UNIVERSITY OF TEXAS AT AUSTIN   COURSE—INSTRUCTOR SURVEY   Spring 2022 DEPARTMENT COPY
Downing, Glenn P   C S371P   51475   OBJECT—ORIENTED PROGRAMMING   Grade—eligible enrollment = 72
E100 EXPANDED   Surveys Returned = 67

NUMBER CHOOSING EACH RESPONSE

	Str Disag	Disagree	Neutral	Agree	Str Agree	NO. REPLIES THIS ITEM	AVG.
1 COURSE OBJECTIVES DEFINED—EXPLAINED	1	4	0	17	45	67	4.5
2 INSTRUCTOR PREPARED	1	0	0	13	53	67	4.7
3 COMMUNICATED INFORMATION EFFECTIVELY	1	3	2	17	43	66	4.5
4 STUDENTS ENCOURAGED—ACTIVE ROLE	0	4	7	20	36	67	4.3
5 INSTRUCTOR AVAILABILITY	0	1	6	23	37	67	4.4
6 COURSE WELL—ORGANIZED	1	3	2	17	42	65	4.5
7 STUDENT FREEDOM OF EXPRESSION	4	5	5	15	38	67	4.2
8 CLASS PARTICIPATION ENCOURAGED	1	1	4	10	51	67	4.6
9 ENGAGING INSTRUCTION	3	8	7	16	33	67	4.0
10 INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	1	1	15	49	66	4.7
11 INSTRUCTOR EXPLANATIONS CLEAR	0	3	3	24	37	67	4.4
12 GENUINELY INTERESTED IN TEACHING COURSE	1	0	3	13	48	65	4.6
13 HELPFUL COURSE MATERIALS	2	8	13	21	23	67	3.8
14 ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS	3	7	3	24	30	67	4.1
15 ASSIGNMENTS AND TESTS RETURNED PROMPTLY	0	3	4	19	41	67	4.5
16 ASSIGNMENTS USUALLY WORTHWHILE	1	6	9	24	27	67	4.0
17 STUDENT PERFORMANCE EVALUATED FAIRLY	3	5	6	22	31	67	4.1
18 STUDENT PERCEPTION OF AMOUNT LEARNED	1	5	5	23	33	67	4.2

	Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
19 OVERALL INSTRUCTOR RATING	1	5	6	18	37	67	4.3
20 OVERALL COURSE RATING	0	7	9	22	28	66	4.1

	Excessive	High	Right	Light	Insuff		
21 STUDENT RATING OF COURSE WORKLOAD	1	22	39	4	1	67	

	Less 2.00	2.00—2.49	2.50—2.99	3.00—3.49	3.50—4.00		
22 OVERALL UT GRADE POINT AVERAGE	0	0	4	10	53	67	

	__A__	__B__	__C__	__D__	__F__		
23 PROBABLE COURSE GRADE	54	5	7	0	0	66	

For the computation of averages, values were assigned on a 5—point scale so that the most favorable
response was assigned a value of 5 and the least favorable response was assigned a value of 1.

