

Dumb College Stories

Dumbest Moment Of My Undergraduate Career: US History

In Fall of 2013, I had to take a US History course to satisfy the core curriculum of my math degree. As you are about to find out, History is my worst subject. I am a problem solver. I like math and computer science. I struggle when a ton of reading and memorization is thrown at me. Throughout the semester, I studied very hard and did fine on the exams. The dumbest moment of my undergraduate career came at the end of the semester when I had to write a research paper for the course.

For the research paper, you have to visit the professor in her office at each step of the way as you do the research paper. She has very specific steps for the order to do your paper in and she has to sign off on each step in her office after reviewing your progress with you. This means that you have to visit her after your introduction, outline, rough draft, etc. I finish working on my introduction one day and I'm about to visit her in her office in a few days so she can go over it with me. She informs me to email it to her before I walk into her office so that she has already read it before I walk in to her office. I do what she asks and I email her my introduction. She emails me back saying, "See me in my office." I don't know the proper way to interpret her tone since she said this over email but I'm praying she liked my introduction.

I show up to her office a few days later and this is where it all happens. There are two other students ahead of me when I arrive. The professor is talking to a guy one on one about his

paper and she seems like she's in a good mood. She's giving him some very helpful advice for his paper. Eventually, they are done talking and she signs off for him to go to the next step of his paper. Next, she proceeds to speak with the girl in front of me about her paper. The professor appears to still be in a good mood so I think it should go okay for me. The professor eventually signs off for the girl and now it's my turn. I walk forward and sit down.

My professor looks at me and before I even say anything, her smile turns to a big frown. Now I'm scared. She proceeds to say, "I was super angry as I was reading your introduction that you emailed me. I've never seen someone who knows so little about US History." I respond to her saying, "Sorry. I tried my best." I'm already getting nervous. She then says, "Don't worry I'm not angry anymore." I'm trying to figure out if should be relaxing right now or not. She finishes her sentence by saying, "I'm no longer angry because I found out from your writing that you aren't from the United States." This is an interesting situation. Last time I checked, I was American. I'm not quite sure what to do but I end up replying, "Okay" as to suggest that she is correct since her thought of me being not an American is the only reason for her being calm with me right now. I actually thought at this point in time that the visit might finish alright. Her next sentence changed that thought. She says, "So which country are you from?" Well shoot. Now I don't know what to say. If I tell her that I'm from the United States, she is going to get angry at me again because her incorrect assumption that I'm from another country is the only reason she is no longer angry about my writing and lack of knowledge of US History. I'm trying to think of which country I should go with. Canada? Canadians sort of have similar accents as Americans (outside of Quebec), right? Oh-her masters was done in Canada. Scratch that. Australia? I don't really sound Australian. Wales. Yeah. I bet she doesn't even know what a Wales accent

sounds like. Wait a minute. I don't know what a Wales accent sounds like either. This is already super awkward now. When someone asks you what country you are from, you shouldn't even have to think. You should already have given a response within one second. It's been 10 seconds now since she asked me what country I'm from and I'm still thinking. She probably thinks I'm so stupid. I'm so nervous at this point that I don't think I can take any more time to decide which country I'm from. I look at her with a straight face and say, "I'm from the United States but I'm only second generation American so I'm still learning my way around." Within about half a second, I realized from her reaction that my response was unsatisfactory. She had the biggest frown on her face. She looked like Steve Harvey on Family Feud when a contestant says a dumb answer. I'm sure if you look back enough years, you could find a dumber answer on Family Feud than what I gave to my professor just now. Maybe. She is so angry right now. She doesn't even want to talk to me anymore. She just wants me to leave. Without her saying anything or giving me any help (which I was probably too scared to receive at this point anyway) she signs off on my progress and points for me to leave. I grab my paper that she signed and I book it out of there. I didn't even pack up my stuff before I left her office. I just grabbed it all in my hand and just ran out of her office with my hands full of all my stuff. So now I'm thinking that I survived and I'm safe. Wait a minute. There are four portions of the research paper that she has to sign off on and each one is a separate office hours visit that must be done before the next part is started. I have to visit her office hours three more times before I can complete my paper.

