.73% (29)   | 45.21% (33)  | 1.37% (1)                           | 73  | 0    | 0.85 | 4.26 |
| <b>Classroom Technology</b>   | 0% (0)  | 6.85% (5)  | 19.18% (14)                   | 32.88% (24)   | 32.88% (24)  | 8.22% (6)                           | 73  | 0    | 0.93 | 4.0  |
| <b>Recitation Space</b>   | 2.74% (2)   | 1.37% (1)  | 12.33% (9)                    | 39.73% (29)   | 30.14% (22)  | 13.7% (10)                          | 73  | 0    | 0.91 | 4.08 |
| <b>Lab Space</b>  | 0% (0)  | 1.37% (1)  | 10.96% (8)                    | 20.55% (15)   | 16.44% (12)  | 50.68% (37)                         | 73  | 0    | 0.81 | 4.06 |
| <b>Overall, this instructor was:</b>  | 1.39% (1)   | 8.33% (6)  | 15.28% (11)                   | 29.17% (21)   | 44.44% (32)  | 1.39% (1)                           | 72  | 0    | 1.03 | 4.08 |
| <i>Please rate the course instructor according to each of the following statements:</i>   | <b>Strongly Disagree</b>  | <b>Disagree</b>                                      | <b>Neutral</b>                | <b>Agree</b>  | <b>Strongly Agree</b>  | <b>Not Applicable/Don't know</b>    | N   | DNA  | SD   | M    |
| <b>The instructor clearly presented what students should learn (the expected learning outcomes) for the course.</b>   | 1.39% (1)   | 9.72% (7)  | 12.5% (9)                     | 33.33% (24)   | 41.67% (30)  | 1.39% (1)                           | 72  | 0    | 1.03 | 4.06 |
| <b>The instructor was enthusiastic about teaching the course.</b>   | 2.78% (2)   | 2.78% (2)  | 12.5% (9)                     | 31.94% (23)   | 48.61% (35)  | 1.39% (1)                           | 72  | 0    | 0.97 | 4.23 |
| <b>The instructor made students feel welcome in seeking help/advice in or outside of class.</b>   | 2.78% (2)   | 8.33% (6)  | 12.5% (9)                     | 34.72% (25)   | 40.28% (29)  | 1.39% (1)                           | 72  | 0    | 1.06 | 4.03 |
| <b>The instructor presented material clearly.</b>   | 1.39% (1)   | 11.11% (8)   | 11.11% (8)                    | 38.89% (28)   | 36.11% (26)  | 1.39% (1)                           | 72  | 0    | 1.03 | 3.99 |
|   | <b>Strongly disagree</b>  | <b>Disagree</b>                                      | <b>Neutral</b>                | <b>Agree</b>  | <b>Strongly agree</b>  |                                     | N   | DNA  | SD   | M    |
| <b>The instructor creates an environment of inclusion in which everyone can participate equally.</b>  | 0% (0)  | 5.56% (4)  | 23.61% (17)                   | 40.28% (29)   | 30.56% (22)  |                                     | 72  | 0    | 0.87 | 3.96 |
| <i>Please rate your agreement with each of the following aspects of this course:</i>  | <b>Strongly Disagree</b>  | <b>Disagree</b>                                      | <b>Undecided</b>              | <b>Agree</b>  | <b>Strongly Agree</b>  |                                     | N   | DNA  | SD   | M    |
| <b>The instructor had high achievement standards for this class.</b>  | 0% (0)  | 11.27% (8)   | 15.49% (11)                   | 53.52% (38)   | 19.72% (14)  |                                     | 71  | 0    | 0.88 | 3.82 |
| <b>The instructor clearly showed the relevance of the course to my discipline.</b>  | 1.41% (1)   | 1.41% (1)  | 12.68% (9)                    | 47.89% (34)   | 36.62% (26)  |                                     | 71  | 0    | 0.8  | 4.17 |
| <b>The instructor provided useful and timely feedback on graded work.</b>   | 1.41% (1)   | 2.82% (2)  | 14.08% (10)                   | 53.52% (38)   | 28.17% (20)  |                                     | 71  | 0    | 0.81 | 4.04 |
| <b>Violations of Academic Integrity standards did not occur in class.</b>   | 1.41% (1)   | 4.23% (3)  | 22.54% (16)                   | 42.25% (30)   | 29.58% (21)  |                                     | 71  | 0    | 0.9  | 3.94 |
|   | <b>Strongly Disagree</b>  | <b>Disagree</b>                                      | <b>Undecided</b>              | <b>Agree</b>  | <b>Strongly Agree</b>  |                                     | N   | DNA  | SD   | M    |
| <b>The teaching assistant(s) were effective in the recitation/lab and office hours.</b>   | 2.78% (2)   | 8.33% (6)  | 45.83% (33)                   | 34.72% (25)   | 8.33% (6)  |                                     | 72  | 0    | 0.86 | 3.88 |
|   | <b>&lt;30 students</b>  | <b>30-49 students</b>                                | <b>50-99 students</b>         | <b>100-149 students</b>   | <b>&gt;150 students</b>  | <b>Feel free to describe below.</b> | N   | DNA  | SD   | M    |
| <b>What do you consider to be a reasonable number of students for a course like this?</b>   | 0% (0)  | 8.82% (6)  | 22.06% (15)                   | 25% (17)  | 35.29% (24)  | 8.82% (6)                           | 68  | 0    | -    | -    |
|   | <b>Please ignore this answer - the professor set up to require answers.</b> |  |                               |   |  |                                     | N   | DNA  | SD   | M    |
| <b>If resources were added, would you like to have regular homeworks or quizzes? Would you like to have some programming assignments (assuming programming as a prerequisite)? Would you like to have Calculus as a prerequisite so that comparisons could be made between continuous and discrete mathematics?</b> | 36.76% (25)   | 63.24% (43)  |                               |   |  |                                     | 68  | 0    | -    | -    |
|   | <b>I don't climb mountains.</b>   | <b>How exciting is it to watch a mountain climb?</b> | <b>Yeah, far out.</b>         | <b>All of the above.</b>  | <b>None of the above (which includes, of course, "All of the above," that are above "All of the above.")</b> |                                     | N   | DNA  | SD   | M    |
| <b>I find this course as exciting as mountain climbing.</b>   | 25% (17)  | 30.88% (21)  | 16.18% (11)                   | 13.24% (9)  | 14.71% (10)  |                                     | 68  | 0    | -    | -    |

