



Instructor with Comments Report

2017-11-30 - 2017-12-13 Report ID: MSR04734

Instructor: Hamilton,Nicole

EECS 280 004

	Other Users of This Item*												
	Responses from your Students**						University Wide			School/College			
	5 SA	4 A	3 N	2 D	1 SD	NA	Your Median	75% Above	50% Above	25% Above	75% Above	50% Above	25% Above
4 I had a strong desire to take this course.	40	38	10	1	1	0	4.37	3.70	4.17	4.63	3.90	4.18	4.66
891 As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier).	8	5	20	38	19	0	2.18	2.80	3.10	3.40			
1631 This course advanced my understanding of the subject matter.	42	39	6	1	0	0	4.45	4.10	4.42	4.73			
1632 My interest in the subject has increased because of this course.	30	34	21	5	0	0	4.06	3.75	4.17	4.63			
1633 I knew what was expected of me in this course. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever).	28	46	14	2	0	0	4.13	4.00	4.36	4.68			
230 The instructor seemed well prepared for class meetings. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever)	26	35	10	0	1	13	4.21	4.53	4.81	4.93			
199 The instructor explained material clearly. (SA=Almost Always, A=Frequently, N=Sometimes, D=Occasionally, SD=Hardly Ever)	21	39	8	3	0	12	4.13	4.25	4.67	4.88			
217 The instructor treated students with respect.	39	27	6	0	0	11	4.58	4.70	4.87	4.95			
1 Overall, this was an excellent course.	27	45	15	3	0	0	4.10	3.88	4.30	4.70	3.95	4.22	4.56
2 Overall, the instructor was an excellent teacher.	21	36	11	1	1	12	4.11	4.33	4.75	4.90	4.23	4.57	4.82
3 I learned a great deal from this course.	39	41	9	1	0	0	4.35	4.00	4.38	4.70	4.08	4.43	4.64
15 I increased my ability to apply math and science knowledge to engineering problems.	22	46	19	2	0	1	4.01	4.00	4.27	4.63			
19 I increased my ability to design a system, component, or process.	29	48	8	1	1	2	4.20	4.00	4.20	4.60			
23 I increased my ability to formulate, and solve engineering problems.	27	46	13	1	0	1	4.14	4.00	4.25	4.55			
28 Course improved my ability to communicate technical information, designs, and analyses.	23	42	15	5	1	3	4.02	3.92	4.17	4.50			
35 I increased my ability to apply engineering tools and methods.	25	48	13	1	1	2	4.10	4.05	4.26	4.59			
61 Prerequisites provided adequate preparation for this course.	23	44	12	2	1	8	4.09	4.00	4.25	4.53			
121 I gained a good understanding of concepts/principles in this field.	33	46	11	0	0	0	4.24	4.00	4.25	4.63			
125 I developed the ability to solve real problems in this field.	26	49	14	1	0	0	4.11	3.96	4.23	4.63			
183 The instructor used examples that had relevance for me.	23	35	11	0	2	12	4.14	4.31	4.67	4.80			
201 The instructor gave clear explanations.	18	40	9	3	0	12	4.08	4.22	4.64	4.83			
207 The instructor appeared to have a thorough knowledge of the subject.	36	30	6	0	0	11	4.50	4.67	4.86	4.94			
216 The instructor acknowledged all questions insofar as possible.	36	30	5	0	0	12	4.51	4.45	4.75	4.88			
229 The instructor used class time well.	25	34	9	1	2	12	4.19	4.23	4.65	4.83			
232 Work requirements and grading system were clear from the beginning.	30	42	10	7	1	0	4.14	4.00	4.33	4.67			
239 The amount of work required was appropriate for the credit received.	12	40	19	15	2	0	3.70	3.89	4.17	4.50			
240 The amount of material covered in the course was reasonable.	24	51	13	2	0	0	4.09	4.00	4.25	4.58			
340 The textbook made a valuable contribution to the course.	7	6	14	11	17	35	2.45	3.19	3.93	4.38			
356 Examinations covered the important aspects of the course.	17	55	13	4	1	0	3.99	4.08	4.35	4.67			
374 I developed confidence in my ability to work in the subject area of this course.	22	40	23	5	0	0	3.93	3.93	4.12	4.50			
375 The size of this class has not compromised the learning experience.	22	39	18	7	1	0	3.95	4.42	4.67	4.83			
896 My expected grade in this course is (SA=A, A=B, N=C, D=D, SD=E).	37	33	20	0	0	0	4.26	4.50	4.75	4.90			



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900 Comment on the quality of instruction in this course.