I work on the next section of my paper and I feel helpless. I don't think it even matters how good or bad I write at this point because she hates me. I complete the next section of my

paper and show up to her office for the next step. I show up and there's one guy in front of me. The professor appears to be in a good mood but I am pretty sure it doesn't matter. She is smiling and is giving tips to the guy who is working on his research paper. She eventually signs off for him and he leaves. I walk forward and sit down. You probably wouldn't be too surprised if I told you that she instantly frowned when I sat down. Yeah. She doesn't like me. In fact, she only said one thing to me the whole time during this visit which was the sentence she immediately said. "How did you pass high school?" she asks me. I tell her that I worked really hard and did a lot of studying. She doesn't even say anything back. At this point in time she has given up and just signs off on my paper without even looking at it. She asks for me to leave. In fact, the next two times I show up to her office for future parts on my paper, she didn't even say a single word. She just signed off and pointed to the exit for me to leave.

Now I'm finally done having to visit her office! I can now finish my paper and turn it in to complete the course. Not sure if it'll score well or not but at least I'll be done with her course. I work really hard on the research paper and I finish it. I turn it in and I complete the course. Two weeks later, my grades for all of my courses for the semester done being posted online. I take a look at the score that I got in her class. I made an A.

Professor Tries To Sneak Out Of Class

In Spring of 2015, I took a night class at a community college. It was a four credit hour computer science course that had a two hour lecture from 6-8PM T, Th and a two hour lab from 8-10PM T, Th. So we have a two hour lecture and then immediately walk to the lab next door

for the two hour lab assignment. Both the lecture and lab are run by the same professor. The same 24 students that are signed up for the lecture are also signed up for the lab. At the end of the semester, you get one grade which is 80% of your lecture grade plus 20% of your lab grade. The lack of people who showed up to class was terrible. Probably 12-18 people showed up to lecture on average and then even less than that showed up to the lab. I guess you could just not do some of the labs and take a few zeroes and still pass the course. At least that's what I predicted was the mindset of those that didn't always show up to lab. I showed up to lecture and lab every day the whole semester. In lab, there was always a new lab introduced every class day and you had to be there in the lab to do it. Towards the later stages of the semester, the lab attendance dropped even more and started to average somewhere around 5-8 students. On one day out of the semester, an unforgettable sequence of events happened.

It's just another day of the semester and there are no special events or exams going on that I can think of. I show up to lecture and it's the usual 50% of the students that showed up to lecture. Lecture finishes and I walk into the lab which is where the sequence of events to be remembered unfolds. I walk in and it's dark and there's no one in there. I turn the lights on and take a seat. Even though the lab room is adjacent to the lecture room, the professor is usually five minutes late. The students have usually all arrived to the lab (of the ones that even show up) within three minutes or so of the lecture finishing. Four minutes passes by and I'm still the only student there. I guess I'm just going to be the only student to do today's lab? I check the schedule online and it still shows that we have a new lab today so I guess the others just want a zero on the lab. A minute later, my professor walks in. He takes a look at the room and notices I'm the only one in the room. He is now angry. You would think that the reason that he is angry

is because 23 of 24 students didn't show up. In fact, that was exactly the reason he was angry. He wanted 24 of 24 students to not show up so he can go home from work two hours early. He looks at me and says "you know if you didn't show up, I'd be able to go home?" I look at him and say "sorry sir, I'm just trying to do today's lab assignment." He replies "whatever" and takes a seat. He is clearly incredibly angry at me. I don't want to just walk out and take a zero on the lab.

I start working on the lab assignment and it's clear he's not going to give me any help on it because he's mad at me. He's sitting down in his chair, mean-mugging me and looking at his watch to see when lab will be over. I try to ignore him and keep working on the lab. I reach a point in time in the lab in which I have to plug a chord in underneath the table. I turn around and bend my back so that I can plug in the chord into the outlet underneath my table. He notices my back is turned to him and he sneaks out of the room. I get back up after plugging in the chord and I notice he's gone. I hear him get stopped in the hallway by the lady who is in charge of the building. She asks him where he's going. He replies, "I'm heading home for the evening." She points to the lab that he is in charge of and says that he has to lock the lab before he can leave. He returns to the lab but can't lock the lab because I am in there. Now he's even angrier. He has to sit in there now until I leave the lab. I keep ignoring him and just work on my lab. Lab ends at 10 PM and I finish the lab one minute before 10 PM and turn it in online. I leave the lab at 10 PM and he had to wait there the whole time because I was in there.