### Qualitative

**Please comment on the elements of the course you found particularly effective. -**

- The zybook was good in the beginning. Very clear in lecture.
- The demonstrations in class by the professor to help us understand all the theories he introduced
- Zybooks and professor's feedback were helpful in providing additional information to material presented in lecture. Lectures were always clear and helpful - he was able to answer any questions students might have had.
- Lectures
- The zybooks, textbook help out a lot.
- no
- Going to lectures
- For the first part of the course: zyBooks.
- Reading the book.
- Literally just listening in class. He explained everything.
- The online zybooks was extremely effective and the exercises in the same helped me greatly! I liked the multiple-choice format of the first exam. Dr. Miller is a great professor!
- good lecturew
- the zybooks were effective, however they only spanned the first three weeks of the course
- Zybook is top tier
- I found that most of my learning in this course was from lecture, with only a little outside studying required
- Loss of in-class examples of the textbook readings and demonstrations/diagrams of the different structures.
- The class is clearly outlined and the professor is very engaging when giving lectures
- Lecture is very useful and informative. The zybooks is useful but its only used for the first part of the class it should be used throughout.
- The readings and diagrams provided by the instructor were very useful.
- All good.
- The textbook Prof. Miller provides is very useful
- the diagram example of modulus.
- I guess the zybook/textbook. It's tricky though, considering this isn't Discrete Math, but rather a course on algorithms and computing model architecture. My textbook is the same one he uses to teach his graduate class! So all in all, the course as a whole isn't really effective because WE DON'T LEARN WHAT WERE SUPPOSED TO (except for the first few weeks out of the Zybooks).
- Lectures went over textbook material very clearly and offered up opportunities to ask questions.
- The textbooks and lectures were very effective. The methods of evaluation were tailored toward those who attended and read, and I appreciated that. Putting the zybook first was a good choice.
- The materials available and the recitations and office hours were very helpful for a better understanding of the class
- Zybooks provided information that exceeded the core course requirements, making the course far more interesting and applicable.
- Lectures
- The teacher was very good about taking questions.
- Lecture material was extremely clear, no excuse not to get an A if you went to class. If you didn't go to lecture this class would probably be pretty difficult.
- The professor was very repetitive, causing me to retain concepts.
- The zybook was effective. Lecture and recitation were also important for understanding the material. Test questions were similar to the material taught.
- The zybook followed the class material and was helpful for extra understanding.
- Professor Miller is funny, engaging, and loves what he does. He is a perfect fit for this course because he makes things easy to understand.
- The zyBook really helped out for the first exam. I wish it was implemented throughout the whole course because it would be easier to learn the material that way.
- Being taught by an experienced professor!
- no
- It is not mandatory to go to recitation.
- very clear explanations
- The zyBooks was very helpful.