Student 1

Excellent

Student 2

If you couldn't understand one instructor's way of teaching the material, there was always several others at your disposal

Student 3

I watched DeOrio recordings and he was exceptional.

Student 4

Lecture was good - all lecturers have their differences in terms of emphasis and style, and Prof. Hamilton's lecture was a very valuable option to have available.

Student 5

NA

Student 6

Lectures felt like they went way too slowly. Some of the labs (depending on instructor) felt like they went too quickly.

Student 7

NA

Student 8

NA

Student 9

Office hours and labs were helpful. Lecturers were nice.

Student 10

NA

Student 11

NA

Student 12

NA

Student 13

NA

Student 14

good

Student 15

Some professors are much better than others



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Student 16

NA

Student 17

NA

Student 18

I don't like how different professors use different lecture materials. I understand that each professor wants to have their own teaching style which I respect, but sometimes watching two different professors would confuse me and give me information that didn't totally make sense together.

Student 19

NA

Student 20

NA

Student 21

Not gonna lie I stopped going to lectures so I could watch them online in less time or with better notes so I watched Juett's lectures instead because he's known as the best lecturer for this course. So I can't comment on Hamilton's teaching

Student 22

NA

Student 23

I typically watched DeOrio's lectures and really enjoyed them. He thoroughly explains material and it was fun to learn about his chickens.

Student 24

My instructor did a good job. She took questions as they came up and was effective at explaining the concepts. I wasn't sure at first, but when I found that I was remembering what was talked about in lecture, I concluded the quality was fine.

Student 25

NA

Student 26

The instruction was fantastic. I attended Juett lectures and he was great in explaining materials, answering questions and actually wanting to help students succeed.

Student 27

NA

Student 28

All the instructors explained the material well.

Student 29

NA

Student 30

I did not attend professor Hamilton's lecture which I am originally assigned because it is in central campus. I attended professor DeOrio and watched his lectures regularly. Professor DeOrio is the best professor I have ever had and he is an amazing individual besides his academic skills. I just transferred to the University of Michigan and the transition was somewhat shocking. His welcoming personality and willingness to help is inspiring. I



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loved attending/watching his lectures. His chicken jokes are hilarious. He helped me out a lot and because of professor DeOrio I switched my major to Computer Engineering with a heavy focus in Programming. He absolutely influenced a lot of my decisions and I look forward to maybe take more classes with him. It was truly an honor to be part of his class even though I was signed for a different professor.

Student 31

Hamilton--could tell it was her first year teaching, unfamiliarity with the slides. Also, when working out examples on the chalk board, make sure to write large, so everyone can see. (Or, better yet, imitate DeOrio and use a gadget to write on the slides themselves.) Asking people why they think something is the case is a good tactic ("how many people think this is...function overriding, not overloading?" call on someone to explain).

Student 32

NA

Student 33

Gud

Student 34

NA

Student 35

NA

Student 36

good teaching

Student 37

NA

Student 38

NA

Student 39

I didn't actually go to the Hamilton lectures. I instead watched all the Juett lectures. I would have gone to the Juett lectures but I had a conflict. I bet you hear this all the time, but Juett is EXCELLENT. He explains things so clearly and throughly and gives great examples. HE IS THE BEST.

Student 40

Professor Deorio is the best!

Student 41

NA

Student 42

NA

Student 43

I choose the section of the course with Andrew Lukefahr as the instructor, but he was replaced by Nicole Hamilton. She is a good professor, but her teaching style did not suit my needs and we were never told why the professor changed.

Student 44

NA



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Student 45

Having 4 instructors was interesting. I mostly watched DeOrio, he was enthusiastic and explained things relatively well

Student 46

NA

Student 47

In line with other professors online, easy to understand

Student 48

NA

Student 49

It was a decent course

Student 50

Sometimes unnecessary to go to lecture

Student 51

Good instruction, nice to have lecture recordings

Student 52

Overall, excellent, but I think there is a mismatch between the "high-level", very conceptual lecture and the very nitty-gritty problems were tested on on exams. Analogous to a math class where lecture is all proofs but exams are all applications.