Dumb Research Paper Presentations

I'm taking this film class and we were notified that we would have to write a 16 page research paper since the first day of class. However, we weren't allowed to start the research paper until he gave us a list of topics to choose from. He gave us a list of topics to choose from...with two weeks of class left. On this same day, he informs us that we will have to give a presentation on our research paper in one week. I'm trying to figure out how it is going to be possible to give a presentation on our research paper one week after being assigned a topic. On top of that, the presentation is one week before the deadline for the paper. What exactly is he expecting from us in this presentation? I have taken this professor twice before. His syllabus always lists where all of your grades are from and how much each assignment or test is worth. There has never been any tricks or surprises. I see the research paper is worth 20% of my grade but there's nowhere on the syllabus that talks about the presentation. I have the grading rubric for the research paper too and that doesn't mention a presentation either. Is this presentation even for a grade? I proceed to ask this question to the professor but I try to use clever wording so that I don't come across as rude. I ask the professor if he is able to tell us what we are being evaluated on for the presentation. He informs me that we will not be evaluated on anything for our presentations because it is not for a grade. The professor tells us to just do our presentation however we want. He also says that students can ask questions to the presenter after their presentation and that class will end when the last person is done presenting.

The day of the research paper presentation comes around. My focus for the week was to get a lot of my research paper done but to not work too hard on the presentation since the presentation isn't for a grade. I figured that the rest of the students would do the same. That wasn't the case. The first guy walks to the front of the room for his presentation. He was

dressed up all fancy for the presentation and even had a PowerPoint. He gave an 8 minute PowerPoint presentation. I couldn't understand. Why did he try so hard for something that wasn't for a grade? Who knows? Some students ask him some questions after the presentation and he gives some very knowledgeable responses. The next student goes up to present and it's the same thing. It's another fancy PowerPoint presentation that lasted 8-10 minutes. Classmates ask him questions at the end and he gives good responses too. The next student goes up and it's the same thing. The professor isn't saying much but he appears to be unimpressed despite the fact that this isn't for a grade and it looks like people still worked very hard on their presentation. Finally, some guy walks up and doesn't have any PowerPoint. My hero. He just talks for around five minutes and then goes to sit down after answering two questions.

It's towards the end of class and the lady who presents right before me walks up to give her presentation. She is dressed up very professionally and has a PowerPoint presentation. In my mind, she started off really well and appeared to have worked really hard. The professor didn't think so. She is only a minute and a half into her presentation and the professor is already starting to interrupt her. He is questioning and disagreeing with everything she is saying. She can't even go more than 30 seconds without getting interrupted by him. I thought she did great so I was shocked to see the professor attack her so much. After about 10 minutes, she is done presenting and now it's my turn to present. I am one of the last to present. At this point in time, the shortest presentation that anyone had given was that guy who gave a five minute PowerPoint-less presentation (I sort of intended that pun to be there). I proceed to walk to the front of the room to give my presentation which was unfortunately right after the professor challenged everything the lady before me said. I have a piece of paper in my hand with everything that I

plan on saying for my presentation. I get up there to present. My plan is to read what is on my piece of paper word for word from start to finish and be done. I look at the entire class with a straight face. My paper contains three sentences. I read my three sentences and my presentation is done in around 30 seconds. I went the whole presentation without being interrupted by the professor. He must have thought it was good. He asks the class if anyone has any questions for me. For the first time, not a single student had any questions for the presenter. I guess they must have agreed with all three of my sentences. The professor starts clapping and even gives me a high-five. He didn't high-five any other presenter the whole class day. It looks like my presentation was pretty good. We get to the last presenter. The students are all super tired now because it is a three hour class that meets once per week. They just want to go home. Half of the class has their back turned to the last presenter. When the presenter is done, the professor asks if anyone has any questions. Before anyone even has time to ask a question, 2/3 of the class jumps out of their seat and start clapping as loud as they can. Genius. The presenter sees the class clapping and goes to sit down to end the last presentation.

Now the presentations are done and the only grade left is the research paper. Well, the paper was technically the only grade left before the presentations were done but the rest of the class didn't get the memo. The papers are to be submitted via email more than 24 hours before the last class day starts. I work very hard on the paper and it is time for me to submit the paper via email. I calculate which grade I need to get on the paper to get an A in the class. It turns out that I need a 92 on the paper. I submit my research paper via email to my professor. Four minutes later, my professor emails me back. The email reads, "97/100 –sent from my iPhone."

Wait a minute. I submitted my 16 page research paper four minutes ago. He already graded it? Well. If it ain't broke don't fix it.

