43/80
I think I deserve a 43/80 because I did not have a in-depth
understanding of all the topics, especially context free
grammar, and make tiny errors across the board, such as
forgetting the empty string transition in NFAs and forgetting
the identifications for the pumping lemma proof problem.
I had three grading tiers: harsh, medium, and easy. My harsh
tier meant that anything that wasn't full credit just did not
get any partial credit. Medium tier meant that I gave myself
half points if I was given partial credit based on the feedback.
Easy was giving me almost full credit at a deficit of 0.5 to 1
points off. The harsh judgement returned a 21/80 and the
generous grade returned a 55/80. I knew that a 43/80, or my
medium tier, would most likely be more accurate, so I chose this
grade. I think.

My study habits for this course are very abstract. I typically
will look over slides, briefly read parts of the textbook, and
do some practice problems. They worked for me since I did
interact with most, if not all, of the material available on
Canvas. It did not work for me since I did not spend much time
acknowledging my weaknesses, which lead to very passive study
time and unintentional focus, which most likely clouded my view.
This is most likely why most of the questions I did get
partially incorrect, I was marked as 'slightly off' or 'close'.

Moving forward, I do want to study more intentionally and I
believe the chapter 2 exam will allow me to refine my study
habits and really figure out the most productive way to revise
course material and easily point out my struggles. Since there
is not as much content in chapter 2, I'm hoping I will be able
to establish a basis of red, yellow, and green topics. I would
like to be able to categorize every skill in this course as red:
meaning I don't understand anything pertaining to that topic,
yellow: I sort of understand the concept, but have no clue how
to do it, and green: I understand the concept and application,
and just want to do some extra practice for challenging or
outlying cases. I also want to do more pre-class previews, which
is something I've already begun to do as we began chapter 2

since it gives me a better understanding of what I might struggle with during class.

The learning process in this course is more engaging than when I took it online last semester. I enjoy how the professor is very upbeat and really pushes students to try their best and gives points for effort for in-class assignments. It makes it much easier to do the "try-it' assignments without worrying about whether or not I got the desired answer. It really helps take the pressure of not immediately understanding a concept, especially since some topics did not 'click' right away for me.

I don't like how the concepts on test 1 also included some concepts from chapter 2's beginning. It was sort of difficult for me to make the connection to context-free grammar and language right after doing DFA's and NFA's. I don't like how most of the material is taught through slides since it doesn't really allow me to process the problem walk-throughs as thoroughly. I know it's the nature of the course that most of the problems are abstract and don't have key walk-throughs, but I was really hoping that some of the problems would be a bit more easier to follow. I have noticed that I understand them better when the professor goes through each step and writes it out instead of clicking through the slides and passively annotating the slide itself.

I think as a professor of such a complex course to teach, I believe Professor Budwell is doing great. I just wish she did more walk throughs and did them more thoroughly. I also wish we had more of a review, but I understand why this is not realistic since there is a lot of material and not much time to be spent reviewing. I would love to see more walk throughs and time where students are engaged more in try-it's and make the course more about 'doing' over listening to the professor walk through. I feel like walk throughs would work better for a more conceptual course, whereas it is easier for students to gauge their understanding by doing the problem first, figuring out where they got stuck, and then having the professor walk through the problem. I think it's very easy for a student to watch a walk through, think they understand the topic, and then go to do the

homework or the 'try it', and realize they did not really
understand why each step occurred.