COMMENTS:
Total Number of Comments: 39

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1. RESPONSE: The paper and blog assignment didn't seem to fit in with the rest of the course. The paper material was too short to be worthwhile, although ironically it was the only part of the course where object-oriented topics were actually covered. If this isgoing to be a C++ course, then please make that clear in the course description and title, not when we're already registered and in class, and switching classes is extremely difficult. I also didn't like the new grading scheme, as it made it hard totrack your progress in the course. While there was a google sheets doc that helped, it still required lots of manual effort and lots of uncertainty on the state of my grade throughout the entire semester. At the same time, reducing grades down to 0-3 instead of 0-100 makes it harder to gauge feedback on the degree to which you successfully completed the assignment. It seems like it would narrow down the rubric and make it harder to have insight into exact issues. Overall, I don't think the prosof this grading system outweigh the cons. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-5, Q3-3, Q4-3, Q5-5, Q6-5, Q7-1, Q8-5, Q9-2, Q10-4, Q11-4, Q12-5, Q13-2, Q14-2, Q15-4, Q16-2, Q17-1, Q18-4, Q19-3, Q20-2, Q21-3, Q22-5, Q23-1,
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2. RESPONSE: I enjoyed this class a lot. It was well organized, and I appreciate you taking extra time to answer questions and help with bugs. I felt the grading system was fair, I didn't mind the cold calling, and I appreciate that the lectures covered just enough to get me started on the projects. I didn't love the blogs/papers but they served a purpose for the class. Thanks for everything! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-4, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,
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3. RESPONSE: The projects and the exercises felt relevant and interesting, the papers as well. At first I was nervous about the cold calling in class, but then I realized it wasn't that bad. The grading system is also surprisingly less stressful than a normal one, because I don't feel pressured to score perfectly (100/100) but just good enough, (2/3). /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,
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4. RESPONSE: Sometimes you interrupt students while they are in the middle of asking a question because you think you know what they are about to ask. I know you are stressed for time but I feel like students would have been more willing to ask questions if theywere able to fully articulate their question. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-0, Q4-3, Q5-4, Q6-4, Q7-3, Q8-4, Q9-3, Q10-4, Q11-4, Q12-0, Q13-4, Q14-4, Q15-4, Q16-4, Q17-5, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,
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5. RESPONSE: This course is oddly formatted. It's a lot of work, but it is pretty easy to get it all done once you get a grasp of how the grading system works and how to perform well. Since I took C++ and the STL with you last summer, I was already familiar with the grading system. This class wasn't all that different unfortunately. It is a good course for learning C++, but I really don't feel like I learned that much more about OOP. I feel like my biggest takeaways were from the papers and even then, I forgot what those covered by the time the next one came around. The class isn't all that difficult and it is indeed interesting, but I don't know how much I truly learned. I did enjoy learning about all the different tools and being forced to meet the specs of each assignment as it felt more realistic than in other CS classes though. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-5, Q4-3, Q5-3, Q6-4, Q7-5, Q8-5, Q9-4, Q10-5, Q11-4, Q12-3, Q13-3, Q14-4, Q15-5, Q16-4, Q17-4, Q18-3, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,
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6. RESPONSE: Overall, I found this course to be excellent, these are only small issues I had that did not impact the course overall. First, while I happily took advantage of it, only needing to do 4 out of 5 projects for an A-, which could be bumped meant I could only do 4 projects and get an A, which feels unintended. Second, coming up with 15 issues for each project felt like way too many. It led to most of the issues being over unnecessarily small points, like submitting to canvas, just to get up to 15. Requiring less issues (or removing the requirement in its entirety, it makes far more sense for SWE) seems beneficial. Third, taking some time to go over the testing library in class and the extent of what you can do with it seems beneficial and would help us come up with better unit tests. Same goes for how a makefile works, but this is further from what this class intends to teach I believe. Overall, I really enjoyed the course! /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-5, Q15-5, Q16-4, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,
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7. RESPONSE: I think this course is structured quite well. Contrary to most, I do enjoy the spec grading scheme. I think it fits well with this course. I also enjoy the cold calling. However, I think the weights on the spec grading still need work. Particularly,quizzes and papers felt a bit confusing when it came to the grading scheme. I thought quizzes were a bit heavily weighted compared to the rest. Additionally, I feel that having 4/5 projects be an A- made it easy for people to want to skip Life if they had 10 virtual tokens stocked up. I think that defeated the purpose of the spec grading and led to people skipping the final project. I think skipping a major project in the course should not still result in an A because it devalues the meaning ofthe grade. A better alternative would be to have A, A- and B+ require 5/5 projects completed and a B require 4/5 projects. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,
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8. RESPONSE: One complaint is how exercises are currently conducted. I have been burnt out twice by two different break out groups of some people not participating which is frustrating as the majority of the work falls on the driver. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-4, Q17-4, Q18-5, Q19-5, Q20-4, Q21-3, Q22-4, Q23-1,
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9. RESPONSE: At first I did not understand the specification grading and the point of having the grading system like this. I find it odd that by just messing up in one area it can lower your grade down an entire letter grade. Although for most assignments they were not too bad like the papers and blogs. One thing I really did not like was whenever the professor would increase the number of questions on the quiz from 3 to 4 and still give the same amount of time. This would lead to me usually not being able to finish the quiz. I feel like we should have more time if there are more questions because we cannot anticipate the difficulty of the next questions since we cannot skip around with the questions on the quizzes. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-3, Q5-4, Q6-4, Q7-4, Q8-4, Q9-3, Q10-4, Q11-4, Q12-4, Q13-3, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-2, Q22-5, Q23-1,
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10. RESPONSE: More time on the exercises were helpful. The many avenues of communications were useful. It would be better to have another TA for exercises since the reception tend to be really slow. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,
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11. RESPONSE: Course material was explained clearly, and I indeed learned a lot in this class. Some of the material seemed pretty trivial, but I understand how it all fit together and was helpful as a whole. Projects helped to solidify concepts, and Prof. Downingdid a great job explaining things thoroughly. Cold-calling wasn't my favorite, but overall it wasn't a huge deal. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-4, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-3, Q14-4, Q15-4, Q16-4, Q17-4, Q18-4, Q19-4, Q20-4, Q21-3, Q22-5, Q23-1,
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12. RESPONSE: I really loved the teaching style with the socratic method, as it helped me stay focused and I could think to myself