The professor emails the entire class a few hours later saying that the deadline for email submissions has passed and that 25% of the class didn't submit their research paper yet. He informs them that if they didn't submit their research paper yet, they can bring a hardcopy to class and turn it in for a late penalty. He also informs us that we have to bring back the books he rented out to us since it's the last class day. I show up to class the next day for the final class day. I'm thinking that the remaining 25% of the class that didn't submit their research paper will have brought a hardcopy to class and submit it now for the late penalty. The professor asks for late research paper submissions now in class and only one guy brought his paper forward. Wow. After that, the professor asks for us to return the books he rented out to us. I'll explain how the book renting works. At the start of the semester, he had 30 copies of the textbook for our course and rented one out to every student in the class (free) in agreement that they return the book to him at the end of the course. So it's time for us to hand our books back to him now. I give him his book back and other classmates hand their book back too. However, 1/3 of the class didn't give him his book back there. He had told us since the first day of class that anyone who doesn't return his book to him will get a grade of Incomplete in the course. So this was an interesting sequence of events to end the semester. The entire class gave super prepared research paper presentations with nice PowerPoints (0% of their grade). After that, 22% of the class didn't even submit their research paper (20% of their grade). One-third of the class didn't even bring his book back to him (100% of their grade since they get a grade of Incomplete). I guess the ones who didn't submit their research paper didn't even want a grade anyway.

Math Professor On Drugs

After being two years into my math degree, I had the pre-reqs completed to take Real Analysis. Real Analysis is the hardest math class for an undergraduate by far. Fortunately for me, I had two years to go in my degree and could take it Fall or Spring. This means that I have four different choices for when to take it since it's not a pre-req for anything I need. My goal was to wait and take it whenever the best professor was teaching it. A whole year passes by and there was never any good professor teaching it. Finally, there is a good professor that is going to teach it next semester so I sign up for it. The professor who is going to teach this course is the highest rated math professor at my university by a long shot. In other words, he gives out the highest grades. Three-fourths of the students who take him get an A. No other math professor had anything more than 10% of their students getting A's in Real Analysis. This may be the hardest math class at my university but it's not going to be the hardest math class when it's taught by him.

The class starts and from the first day, I can tell that this professor is awesome. He assigns two to three homework problems every week and they are short. The grading on everything is very lenient. Every time we turn in our homework, he forgets to pick them up. Someone always has to remind him to pick up our stack of homework on his desk before walking out of the room. Most of the class days were spent learning proofs since it is Real Analysis class. Every time he got stuck on a proof, he wouldn't try to figure it out. He'll just pause on the proof and start telling a story about his life, being from Israel. None of his stories

have anything to do with class. He will make sure that his story goes long enough to where the class time is up when his story is done so that he doesn't have to finish the proof that he doesn't know how to do. On the next class day, he will start on new material so he doesn't have to worry about returning to that proof. For any proof that he can't figure out, he won't test us over it.

One day, he started a proof at the start of class and was already stuck five minutes into the proof. You know what this means. He needs a story that will take 45 minutes to tell. He proceeds to tell us the best story he told us all year. I'll summarize it. When he was a graduate student of mathematics in Israel, he was closing in on getting his PhD but needed to present research at various conferences as part of his degree requirement. The single most important math conference of the year is about to arrive and he is scheduled to present in it. This conference is held in Amsterdam. He flies out to Amsterdam with one of his friends the day before the conference. He wakes up the next day and it is the day of the conference. The conference is scheduled for the evening so he has some time to spend before going to the conference that he is going to present his research at. He goes to one of the stores that has drugs and decides to try out a couple of their stronger drugs. After doing some of the drugs, he returns back to his room a few hours before the conference. The effect of the drugs is so strong that he passes out. My professor's friend was out of the room at the time. An hour before the conference starts, his friend returns to the room to get ready to drive them both to the conference. His friend notices my professor is passed out and tries to get him up. My professor gets up but doesn't recognize his friend because of how strong the drugs are. It takes my professor's friend 10 minutes to convince him that he's his friend and that they have to go to a conference so that he [my professor] can present his research. They arrive at the conference and it's my professor's