Student 53

Deorio is a God lecturer.

Student 54

NA

Student 55

NA

Student 56

The instructions for this course all have unique experiences that they bring to the table and they all a great at teaching the material.

Student 57

I thought the instructors were incredibly capable and lectures were highly enlightening.

Student 58

NA

Student 59

Excellent lectures

Student 60

NA



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Student 61
I don't know what goddamn planet Hamilton is on, after the first lecture of hers I started going to DeOrio's and his lectures were phenomenal. I swear he knows exactly what's going through student's heads, he dedicated exactly the right amount of time to each concept according to difficulty and gave clear and insightful examples. I also appreciate that he answered questions in a way that could be applied to other similar problems in a general way. Starting an answer with "let me rephrase your question" and turning an inarticulate mess into an elegant precise question worked so well this guy knows what he is doing!

Student 62
Instructors and discussion leaders are great. Helpful and information provided is relevant.

Student 63
NA

Student 64
NA

Student 65
I have tried each instructor in this course, and I feel like Andrew is the one who speaks more clearly about the concept than the others

Student 66
My instructor (Nicole Hamilton) was knowledgeable on the topics covered and provided some insights into computer science outside of the classroom (i.e. industry, etc). I enjoyed attending her lectures.

Student 67
NA

Student 68
NA

Student 69
NA

Student 70
Good

Student 71
NA

Student 72
Very detailed specs, but some parts were vague and didn't understand what it meant. Office hours helped.

Student 73
I found the instruction for this course to be very good. I had professor Hamilton, and liked how she went a bit more in depth into explaining how program memory / stack frames work and are organized than some other sections did. I also liked that she explained some bits about how code is compiled, and would test things to see how the language worked when a student asked a question she didn't know the answer to off the top of her head.

Student 74
NA

Student 75
NA



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Student 76

Great professors. lots of lectures to choose from.

Student 77

Deorio is amazing

Student 78

Professor Hamilton was an amazing instructor. Her perspective was unique among the instructors I've had at the University and my experience in the class was thoroughly enhanced by her teaching.

Student 79

The instructions? structure can be improved

Student 80

NA

Student 81

DeOrio and Hamilton are good teachers

Student 82

NA

Student 83

Great

Student 84

NA

Student 85

DeOrio is awesome

Student 86

NA

Student 87

good explanation, very helpful

Student 88

The instructor was passionate about computer science topics and had valuable insights to share, and she covered all the material clearly.

However, she didn't always seem to be in sync with the other sections / the course schedule in general. It would have been more convenient for students if all the lectures lined up across instructors.

Student 89

NA

Student 90

NA



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Student 91

NA

Student 92

Instructor quality is fine as a whole.

Student 93

NA

Student 94

NA

Written Comments

911 Please comment on the quality of the course as a whole.

Student 1

Excellent

Student 2

I think the workload for this class can sometimes be difficult to manage.

Student 3

Enjoyed most of it, Euchre was brutal though.

Student 4

Overall, the course could have been MUCH better.

Project timelines are ridiculously short given what we are expected to do, and many times the material that we need in order to complete the projects isn't fully presented to us until a couple days before the project is due!! Yet another U of M class that places the majority of the responsibility for teaching the students onto the students themselves. The last project literally had website links to "teach" us about entire methods and data structures which were never fully covered in class at all!

Wait times at office hours were truly appalling - waiting literally 3-5 hours to ask a question is ridiculous, and truly unacceptable. This cannot even genuinely be considered "staff is available to answer questions". The common deflections of responsibility include "but there is Piazza", and "well, if you come early this isn't an issue".

But the thing is, wait times on Piazza can vary more than OH and many times end up being just a one-off interaction. If you ask a question, and some kid in class answers it but you don't quite understand, you can ask a follow-up but the probability of a thorough answer to a follow-up is significantly less. An online class forum doesn't provide the meaningful interaction with professors and instructors that students deserve, it merely allows professors and instructors to defer responsibility. Not okay.