how I would answer the questions being asked to a peer. Really liked the in-depth lecturing of C++, even the small details, and the comparing and contrasting between Java and Python. I think this class could be improved by going over some design patterns like singleton, factory, etc., and how to use them. I understand that would be tough to fit in a course of this length, so perhaps a paper could be over this topic. Otherwise, everything was great, Dr. Downing was epic. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-4, Q22-5, Q23-1,
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13. RESPONSE: This was one of the best and most useful classes that I have ever taken. The only thing that I didn't like too much was some of the Perusall readings. I enjoyed the papers we had about OOP principles and found them to be rather beneficial. None of the other Perusall readings stood out to me. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,
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14. RESPONSE: I liked everything about this course except the exercises. They did not do much to check whether or not I was learning the material and they didn't help me learn the material. It dependent so much on who my team was. For what they bring to the table, I think they can be replaced with something else. Maybe make them individual or two-phase like the quizzes. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,
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15. RESPONSE: Just such a disconnected course that should not have stayed online. Really needed some sort of in person component. Class felt meaningless and just a task to do instead of worthwhile learning. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-1, Q2-1, Q3-1, Q4-2, Q5-4, Q6-1, Q7-1, Q8-1, Q9-1, Q10-2, Q11-2, Q12-1, Q13-1, Q14-1, Q15-2, Q16-1, Q17-1, Q18-1, Q19-2, Q20-2, Q21-3, Q22-3, Q23-3,
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16. RESPONSE: Excellent class /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-5, Q22-5, Q23-1,
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17. RESPONSE: Need more detailed feedback on project. Some sort of peer review system would be greatly appreciated. The grading system is fine. More coarse grained info on projects, quizzes, exercises makes sense but projects should still receive a greater amountof feedback. Also, consider adding C++ documentation to your papers. Perhaps we could annotate code from an open sourced project, for example? Might be an interesting exercise. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-5, Q5-4, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-2, Q22-5, Q23-1,
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18. RESPONSE: I had a great time in class. Thank you Professor Downing I learned a lot and would recommend this class to anyone. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-1,
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19. RESPONSE: I enjoyed both of my classes with Professor Downing. My experience in many UT CS classes was of disorganization and a lack of clarity with expectations. Downing does a wonderful job of ensuring that his students are aware of his class structure and is extremely upfront about the course. I not only appreciate his honesty with his students but also how clear his teaching style is. He is always prepared for each lecture and helps reinforce previously learned topics. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-4, Q5-3, Q6-5, Q7-4, Q8-4, Q9-4, Q10-5, Q11-4, Q12-4, Q13-3, Q14-5, Q15-2, Q16-4, Q17-4, Q18-5, Q19-5, Q20-5, Q21-3, Q22-5, Q23-2,
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20. RESPONSE: This class gave me the absolute worst anxiety. Whenever I would have emergencys, or couldnt make it to class, I was terrified to go to class in fear of being cold called. Downing makes it seem like its ok if you dont know exactly whats going on if you get cold called, but thats not true. He has a very belittling tone and seeing the way he talks to other people who are confused makes it even more daunting. Also, the grading scheme feels so patronizing and I hate it /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-4, Q3-4, Q4-5, Q5-5, Q6-4, Q7-2, Q8-5, Q9-1, Q10-3, Q11-4, Q12-3, Q13-3, Q14-5, Q15-4, Q16-4, Q17-2, Q18-4, Q19-3, Q20-3, Q21-3, Q22-3, Q23-2,
