## Instructor with Comments Report

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

**Instructor:** Hamilton, Nicole  
**EECS 280 004**

### Responses from your Students**

<table>
<thead>
<tr>
<th>5 SA</th>
<th>4 A</th>
<th>3 N</th>
<th>2 D</th>
<th>1 SD</th>
<th>0 NA</th>
<th>Your Median</th>
<th>University Wide</th>
<th>School/College</th>
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### Written Comments

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**Office of the Registrar - Evaluations**

94 students responded out of the total enrolled 220
Instructor: Hamilton, Nicole
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Comment on the quality of instruction in this course.

Student 1
Excellent

Student 2
If you couldn't understand one instructors 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
Instructor: Hamilton, Nicole

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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
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 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 Juet 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.
Instructor: Hamilton, Nicole  
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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 thoroughly 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 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
Instructor: Hamilton, Nicole
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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 knowledgable 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
Instructor: Hamilton, Nicole

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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
interesting

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
Instructor: Hamilton, Nicole

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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
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
## Instructor with Comments Report

**Instructor:** Hamilton, Nicole  
**Course:** EECS 280 004  
**Dates:** 2017-11-30 - 2017-12-13  
**Report ID:** MSR04734

### Student Comments

<table>
<thead>
<tr>
<th>Student</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>86</td>
<td>NA</td>
</tr>
<tr>
<td>87</td>
<td>helpful and supportive staffs</td>
</tr>
<tr>
<td>88</td>
<td>The course as a whole is well-designed for the most part.</td>
</tr>
<tr>
<td>89</td>
<td>NA</td>
</tr>
<tr>
<td>90</td>
<td>NA</td>
</tr>
<tr>
<td>91</td>
<td>NA</td>
</tr>
<tr>
<td>92</td>
<td>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.</td>
</tr>
<tr>
<td>93</td>
<td>NA</td>
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<tr>
<td>94</td>
<td>NA</td>
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### Written Comments

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>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 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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
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</table>
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Instructor: Hamilton, Nicole
EECS 280 004

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 tests 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
Instructor: Hamilton, Nicole  

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Student 67 
NA 

Student 68 
NA 

Student 69
Office hours needs to different, you can only get in if you're 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 you're out of luck and it's 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
Instructor: Hamilton, Nicole

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NA

Student 83

NA

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: 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  
*engr 101*

Student 15  
*Can’t say, only rec was 101 and that was fine*
Instructor: Hamilton, Nicole
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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 it's 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
Instructor: Hamilton, Nicole
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Student 33
101 to 280 is trash

Student 34
NA

Student 35
NA

Student 36
most- eecs 183

Student 37
NA

Student 38
NA

Student 39
Engineering 101

Student 40
eecs183
Because it is the only eecs 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.
Instructor: Hamilton, Nicole

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
N/A

Student 55
N/A

Student 56
N/A

Student 57
I am a freshman and have not yet completed any courses.

Student 58
N/A

Student 59
EECS 183 only coding experience outside of this I've had

Student 60
N/A

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
N/A
Instructor: Hamilton, Nicole
EECS 280 004

Student 64
NA

Student 65
emmm, I don't 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
Instructor: Hamilton, Nicole

Instructor with Comments Report
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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
Instructor with Comments Report

Instructor: Hamilton, Nicole
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.