As for the second deflection, "if you come to OH earlier wait times wont be an issue"... The funny thing about these projects is that you don't know what questions you will have until you spend a bit of time with them! Of course OH is empty early on, nobody has gotten far enough to find the significant issues, sticking points, or big questions yet! Later on in the project is exactly when staff NEEDS to be more accessible - they know this, have known about this for quite some time, and have yet to make any meaningful adjustment. Again, not okay.

Student 5

NA

Student 6

Very well organized.



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Student 7

NA

Student 8

NA

Student 9

Good course that gives back what you put in.

Student 10

NA

Student 11

NA

Student 12

NA

Student 13

NA

Student 14

intersesting

Student 15

This course has been more applied mental health than anything. All of the projects and assignments are doable, but you have to schedule your days/weeks around 280

Student 16

Very good. Learned a lot. The specs could be written better and more clearly.

Student 17

NA

Student 18

More focus on debugging/gdb/valgrind

Student 19

NA

Student 20

NA

Student 21

Its pretty great but that's coming from someone who actually likes CS a lot

Student 22

NA



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Student 23

Definitely an important EECS class. Provides FAR more coding knowledge than ENGR151 and I'm excited to take 281

Student 24

I wish there was more obvious continuity from EECS 183, but it wasn't too big of an issue. The next steps we take in learning programming concepts seem logical. They are more involved than what we learned in 183, so it makes chronological sense. The projects were time-consuming, but not impossible if you start early enough. I felt they gave plenty of time to complete the projects.

Student 25

NA

Student 26

The course is great. The website has all the necessary resources. There are plenty of office hours and lectures/labs to attend, and information about the course is clearly relayed.

Student 27

NA

Student 28

NA

Student 29

NA

Student 30

amazing quality

Student 31

good structure, once one gets used to how things work. Midterm was maybe a bit hard, a bit too little time.

Student 32

NA

Student 33

Gud

Student 34

NA

Student 35

NA

Student 36

good class

Student 37

NA

Student 38

NA



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Student 39
EXCELLENT

Student 40
It was well organized course in general.

Student 41
NA

Student 42
NA

Student 43
NA

Student 44
NA

Student 45
I suppose it was quite difficult for me and made me question choosing to major in CS. The course maybe could've been more hands-on but i guess i mostly blame my own personal issues.

Student 46
NA

Student 47
Good in making students use class material, yet possibly too much of a workload

Student 48
NA

Student 49
The course syllabus is really organized and the materials are taught in a good sequential order

Student 50
Hard for me, but was fine for others

Student 51
Good course to learn more about programming

Student 52
Overall excellent, but
- specs could be clearer
- i'd like to see harder projects with more freedom for students to make high-level decisions about how to implement the project and less emphasis placed on exams

Student 53
I don't think I have ever learned this much about computer science until now. I'm excited for what eecs 281 has to offer.



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Student 54

NA

Student 55

NA

Student 56

NA

Student 57

I learned a great deal from the course.

Student 58

NA

Student 59

Good class, love the projects, could use more practice outside of labs and projects

Student 60

NA

Student 61

Not too bad. I felt like the timeline of the course got kind of botched towards the end. Project 5 was on a really rushed schedule with try and catch blocks being one of the last things we learned. I also would have appreciated a lab week to review rather than going over recursion the day the project that teaches recursion is due.

Student 62

Quality of course is great. A bit overwhelming in the beginning to jump into the whole process with so many compiler options and stuff. Maybe a condensed cheat sheet of what IDE and debugger to use and/or where to find that information would be helpful. Similar to GDrive's References folder for the class but with more information.

Student 63

NA

Student 64

NA

Student 65

the concept of c++ is very clear for me after I take this course

Student 66

The course was mostly what I expected - a bread and butter programming course in C++. It covered what it needed too.

Student 67

NA

Student 68

NA

Student 69



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NA

Student 70

Acceptable. The large number of students make office hour a bit painful.

Student 71

NA

Student 72

It was a lot of material learned each week.

Student 73

Good course. Would recommend.

Student 74

NA

Student 75

NA

Student 76

Great class, and learned a lot of new things.