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21. RESPONSE: I really loved much of the instruction in this class. It was engaging, challenging, and overall very educational. I wish this class was in person because I feel like it would elevate the experience. Definitely one of my favorite CS courses to date. I do however slightly disagree with the grading scheme. I think it encouraged students to do barely passing work. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-5, Q14-5, Q15-5, Q16-5, Q17-5, Q18-5, Q19-5, Q20-4, Q21-3, Q22-5, Q23-1,
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22. RESPONSE: It was a good class, but sometimes easy to zone out in lectures since they're online and you know that you won't get called on for a few minutes once someone else has been called on. The only thing that I think wasn't very helpful were the papers, since some of them were quite dated, so I think it'd be better to have more up-to-date materials to learn from. Also, I didn't get much from writing the blogs. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-4, Q2-5, Q3-4, Q4-5, Q5-5, Q6-4, Q7-5, Q8-5, Q9-2, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-5, Q16-3, Q17-4, Q18-3, Q19-4, Q20-3, Q21-2, Q22-5, Q23-1,
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23. RESPONSE: I wish there was more discussion on the papers that were assigned in class. A lot of the concepts in the paper were really interesting, but there was no mention of it in class, so those subject seemed like they were secondary to what was being taught in class. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-5, Q6-2, Q7-4, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-2, Q14-4, Q15-5, Q16-4, Q17-2, Q18-4, Q19-4, Q20-3, Q21-3, Q22-5, Q23-1,
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24. RESPONSE: I enjoyed taking this course and learned a great deal. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-5, Q6-5, Q7-5, Q8-5, Q9-5, Q10-5, Q11-5, Q12-5, Q13-4, Q14-5, Q15-5, Q16-3, Q17-5, Q18-5, Q19-5, Q20-4, Q21-2, Q22-5, Q23-1,
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25. RESPONSE: Cold calling is extremely distracting. Additionally, it uses up way more time than necessary, and the lectures end up being very stretched out. I feel like most of the lectures can be compressed into 10 minutes with the amount of information they contain. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-2, Q2-4, Q3-2, Q4-3, Q5-4, Q6-2, Q7-2, Q8-3, Q9-2, Q10-4, Q11-2, Q12-3, Q13-2, Q14-2, Q15-3, Q16-2, Q17-4, Q18-2, Q19-2, Q20-2, Q21-4, Q22-5, Q23-1,
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26. RESPONSE: Token forms changes to grades do not seem to get fulfilled. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-5, Q4-5, Q5-4, Q6-5, Q7-5, Q8-5, Q9-4, Q10-5, Q11-5, Q12-5, Q13-4, Q14-4, Q15-4, Q16-4, Q17-5, Q18-4, Q19-4, Q20-4, Q21-3, Q22-4, Q23-1,
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27. RESPONSE: This was one of my last classes in UT and I sadly did not put as much effort as I should due to mentally checking out early. Downing kept me engaged and the class is well structured and interesting. I specifically chose this class as one of my last ones and do not regret it. /// SURVEY SUMMARY (Question Number-Scale Position) /// Q1-5, Q2-5, Q3-4, Q4-4, Q5-4, Q6-5, Q7-5, Q8-5, Q9-3, Q10-4, Q11-4, Q12-4, Q13-3, Q14-4, Q15-4, Q16-4, Q17-3, Q18-3, Q19-4, Q20-4, Q21-2, Q22-5, Q23-3,
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28. RESPONSE: Overall the course is well structured, however I feel the course really missed its true purpose of discussing the core of OOP, and instead the lectures were way to bothered by the details of C++, and not OOP in general. I felt like important mattersof design patterns are glossed over as reading assignments, but in true it is very worth-well for good lecture