**Please comment on course improvements you would suggest. -**

- I don't know.
- N/A
- The professor's handwriting should be clearer.
- no
- The textbook is very difficult to follow so I would request the professor to structure the notes more clearly so it will be easier to study from.
- None
- The lectures felt as though they were not prepared beforehand and the professor was uninterested in actually explaining the material in a way students would understand
- Test questions should be worded more clearly so students know what is expected. Grading for parts of exams was questionable at times.
- none
- In my 2 classes at UB I've never said this but this class was way too easy, probably the easiest course I've taken at UB yet. Really if you went to ever lecture it was an easy A, no work.
- The course is very difficult and maybe encouraging students to attend recitations more would help.
- It would have been good to have homework assignments besides Zybook.
- Compiling material into one text if possible.
- The course should have prerequisites, because for those who have not taken calc or have had limited coding experience, this course was very difficult to follow
- I think requiring or assigning homework of some fashion would help solidify ideas in students minds more strongly.
- Please, class materials should be organized and explains more clear.
- Practice problems would help prepare some students for the tests a little bit better.
- I really hate choice at the end of every test, they seem to be designed to trick students.
- Actually teach Discrete Math, or change the name of the course to reflect what's actually taught.
- Hand writing is hard to read
- Maybe the order of what we learn can switch up a little. I was kind of confused in the beginning
- Good.
- Homework that focuses on the topics of the course would help in understanding.
- There wasn't any material that the teacher gave on what to study for the tests. The first test was fine, but the teacher didn't provide any homework for the second test at all. Students went blind into the test not knowing what was on it. We cannot be expected to do well, if the teacher does not tell us what he expects us to have learned.
- Tests sometimes have extremely vague and ambiguous wording for the questions with sometimes confusing grading criteria for open ended questions
- None.
- TAs were disengaged, made it clear in the beginning of the semester that they were only there to answer questions
- Maybe use some new expo markers, I know you can afford it
- There should be homework and more structure to the class than just reading the text book and explaining a portion of the tested material in class
- course notes online
- It would be great to have all exams as multiple choice. Course material increases in difficulty exponentially after the first exam. I found zybooks to be more effective than classroom instruction. Use of powerpoints that can be uploaded on website would be greatly appreciated.
- To use the projector so everyone can see.
- nothing
- By putting the lecture notes online. Dr. Miller's handwriting is sometimes hard to understand. When students ask what he wrote on the board, he says that even he can't read his own handwriting and not to worry about what he wrote. I'm not sure how else one can prepare for the exam then.
- It would be more beneficial for the students if the professor had time for regularly-scheduled office hours, as opposed to only appointments.
- no
- Make attendance mandatory.
- This class needs a better textbook. His textbook is very confusing and is not helpful.
- 3 lectures a week for 50 minutes instead of two 80 minute lectures.
- I would suggest making the zybook for the whole year. The textbook is boring.