Student 77

Generally organized and accommodating

Student 78

A high quality course that serves as a good introduction to intermediate programming principles through interesting and engaging projects

Student 79

The course is good

Student 80

NA

Student 81

The course teaches what a intro data structures course should cover

Student 82

NA

Student 83

Outstanding

Student 84

Good instruction

Student 85



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Fun. i love coding

Student 86

NA

Student 87

helpful and supportive staffs

Student 88

The course as a whole is well-designed for the most part.

Student 89

NA

Student 90

NA

Student 91

NA

Student 92

Too few examinations, resulting in long, heavily condensed exams that are less clear to understand. Also, the fact that there is only one midterm means that an average midterms score results in a guaranteed B+ or lower.

Student 93

NA

Student 94

NA

Written Comments

931 Please give any other comments on this course as a whole.

Student 1

Excellent

Student 2

NA

Student 3

I believe that some important topics could be introduced in lecture, while at par with the project releases. I recall that the first linked list lecture was a full week after Project 4 had been released. This did not make much sense to me since the fundamental aspect of Project 4 was linked lists and without being taught it how were we expected to be taught it? Further, we were not taught how to overload an operator until after project 3 even though overloading operators is a crucial part of the project. This did not make much sense either.

Student 4

The workload was such that I didn't really learn anything in this class other than how to scrape by and pass 280 - and also now I know what a list is, what a map is, what recursion is, etc. Considering how many hours I put into this course (upwards of 100, I'm sure), I feel it is reasonable to expect far more in terms of what I have actually gained. Either teach me more, or give me less work - I guarantee I could have learned how to use vectors and maps without spending 50 hours on a single project dedicated to each one.



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A good idea would be to make starter files for people to use alongside lecture slides. So many lecture slides ask us to write code, or ask us to look at code, and it would be really neat to be able to actually try it for ourselves and see what happens. Maybe not applicable (or feasible) for some topics, but just a thought.

Many course materials incorrectly use the term "i.e." when what is really meant is something like "such as when" or "for example" (i.e. when something such as "e.g." or a similar phrase should be used).

Student 5

More staff would be nice to make office hours run smoother. Sometimes I would wait more than 4 hours to get help, and other times I wouldn't have any help at all.

Student 6

NA

Student 7

Exam was way, way too long

Student 8

NA

Student 9

Wish we had more past exams to work with.

Student 10

NA

Student 11

While I think the size of the class did not compromise the quality of lectures or lab it did compromise my ability to get help outside of class. In general I found office hour queues unreasonably (with the exception of Prof. Hamilton's office hours where there were usual 5 or less people). These long queues deter people from seeking help and can make turn very simple problems or misunderstanding it an enormous time sink.

Student 12

NA

Student 13

NA

Student 14

none

Student 15

Lots of information crammed into one course, I would wish that the grading is more forgiving

Student 16

NA

Student 17

NA

Student 18

NA



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Student 19

NA

Student 20

NA

Student 21

no thx

Student 22

NA

Student 23

NA

Student 24

I like how there was no required reading. It did not compromise my ability to learn the material, so I think it should stay that way.

Student 25

NA

Student 26

NA

Student 27

NA

Student 28

The midterm was too long

Student 29

NA

Student 30

Learned a lot

Student 31

It'd be helpful if the code reviews were mentioned at least briefly in class, for those who aren't familiar with the structure of projects (as assignments).

Student 32

NA

Student 33

NA

Student 34

NA



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Student 35

NA

Student 36

Student 37

NA

Student 38

NA

Student 39

It's great. The autograder and office hours need some help, but I get that those are tough problems to solve.

Student 40

It really helped me a lot on getting comfortable to think like a computer scientist.

Student 41

NA

Student 42

NA

Student 43

NA

Student 44

NA

Student 45

Projects are hard and must be planned out a lot. I simply was unable to do that. Hopefully I do better in 281. Only went to 2 Hamilton lectures, so bottom part is all N/A

Student 46

NA

Student 47

N/A

Student 48

NA

Student 49

The test were way too long and I couldn't finish most problems in time

Student 50

NA



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Student 51

Not easy, but worth it.

Student 52

N/A

Student 53

N/A

Student 54

NA

Student 55

NA

Student 56

NA

Student 57

I have no complaints.