discussions. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–3, Q4–2, Q5–4, Q6–4, Q7–3, Q8–3, Q9–3, Q10–4, Q11–3, Q12–4, Q13–2, Q14–3, Q15–5, Q16–3, Q17–4, Q18–2, Q19–2, Q20–2, Q21–3, Q22–5, Q23–0,

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29. RESPONSE: The course over all was good. Biggest suggestions to improve the course would be a little more flexibility on the quizzes in order to get an A, when cold calling maybe let people leave camera off, and mixing up lecture with maybe having some different activities to get a break from looking at code editor (such as a quizlet). /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–5, Q5–5, Q6–5, Q7–4, Q8–5, Q9–4, Q10–5, Q11–4, Q12–5, Q13–4, Q14–4, Q15–5, Q16–4, Q17–4, Q18–4, Q19–5, Q20–4, Q21–2, Q22–4, Q23–1,

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30. RESPONSE: I really enjoyed this course and how everything Dr. Downing does is backed by research and it is all available on his blog for people to view. I also enjoyed working with a different partner on each project because it kept all the meetings interesting. I think the projects were a lot of fun to work on but the specifications were a little vague. Also, when we had to make UML diagrams the expectations were not communicated clearly. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–5, Q5–5, Q6–5, Q7–5, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–4, Q14–4, Q15–5, Q16–4, Q17–5, Q18–5, Q19–5, Q20–5, Q21–3, Q22–5, Q23–1,

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31. RESPONSE: If the class is online some amount of leeway needs to be given for bad wifi and computer breakdowns. I feel like defaulting to the virtual token system for this was quite unsatisfactory. I also hated that the virtual token had restrictions on how many times they could be used for a certain category. Many times my partner had already used up their virtual token to get an extension on the project whereas I had not used any and it was quite frustrating to not be able to take advantage of the tokenI did have. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–2, Q5–2, Q6–4, Q7–2, Q8–3, Q9–2, Q10–5, Q11–4, Q12–4, Q13–4, Q14–1, Q15–2, Q16–2, Q17–3, Q18–4, Q19–2, Q20–2, Q21–2, Q22–5, Q23–1,

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32. RESPONSE: The course was generally good and the grading scheme worked out pretty well. The time limits for exercises and quizzes (especially ones with 4 questions) were sometimes too short for me or my group to finish on time. The professor also interrupted students a lot, which made me less inclined to participate and more nervous for cold calling. Aside from that, everything else was good. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–4, Q5–4, Q6–5, Q7–3, Q8–5, Q9–3, Q10–5, Q11–4, Q12–4, Q13–3, Q14–4, Q15–5, Q16–4, Q17–4, Q18–4, Q19–5, Q20–4, Q21–2, Q22–5, Q23–1,

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33. RESPONSE: I was a fan of the cold-calling in the class and I thought the instructor did a good job at encouraging class participation. i wasn't the biggest fan of the grading system because in my opinion, I thought it encouraged doing the bare minimum to get a good grade, especially when the difference between a 2 and a 3 is so minimal. Additionally, if a student does worse in a given category such as quizzes, it may make him lose motivation to do well in other categories as the best grade he can get anyway is the one corresponding to the worse category. Apart from this I thought the course was well structured. I would have also liked to see a couple more current articles as some of the perusal assignments were a little outdated(such as the importance of source control). /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–4, Q2–5, Q3–5, Q4–4, Q5–4, Q6–4, Q7–3, Q8–4, Q9–4, Q10–5, Q11–4, Q12–5, Q13–4, Q14–4, Q15–4, Q16–4, Q17–3, Q18–4, Q19–4, Q20–4, Q21–3, Q22–5, Q23–1,

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34. RESPONSE: Great course, great professor. The course dived deep into the details of many of the basic C++ operations and features, which was very helpful for someone like me who has no experience in C++ (and who hasn't done too much work in C). The projects could definitely be tricky sometimes, but the TAs did a great job of helping out with those and answering questions. One thing that I might suggest adjusting is the time available on in-class exercises. There were multiple cases where my group ran out of time or submitted our solution with less than a minute left. Providing more time for the exercises, especially since often instructors are helping out other groups and can only come in once per session, would be beneficial and more fair (even if the time went past the end of class and the solution had to be explained next class). /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–4, Q4–5, Q5–4, Q6–5, Q7–5, Q8–5, Q9–4, Q10–5, Q11–4, Q12–5, Q13–5, Q14–4, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–2, Q22–5, Q23–1,