**For what primary reason did you enroll in this course? - Other (please specify)**

- Other (please specify) interest
- Other (please specify) Minor
- Other (please specify) Required for CSE Minor

**If you were dissatisfied with any of the instructional facilities, please explain: -**

- N/A
- 
- The technology is available to be used but the professor doesn't use it as if it wasn't there.
- The classroom was very hard to hear. My particular TA did not always answer their email leading to some frustration. The main TA, who's name I don't recall, was harsh and the back half of the lecture hall at all, you could not see the board well enough to take good notes.
- Very hard to read the board, too many people for everyone to sit close enough to see
- I think the lectures should be recorded
- Needs better microphone. Can hardly hear him. He needs a bigger screen to write on, there is too much material to fit on a tiny screen.

**Please comment on how effective the instructor was in teaching this course. -**

- Not very. I've read the textbook but it doesn't explain anything. His lectures are built off of the textbook and if you don't understand the textbook then you don't understand the material and you're going to fail.
- Presented material clearly, well organized course layout, knowledgeable and enthusiastic professor in general. I would recommend this course / this professor to anyone.
- he should not change his approach
- Very clear
- Very effective
- Dr. Miller was very helpful and presented the material as clearly as he could. He realized that it was an entry level course and did not expect too much from his students which I highly appreciate. He made sure to go slowly with all the different concepts and was very understanding throughout the course. I would love to take his classes in the future.
- Russ is a very smart guy, but don't ask too many questions. He'll grill you real good and remind you not to get ahead of yourself in a freshman course.
- I enjoyed Russ Miller's lectures, and thought that he laid out the structures in a very logical fashion
- good
- Not very effective
- Not completely effective. Already explained before.
- He explained everything clearly and to the point of understanding. Only problem is he writes pretty messy and it's hard to read the board sometimes.
- His use of zybook online learning was very effective. I liked the multiple choice format of this first exam. Very passionate about what he teaches. Emphasizes learning more about the course.
- Use technology please. The back half of the class couldn't take good notes at all from the whiteboard. Overall, he is very self centered and doesn't seem to care about the students success at all.
- Good.
- Russ Miller gave many examples and gives teaches us what we need to learn.
- Lectures are informative but he is very hard to hear. He uses a microphone but it does not always have the information if you miss class or even just review.
- He is very entertaining and is very willing to answer questions that any of the students present while in class. Seems interested in making sure the students fully understand the material that he is presenting
- Prof. Miller was great in demonstrating all of the material and stressing what was important for students to know. He went at a great pace and was good at answering questions that arise in class.
- (Reiteration of earlier comments) He doesn't actually teach discrete math after the material based on the computing model architecture. This is extremely frustrating, especially considering how important discrete math is for CS and computer theory. What he does mainly teach (algorithms and compiling model architectures), while important, is not discrete math. These things are important too, but that doesn't mean an instructor should teach them in a DISCRETE MATH course. Now, I feel very unprepared for my next class in the theory classes for CS, considering they are supposed to build off of 191. Dr. Miller should either not teach discrete math, actually teach discrete math, or relate the class to more accurately denote what's taught.
- Did a great job. Super effective.
- Basically gave a detailed lecture that elaborated on the textbook. Good for asking in class questions.
- Please make an office hour and dont charge to the TA to do everything.
- I really enjoyed his teaching style. Lectures were engaging-made students want to take notes-which I find is very important and difficult in a freshman course. Thanks for teaching me!
- he was effective in teaching the material and keeping the class engaged
- 
- The instructor will write all the material on the whiteboard but his handwriting is sloppy. He barely uses technology to present the material, which causes that people sitting in the back may not be able to see the material. However, he always tries his best to explain the points he is trying to make. If students do not get the material the way he explains initially, he may say it again from another angle.
- Very effective. He clarified what he had to teach and made it easy for students to understand clearly.
- Professor Miller tried to teach most of the tough concepts clearly but for the most class, I would ask him to read the material learned last time very briefly so that we know where we've left off from. At a certain point, the material becomes very difficult and it would be nice if he slowed down a bit.
- Professor Miller was extremely effective. The material was challenging, however, it was presented in a clear manner with the goals of the course very apparent.
- Dr. Miller does really well on explaining class material, and his grading policy is very favorable. Exam's difficulty are reasonable, very good professor.
- It was great.
- Kind and enthusiastic professor. Provided large amounts of additional information about the topics, making the course more entertaining, applicable, and interesting.
- Prof. Miller gave good examples (real examples) of the material.
- The instructor was very good.
- Very effective. Lectures were very clear, if you paid attention in every lecture there is no excuse for this not to be an easy A. Tests were more than fair.
- The instructor was very effective.
- Concepts were usually explained clearly and in detail.
- He was completely disinterested in teaching the material and talked down about students in order to make the material harder than it needed to be. He has no confidence that his students are intelligent enough to learn