Student 58

NA

Student 59

NA

Student 60

NA

Student 61

Please cool it with the chickens. It was cute in small doses but I felt like using it to illustrate so many computer science concepts was a bit much.

Student 62

Office hour waits are ridiculously long. Course takes up a lot of time. Was not expecting projects to take up so much time but they are satisfying and I learn a lot.

Student 63

NA

Student 64

NA

Student 65

this course can decide whether you are able to take cs as your major or not

Student 66

NA



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Student 67

NA

Student 68

NA

Student 69

office hours needs to differ, you can only get in if youre one of the first people there before office hours even starts and u have to sign up the minute it opens to get help, otherwise youre out of luck and its not fair when you have other classes to go to

Student 70

Doing some background survey at the beginning would be helpful since not everyone came from EECS 183. Giving some tips on how to transit from previous knowledge to this course can help the student catch up at the beginning.

Student 71

NA

Student 72

I wished that the lab would line up with the material we learned in class. Sometimes the lab was behind the material by a week. Made it hard to focus on moving forward and doing the projects.

Student 73

Was a very good pairing with EECS 398 (C4CS). I felt like I learned and used a lot of tools that I might not have if I hadn't taken these courses together (git, gdb, etc.)

Student 74

NA

Student 75

NA

Student 76

Exams are very difficult in general. tend to be very long.

Student 77

NA

Student 78

NA

Student 79

The important points and tricky points should both be emphasized

Student 80

NA

Student 81

Course taught me a lot of new things

Student 82



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NA

Student 83

N/A

Student 84

More time for projects and a better system for office hours

Student 85

Fun material

Student 86

Teach us how to set up and use an editor with a debugger

Student 87

the exams might be too long

Student 88

There are a few things about this course and EECS courses in general which are extremely annoying and unnecessary barriers to learning.

One is the concentration of resources (lectures, lab, office hours) on North Campus. A large proportion of students in EECS 280 live on central, but there are hardly any lectures, labs, or office hours held there. This makes it difficult to seek help, essentially adding an hour commute to the time spent actually learning.

Another is the blatant preference for students to use Macs. Some effort has been made to ensure that students with Windows have the software they need, but it's always presented as an afterthought and is sometimes completely skipped over. For example, I still don't know how to configure Cygwin so that I can use makefiles. The course teaches us about makefiles, but if you want to actually use them and you happen to have Windows, you're on your own. Setting up these kinds of things is not at all intuitive for people new to CS, and can be very frustrating and pose a large barrier to learning effectively.

Student 89

NA

Student 90

NA

Student 91

NA

Student 92

A smaller class size (<30) would be extremely beneficial for those who want to learn this course, and the lab sections do that relatively well. However, as I mentioned previously, the sparsity of examinations vs grade weight is unbalanced.

Student 93

NA

Student 94

NA

Written Comments



Instructor with Comments Report

2017-11-30 - 2017-12-13 Report ID: MSR04734

Instructor: Hamilton, Nicole

EECS 280 004

1098 Among the courses you have already taken, which proved the most (or least) effective in preparing you for this course, and why?

Student 1

The project are good exercise for us.

Student 2

EECS 183 was a good prereq.

Student 3

EECS 183, because it is the only other CS class I have taken here.

Student 4

eeecs183, for obvious reasons. least effective in terms of prep for 280 would probably be environ211 or a seminar on social issues that I took last winter.

Student 5

NA

Student 6

NA

Student 7

NA

Student 8

NA

Student 9

EECS 183 helped prepare me for this course.

Student 10

NA

Student 11

NA

Student 12

NA

Student 13

NA

Student 14

enr 101

Student 15

Can't say, only rec was 101 and that was fine

Student 16



Instructor with Comments Report

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Instructor: Hamilton, Nicole

EECS 280 004

NA

Student 17

NA

Student 18

most: EECS183

Student 19

NA

Student 20

NA

Student 21

I literally only took EECS 173 and it was very useful

Student 22

NA

Student 23

Probably ENGR 151 was the best preparation since its the only other coding class I've taken?

Student 24

EECS 183 was helpful because it gave me an introduction to programming that I was able to do as a beginner. I was able to work my way up to this class.