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35. RESPONSE: [WHAT I LIKED] I appreciate the structure of this class. Well-defined expectations and deadlines, which are reasonable. When the deadline for Allocator was pushed, I felt that the needs of the students were being considered. I like the quizzes; theymade me learn from my mistakes faster than an exam would have. The exercises were daunting, but I understood the material a lot better after going through them. I learn best from doing (projects and exercises) rather than exams, and this class was the perfect balance for me. The in-class lessons were very helpful, I found myself analyzing code in a more informed way as a result. The projects were good, I liked applying what I learned in class. Overall, I would not change much about this class! [WHAT I WOULD IMPROVE] The turnaround for token submission. This class is strict on deadlines, and it's stressful to consider that your grade has not changed after the deadline to excuse a virtual token has passed. Other than that, everything is good! /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–5, Q5–5, Q6–5, Q7–5, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–5, Q14–5, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–3, Q22–5, Q23–1,

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36. RESPONSE: The incentive "If you have 10 virtual tokens at the end of the term, we will increase your letter grade" is terrible. Because only 13 virtual tokens can be achieved in total, this is equivalent to "If you use more than 3 virtual tokens, we will decrease your letter grade". If I fail my 4th exercise (which drops my grade from an A– to a B+) with exactly 10 virtual tokens left, am I expected to use a virtual token or not? Either choice is irreversible and may have severe consequences later. It also punishes students for extraneous circumstances that require virtual tokens (a hospital visit, a funeral, or being added late from a wait-list; none of which should be excused via the same metric as "failing a quiz"). The quizzes are equally ridiculous. Why take it twice? Only 4 points are required for credit. The group always gets 2–3 points, so you are only required to get 1–2 points on your own. So, frankly, what's the point of the group? We go over the quiz in class immediately after. If it is just testing if we get 1–2 points on our own then make it so we get credit if we get 1–2 points on our own. As it stands there are way too many points of failure (i.e. the 4-minute mark) for no real reason. And quizzes currently take up so much more class time than they need to. I hope the best. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–2, Q2–4, Q3–2, Q4–3, Q5–3, Q6–2, Q7–1, Q8–4, Q9–3, Q10–4, Q11–2, Q12–4, Q13–2, Q14–2, Q15–3, Q16–2, Q17–2, Q18–2, Q19–2, Q20–2, Q21–3, Q22–5, Q23–1,

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37. RESPONSE: The lectures were quite well structured to incentivize real learning. I like how every step of the teaching and grading process rewards students for being well-read and prepared without being too punishing or overly lax. While, at first, I was a bitapprehensive about the o?=specification gradingo?= method, now, it seems like a practical system for preparing us for technical projects in the future. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–4, Q5–4, Q6–4, Q7–5, Q8–5, Q9–4, Q10–5, Q11–5, Q12–5, Q13–3, Q14–4, Q15–4, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–3, Q22–5, Q23–1,

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38. RESPONSE: While the grading scale was more "harsh" in comparison to other classes, Professor Downing was very explicit in expectations and this encouraged me to do my best so that I can earn my final grade. Overall, I thought this class was a great one to take. /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–4, Q5–5, Q6–5, Q7–5, Q8–5, Q9–4, Q10–5, Q11–5, Q12–5, Q13–4, Q14–5, Q15–5, Q16–4, Q17–5, Q18–5, Q19–5, Q20–5, Q21–3, Q22–5, Q23–2,

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39. RESPONSE: This was a great class to take to learn in-depth about C++ and understand some principles of good design. I like the grading system, but there's a couple of kinks which need to be worked out. The part which I believe needs the most revision is the exercises. They can be very stressful, and I feel like I would have liked to have spent more time understanding everything (especially with those that I didn't get to finish). /// SURVEY SUMMARY (Question Number–Scale Position) /// Q1–5, Q2–5, Q3–5, Q4–5, Q5–5, Q6–5, Q7–5, Q8–5, Q9–5, Q10–5, Q11–5, Q12–5, Q13–5, Q14–5, Q15–5, Q16–5, Q17–5, Q18–5, Q19–5, Q20–5, Q21–3, Q22–5, Q23–1,