**Please comment on how effective the teaching assistant(s) were in helping you meet the learning outcomes of the course. -**

- Did not really interact with TAs other than the first day of recitation.
- The teaching assistants were helpful and accessible, but often didn't know answers to simple questions related to the course material
- Never met them
- TAs were clear in the beginning of the year that they were only there to answer questions, and that they would not prepare any material, and did not care if we attended recitation
- They were good.
- TAs had a high understanding of the material and were effective in answering questions clearly.
- The teacher assistant I usually go to is awesome. He seems to have all the knowledge of this course. He can respond our questions immediately without spending too much time thinking and give us the correct information.
- I don't know.
- There were many office hours and recitations to ask any questions regarding the course material.
- I wish TAs would have attended lectures so that they would be on the same page as professor Miller. It almost seemed at times that there was a lack of communication between professor and TA. Otherwise, the TA was very effective
- Responsive to questions, but would sometimes seem a little annoyed by some questions that students would ask
- N/A
- not really.
- QA recitation
- none
- They answer questions when asked, but sometimes there was some attitude/condescension/sarcasm which did not contribute to a collaborative/comfortable environment (e.g. "Wow, are you serious?" or "Okay, fine, I guess we can go over that...")
- they were good
- Recitation was entirely question and answer. If you didn't have a question there was 0 points in going. However I feel that going over the material in different words/in a different perspective would have been really helpful. My particular TA did not always answer their email leading to some frustration. The main TA, who's name I don't recall, was harsh and had to approach. He seemed to enjoy the power while not really enjoying helping out. My test was marked wrong on an easy clerical error, which is super understandable and just happens, but he was very hard to talk to about fixing it. He made it seem like I was personally trying to ruin his day by asking for the right grade. He is not a people person.
- N/A
- no
- Nick.
- I knew Qi Li outside of his role as a teaching assistant and he is a helpful guy, although I never attended his recitation for CSE191
- no
- I never go to recitations, so no opinions on this question
- Initially, the TAs were directly going through zybooks, which I hated. Being required to go through zybooks on our own. It was annoying to go to recitations simply to see what I had already covered being covered again, and the TA seems to have less familiar with some of those things. As time progressed, the course became more difficult, and the TA became more useful in reviewing the course content.
- He did well.
- I don't really go to office hours so I can't say much about them, but when the TA's taught the class if Prof. Miller was out, they were very knowledgeable and good at teaching the material.
- TAs would have been more help if we were required to go to recitation. In the beginning of the semester the TAs were not needed but after the first exam, they were not available as they skipped recitation!
- I did not go to see them often, but they were always there to answer my questions when I sought them out.
- From Day 1, the TA said this would be a QA type recitation. Since nobody had any questions, everybody left, and also forgot that I even had recitation for this class and that the TA was very helpful too. He was always present at recitations and answered any questions we had. He never hesitated in answering questions and we could ask him the same question over and over until we fully understood. He made sure that everyone understood what was being taught before moving forward.
- They got me ready for my exams.