Student 25

NA

Student 26

EECS 183

Student 27

NA

Student 28

NA

Student 29

NA

Student 30

NA

Student 31

Not applicable; this is my first formal programming course. But I'd say self-studying AP Computer Science A (with Java) probably prepared me the most for this class.

Student 32



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EECS 280 004

NA

Student 33

101 to 280 is trash

Student 34

NA

Student 35

NA

Student 36

most- eeecs 183

Student 37

NA

Student 38

NA

Student 39

Engineering 101

Student 40

eeecs183

Because it is the only eeecs course that i took involved coding.

Student 41

NA

Student 42

NA

Student 43

Engineering 101

Student 44

NA

Student 45

I suppose by doing the projects and understanding everything you're doing throughout, people should do well. Don't get lazy.

Student 46

NA

Student 47

EECS 183, as it was the main prerequisite for this course and is provided in the same department.



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EECS 280 004

Student 48

NA

Student 49

There needs to be more practice exams.

Student 50

ENG 101 (most) because that's the only coding class I've taken

Student 51

EECS 183 because it teaches you how to do things you need to know for this class.

Student 52

N/A

Student 53

EECS 183. Gives a solid foundation of C++ coding practices.

Student 54

NA

Student 55

NA

Student 56

NA

Student 57

I am a freshman and have not yet completed any courses.

Student 58

NA

Student 59

EECS 183 only coding experience outside of this I've had

Student 60

NA

Student 61

EECS 183. EECS 280 was a step up from 183 for sure, but a smooth, natural one.

Student 62

This course felt like a running start to the EECS curriculum. I have not seen C++ before this course so it was difficult to transition at first to the language and pacing of the curriculum. Worthwhile and would not change. The challenge makes it fun.

Student 63

NA



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EECS 280 004

Student 64

NA

Student 65

emmmm, I dont know ...

Student 66

NA

Student 67

NA

Student 68

NA

Student 69

NA

Student 70

My transferred equivalent course as EECS 183. But still, it's not a sufficient preparation. There's a slight jump from the previous course to this one. If some documentation (e.g. about RME, multiple file, g++ etc) can be provided (and student can learn by themselves from the documentation, it can be better.

Student 71

NA

Student 72

Watching the lectures online was super helpful. Thank you Professor DeOrio. I learned so much when he wrote on the slide and let us do some of the code on our own.

Student 73

My highschool course prepared me more than engr 101 did. The EECS department needs to pressure CoE to let them make engr 101 a proper introductory programming course - a full semester of c++, no matlab. If the other engineering departments want their students to know matlab then have them take a 2 credit intro to matlab course. I did not feel like engr 101 adequately prepared anyone for this course. I personally did self study over the summer because I knew that engr 101 was a joke and that I knew nothing about c++, and I could see that I was visibly more prepared to take 280 than my peers because of the material I read over the summer. At the very least, add a lab at the start of the semester explaining how to write programs with multiple files - forward declarations, header files, an intro to preprocessor directives (at least #include) definitely would have helped a lot of my friends.

Student 74

NA

Student 75

NA

Student 76

EECS 183

Student 77

Intro programming as without it you would be lost



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EECS 280 004

Student 78

NA

Student 79

N/A

Student 80

NA

Student 81

CSE 231 at MSU

Student 82

NA

Student 83

EECS 183 was most effective since 280 builds off of it

Student 84

EECS 183 provided me with basic C++ skills but this course was something completely different.

Student 85

most effective was my summer software development internship

Student 86

NA

Student 87

i only took 183

which is enough

Student 88

EECS 183, because it taught me C++, which is what most of this course was about. EECS 203 was also helpful because I was familiar with some concepts like binary search, time complexity, etc, but it was not essential.

Student 89

NA

Student 90

NA

Student 91

NA

Student 92

General programming knowledge - no specific course.

Student 93

NA



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EECS 280 004

Student 94

NA

* The quartiles are calculated from Fall 2017 data. The university-wide quartiles are based on all UM classes in which an item was used. The school/college quartiles in this report are based on lower division classes with an enrollment of 75 to 9999 students in College of Engineering.

** SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree, SD - Strongly Disagree, NA - Not Applicable.