turn to present. He is still under the influence of the drugs. He starts to walk up on the stage to present his research in front of hundreds of math PhD's. There's a problem. He is wobbling back and forth from being so dizzy from the drugs that he can't figure out where the center of the stage is. His friend walks up to the stage and helps him to the center. This is already an awkward start. You can only imagine what the people in the audience are thinking. My professor is now standing in the right spot and holding onto the podium stand so he doesn't start falling over. He looks at the audience but doesn't know where he is. He doesn't know what he's supposed to do. After about one minute, he notices somewhere on the wall that there is a mention of a math conference. He sees this and proceeds to start talking about math. He remembers a previous PowerPoint presentation that he gave at a previous conference. He doesn't remember how any of the math works from that PowerPoint but he remembers some of the words on there. He starts saying random words that were from that previous PowerPoint but doesn't attempt to explain any of it because he doesn't know how. As he is talking, no one has any questions for him and most of them aren't even looking. After 30 minutes of this, he is done and surprisingly, still nobody has any questions for him. Since there are no questions for him, he is about to walk off the stage. He releases his hand from the podium stand that he was holding onto for balance as he's about to start walking and now he is already starting to fall over. He is wobbling a lot as he is walking and his friend runs up to help him off the stage. After his friend helps him off the stage, his friend decides to just take him out of the building via the nearest exit to get out of there instead of returning to their seat. Once they are outside, my professor asks his friend, "How did I do?" The friend responds, "Well, your entire presentation made sense to me but there was one problem." "What was the problem?" my professor replies. His friend answers, "You gave the whole presentation in Hebrew."

This guy had the best stories. I bet people's decisions to show up to lecture had more to do with listening to his stories than learning math. The remaining highlight I'll talk about with him was the final exam. It's time for the final exam and he is giving us the rules for the exam. "Rule number one for this exam is that this exam is easy" he says. "Rule number two for this exam is that this exam is designed to help get you to where you are trying to go in life. Rule number three of this exam is to try to cheat on the exam if you feel it is worth the risk." He proceeds to pass out the exams and then turns his back to the class as he sits in his chair. Wow. I am working on the exam and I notice that it's 10 pages long and that most of the answers are short answer (AKA long answer since it's Real Analysis). I turn in my exam to him after finishing and he asks me, "How long do you think it will take me to grade each person's exam?" I reply, "I don't know...maybe 10 minutes per person?" My professor responds, "22 seconds." I'm thinking....22 seconds? I guess I know who graded my research paper in four minutes for my film class.

Too Good To Be True

It is Spring of 2013 and I'm taking a history course for the core curriculum. Don't worry- it's not with the professor who thought I was from a different country because of my lack of knowledge for US History. This is a different professor. It was one of those professors who would make so many jokes in class that you keep one page for lecture notes and another page for his jokes. He is in the middle of lecturing one day and someone starts knocking on the door. A student walks over to open up the door and a pizza man from Papa Johns walks in! He is

carrying over 16 stacks of pizza boxes. My first guess: wrong room? This doesn't sound like something my professor would do. Next, my professor walks towards the pizza man and pays him. I'm like whoa this is for us? I don't believe it. Nah, this is probably all for him or for a party later or something. It turned out I was wrong. He tells us to all come forward and grab some pizza. He tells us that it is near lunch time anyway and too many of his students don't have time to eat a big enough lunch between class so he wanted to help out. I'm thinking wow. What an angel. He's a cool person and all but I didn't think he would ever order pizza for us. He's always walking around asking students for money. I looked up his salary one day and it was \$186k per year. He even jokingly told me one day that I should pay him at graduation for how easy his class is. Anyway, back to the pizza. I'm in a super good mood after this unexpected turn of events where he bought pizza for the whole class of over 100 students. After we finish eating our pizza, someone else comes knocking on the door. We're all thinking, "More pizza?" A student goes to open up the door. It is an employee of the department of history at my university with the teacher evaluation surveys for my professor. She passes out the teacher evaluation surveys to all of the students and we have to fill it out where we review the professor and return it by the end of the class period. I get it now. He intentionally bought all of us pizza the day of the teacher evaluation survey for him so that we would give him good reviews. Well, it worked on me. I rated him the greatest professor of all time. This was before I had taken the awesome drugged out math professor so he was certainly my number one at the time.