**What do you consider to be a reasonable number of students for a course like this? - Feel free to describe below.**

- Feel free to describe below. A lecture hall like Norton 112 was not perfect for the class, because anyone farther than 5 rows up would have a very hard time reading the board.
- Also, lecture lecture halls are not ideal for asking and answering questions, especially for a conceptually heavy course.
- Feel free to describe below. My class size seems appropriate. The class doesn't leave many questions unanswered, and if you have a question, the TAs for the course always have free time every day of the week to answer you.
- Feel free to describe below. Whatever we had seemed to work for me. Because it was the morning I'm pretty sure half the people in the class did not show up.
- Feel free to describe below. However many the room fits
- Feel free to describe below. The material is not difficult as long as one reads the textbook. Because the lectures are based of the textbook (which is our only help), it is okay to have lots of students in the class.
- Feel free to describe below. I think it's fine for this class to be fairly large (especially since most kids do not show up to class). Prof. Miller was still able to answer all of our questions and move through material in a timely manner.

**If resources were added, would you like to have regular homeworks or quizzes? Would you like to have some programming assignments (assuming programming as a prerequisite)? Would you like to have Calculus as a prerequisite so that comparisons could be made between continuous and discrete mathematics? - Please provide answer below - this survey has issues. My apologies.**

- Please provide answer below - this survey has issues. My apologies. Calculus as a prerequisite would definitely be helpful and would allow Prof. Miller to go through material in even faster/go more in depth with examples. I think having regular homework would be helpful in retaining the material more, since there are so few tests and lots of material in between each test. As far as programming, it could be useful to have maybe 1-2 programming assignments to make a connection between the structures and real life, so I don't learn about the more abstract models.
- Please provide answer below - this survey has issues. My apologies. I think calculus or programming may have added this course a little more meaningful and applicable, so I don't think it would be bad to have calculus or programming as a pre-requisite. Honestly, after taking Calc 2 and 3 the math in this class was a joke.
- Please provide answer below - this survey has issues. My apologies. I would not prefer for taking to have prerequisites or homework assignments.
- Please provide answer below - this survey has issues. My apologies. Regular homeworks would be nice. Calculus requirement should be a must. CSE115 should also be a pre-req, that way the students have some type of programming experience.
- Please provide answer below - this survey has issues. My apologies. I think the class the way it is, is set up well.
- Please provide answer below - this survey has issues. My apologies. Yes
- Please provide answer below - this survey has issues. My apologies. would be helpful
- Please provide answer below - this survey has issues. My apologies. I would like to take Calculus as a prerequisite, and add a few quizzes
- Please provide answer below - this survey has issues. My apologies. More regular homework and assignments would be good for grading buffers but because it's an introductory course I do not think that calculus or coding should be required during the class or as a prerequisite
- Please provide answer below - this survey has issues. My apologies. I think homework and quizzes would be helpful, but not completely necessary. I would have also liked to have Calculus as a prerequisite, but I think it would be.
- Please provide answer below - this survey has issues. My apologies. Yes.
- Please provide answer below - this survey has issues. My apologies. I think occasional homework and quizzes would be helpful, but because this is a freshman course, I don't think calculus or programming should be required, as that would limit the amount of entry level students able to take the course.
- Please provide answer below - this survey has issues. My apologies. I think a calculus prerequisite would put this course into the 200 level at least. That being said, minor programming assignments would be very helpful. However, and they would allow it to remain at the 100 level. Regular homework would be appreciated, simply to fortify learning.
- Please provide answer below - this survey has issues. My apologies. I would like to have some programming assignment, which will be helpful.
- Please provide answer below - this survey has issues. My apologies. Yes because it is easier to understand with programming experience.
- Please provide answer below - this survey has issues. My apologies. More resources for practice materials! Homeworks, simple programming assignments, etc
- Please provide answer below - this survey has issues. My apologies. I would like to have Calculus as a prerequisite, and having prerequisites would be preferred.
