

## FEEDBACK FORM

August 30, 2010

---

The purpose of this feedback form is to get an idea of the background of students in the class so that the lectures can be prepared accordingly. Please note that using this form is **voluntary**— if you do not want to say anything, do not turn this form in. However, if you do not give your input then you might be losing out on an opportunity to shape the direction of this class. If you do decide to fill this form, you do **not** need to write your name and/or any other identifying information. You will have the last five minutes of the lecture to yourself, if you want to fill in this form in class.

---

The first couple of questions deal with scheduling of office hours.

1. I will have two one hour slots for my office hours. Jeff will have one hour long office hour while Yuan will have two one hour office hours. Please check the choices below that you think you will be able to make for an office hour. (Remember that homeworks are due Fridays in class.)
  - (a) Monday, 2:00pm- 2:50pm.
  - (b) Monday, 3:00pm- 3:50pm.
  - (c) Tuesday, 10:00am- 10:50am.
  - (d) Tuesday, 11:00am- 11:50am.
  - (e) Tuesday, 4:00pm- 4:50pm.
  - (f) Wednesday, 10:00am- 10:50am.
  - (g) Wednesday, 11:00am- 11:50am.
  - (h) Wednesday, 2:00pm- 2:50 pm.
  - (i) Thursday, 11:00-11:50am.
  - (j) Thursday, 4:00pm- 4:50pm.
  - (k) Friday, 10:00am- 10:50am.
  - (l) Friday, 11:00am -11:50am.
  - (m) Friday, 2:00pm- 2:50pm.
2. In addition, if there is interest, I plan to hold office hours online using “CoverItLive.” The day of the week will not be fixed but it will be during the night. (And it will have to be late enough so that my son is asleep.) Please check all the time slots that you think will generally work for you:
  - (a) I cannot participate during the night office hours.
  - (b) 9:00pm- 9:50pm.
  - (c) 10:00pm- 10:50pm.
  - (d) 11:00pm- 11:50pm.
  - (e) What a dumb idea!
3. How would you like the recitations to be organized:
  - (a) Use it primarily to go over material covered in the lectures.
  - (b) Use it primarily to deal with homeworks.

- (c) Divide up the time equally between lecture material and homeworks.
- (d) I am not planning on going to the recitations.
- (e) Other (Specify):

The next few questions are to gauge your comfort with the required background for this course.

1. We will be doing *a lot* of proofs in this course. Choose the option below that best matches your comfort level:
  - (a) I prove things in my dreams.
  - (b) I know what it means to prove a mathematical statement and am sort of comfortable with it.
  - (c) Proving a statement seems vague. Did you mean something more specific, like proof by induction?
  - (d) I know something like proofs exist. I am looking forward to getting more exposed to proof.
  - (e) I hate proofs.
  - (f) Other (Specify):
2. We will be using a lot of  $O(\cdot)$  (“Big-oh”) notation in this course. Choose the option below that best matches your experience.
  - (a) I use the notation all the time.
  - (b) I have seen the notation before and am somewhat comfortable with it.
  - (c) I vaguely remember something like this from CSE 250.
  - (d) I don’t remember seeing this before.
  - (e) Other (Specify):
3. We will be use  $\Omega(\cdot)$  (“Big-omega”) notation in this course. Choose the option below that best matches your experience.
  - (a) I use the notation all the time.
  - (b) I have seen the notation before and am somewhat comfortable with it.
  - (c) I vaguely remember something like this from CSE 250.
  - (d) I don’t remember seeing this before.
  - (e) Other (Specify):
4. We will be use  $\Theta(\cdot)$  (“theta”) notation in this course. Choose the option below that best matches your experience.
  - (a) I use the notation all the time.
  - (b) I have seen the notation before and am somewhat comfortable with it.
  - (c) I vaguely remember something like this from CSE 250.
  - (d) I don’t remember seeing this before.
  - (e) Other (Specify):
5. We will be using graphs a fair bit in the course. Please indicate your comfort level.
  - (a) I analyze daily chores by interpreting them as graphs.
  - (b) I have seen graphs before and am somewhat comfortable with it.
  - (c) I vaguely remember seeing something like this in CSE 250.

- (d) I can plot graphs in Excel.
- (e) Other (Specify):

6. We will be using some basic graphs algorithms in the course. Please indicate your comfort level.

- (a) I do daily chores by graphs algorithms.
- (b) I know what DFS and BFS are.
- (c) I know DFS but not BFS.
- (d) I know BFS but not DFS.
- (e) I vaguely remember seeing something like this in CSE 250.
- (f) Other (Specify):

7. How hard do you think this course is going to be?

- (a) It's going to be a cake-walk for me.
- (b) I've heard it is going to be an easy course so I'm not worried.
- (c) I've heard it is going to be a hard course and I'm prepared to put in a lot of work.
- (d) I've heard it is going to be a hard course and I'm kind of scared.
- (e) Why don't you tell me?

8. Why are you taking this course?

- (a) A faculty member suggested I take the course.
- (b) I plan to do research in algorithms.
- (c) The course looked interesting: I thought I should explore more.
- (d) This is a required course: I had no choice!
- (e) Other (Specify):

Use the space below to write down any thoughts you might have on the class. For example, if you would like me to cover certain topics in the course, feel free to mention those. If you have any questions/concerns/comments please do mention them here.