- Please provide answer below - this survey has issues. My apologies. Would have loved calculus as a prerequisite - comparisons between the fields of mathematics would have been wonderful. Regular homeworks and programming assignments would have been a nice option, but may have become overbearing if they were assigned a point value.
- Please provide answer below - this survey has issues. My apologies. no calc prerequisite and no homework
- Please provide answer below - this survey has issues. My apologies. Yes, there should be regular quizzes/exams. It would be nice to have programming assignments to better connect that part of CS to the theory.
- Please provide answer below - this survey has issues. My apologies. No, this course is fine for beginners.
- Please provide answer below - this survey has issues. My apologies. I think that people who want to take this course should take Calculus as a prerequisite. Since Calculus may make the problem-solving process easier and quicker. In addition, I would like to have some programming assignments. Because I want to get more insight into the knowledge in this field. However, homeworks or quizzes would not be the elements I want to add to the course. Since programming assignments are already going to take students a lot of time to finish. Having homework or quizzes is just adding more pressure to the students' shoulders.
- Please provide answer below - this survey has issues. My apologies. Yes and no, this answer has issues as well. In one sense, it could be very easy to do well in the course without knowing how these things apply to Computer Scientists. One could just read the textbooks and ace the course without learning anything. On the other hand, most students (myself included) and in other courses that are rigorous, and they would allow it to remain at the 100 level. Regular homework would be appreciated, simply to fortify learning.
- Please provide answer below - this survey has issues. My apologies. I think its better if the class stay it is, and no change needs to be made
- Please provide answer below - this survey has issues. My apologies. homeworks would be good. I have taken calculus and it helps, so yes to a prerequisite. small programming assignments will also help
- Please provide answer below - this survey has issues. My apologies. Yes, some assignments would be great so that students could practice on a computer
- Please provide answer below - this survey has issues. My apologies. Yes, the more involved I am in the class the better I do.
- Please provide answer below - this survey has issues. My apologies. I think it would help honesty. The only problem is, if it is a requirement it can really screw a lot of kids over, if there's a way to highly recommend you take CSE115 before.
- Please provide answer below - this survey has issues. My apologies. I would like to have Calc, coding, it's hard to say, I don't really talk about coding/coding if you know what I mean. Potentially more short assignments would have been helpful, even if they weren't collected for grading. Also I appreciate that last question.
- Please provide answer below - this survey has issues. My apologies. I feel having at least Calc 1 would be helpful for students to understand the distinctions between continuous and discrete math. Someone once asked me why I took CSE191, and when I answered Discrete Math, he asked, "is that when you do math, but just the really quiet?"
- Please provide answer below - this survey has issues. My apologies. Regular homework/quizzes would be good for helping students on task, since, in a freshman course like this, it is easy to put off studying and understanding material thoroughly until the last minute.
- Please provide answer below - this survey has issues. My apologies. It would definitely be valuable to have some level of programming as a prerequisite, and actual programming assignments. Regarding having Calculus as a prerequisite, I am undecided, but I do not think it would be better if there were homeworks or homework lectures after the first exam there were no materials to work on. I do not believe that this class should have a calculus requirement because there isn't much calculus discussed in the lectures at all.
- Please provide answer below - this survey has issues. My apologies. I don't think Calculus should be a requirement for this course, it doesn't need it and will hold back students that are having trouble with calculus. Regular homeworks and quizzes would be nice to make sure that we are preparing the right material for the test
- Please provide answer below - this survey has issues. My apologies. Regular homework/quizzes would not be the best idea. Some programming assignments would be interesting and a good inclusion. I don't think Calc is required as a prerequisite.
- Please provide answer below - this survey has issues. My apologies. I think that would help, I'm not completely sure about it. One problem I had with this class was, Dr. Miller always explained the concepts and never went over problem solving. So based on what's being suggested in this question, if it were to be done, I think the course would make more sense.
- Please provide answer below - this survey has issues. My apologies. I think having a little bit of homework would help as it would make sure that everyone actually revises the material in a timely manner and does not put everything for the last minute.