Dumb Project Presentations

This story is titled dumb project presentations. I feel like most project presentations that students give are dumb. Students don't seem to ever care or be passionate about any sort of project they do for school. One professor I had said, "I give students so much freedom. They can literally do a project on anything. Everyone ends up happy." Well there's always one little constraint. You can do a project on anything as long as it pertains to the course. That constraint is enough to make most of the projects boring because the student now could care less about their topic since it has to pertain to a course that they are only taking to fulfill the core curriculum. Obviously, it has to be this way for projects. If your project for geology class is to do a study in Neural Networks, then it doesn't make any sense to have a computer science project factor into your geology grade since your geology grade is supposed to sort of assess your knowledge of geology. The way projects are assigned is fine. However, no professor should have the mindset of "my students can do anything they want and are going to like their project." Anyway, those were the exact words said to me by the professor who had us do one of the worst projects. Rant incoming.

I have to take this assembly language programming course for my degree plan. The course is terrible but the professor is even worse. It seems like we have to work 10 times harder to do 10 times less than what we can do in a high level programming language. We get towards the end of the semester and probably half of the students are failing. I'm in good standing but the project he wants us to do at the end of the semester is a killer. I don't even remember half of the terms that were used to describe the project. It had something to do with programming a microcontroller to get the microcontroller to spin in a certain pattern. The worst part is that we had to program it in AVR. Don't know what AVR is? I don't either. I never knew what it was

and still don't. You should have seen the look on everyone's face when the professor announced that we have to program our final project in AVR. We were all wondering, "What's AVR?" We definitely never heard the word AVR used in any of the lectures. At this point in time, there were still a few more lectures, though. Maybe we will learn AVR in a future lecture and can use it for our project. Nah, probably not. My group decides to wait a few more days before starting just in case.

On one class day, the professor says we will learn a new programming language and that we will use it for the rest of the semester. We are all thinking, "Great! We are about to learn AVR now so we can do our project!" He says the name of the programming language and it wasn't titled AVR. Maybe the programming language has multiple names and AVR is just another name for whatever name he just told us? After lecture, I google AVR to check if that is just another name for what we learned today. It's not. I look up some basic AVR code to see if it looks similar to what we learned today in anyway. Nope. Well this is great. I guess we just have to teach ourselves AVR or copy paste some AVR code from the internet? My group and I look up AVR on the internet and it looks like it is some extinct programming language that was abandoned many years ago. There is minimal information on it and none of it makes any sense. We don't think there is any way that we can do this project in AVR. It's around a week before the project presentation day today and we still don't know anything about how AVR works and have nothing. We talk to every single other group in the class. None of them know what AVR is and none of them have started because we don't know what's going on. We decide to go to the professor's office hours to ask him about AVR. We ask him for a brief explanation on what AVR is and how it works. He looks at us like we are all idiots. He tells us that we have been

learning it in class for the past three weeks. We all looked up AVR on the internet and it definitely wasn't even close to anything in class. We show him the articles we read on AVR and point out that there appears to be zero correlation between AVR and anything we did in class. At this point in time he tells us that we didn't pay attention in class well enough. We are pretty certain we have been following the lectures and they have nothing to do with AVR. The professor won't give us anymore help so we leave. We decide that we should just try to copy paste some random AVR code off the internet and see if any of it even does anything. We could only even find around 5 code samples on the internet for our microcontroller and none of it did anything. On top of that we have a very specific version of the microcontroller that we couldn't find any information on the internet about. There are a few parts to it that are also very specific that we felt like might influence the code we have to do. There's no way we can do this. We tried everything and nothing worked. One of our partners goes up to the professor and asks with a straight face, "So how many points off is it if we program the microcontroller in C?" The professor replies "50% off your grade." Our partner replies, "Awesome, great!" We were actually legit going to do it in C. We didn't even think we could get a 50% if we did it in AVR. The professor then notifies him that his response was sarcastic and we actually aren't allowed to do it in C. Well I guess we're out of luck.

It's the day of the project presentations and we have nothing. We talk to every single other group before class starts and every single one of them have nothing. Nothing works for anyone. Maybe the professor will recognize that no one can do any of it and curve everyone up? Who knows? The professor walks in as class is about to start. He sounds all excited as he says, "It's time for everyone to do show and tell!" He then asks which group wants to go first. The

entire class explodes laughing because we all know that no one has anything that works so none of us are trying to go first. He picks a group at random and they go up to present their project. Their project was on using AVR code to make their microcontroller detect motion. The guy starts off by saying, "If you wave your hand in front of the microcontroller, it is supposed to detect the motion of your hand and make a beeping noise. Notice how I used the words 'supposed to' in describing it," he says. He asks for his partner to wave her hand in front of the microcontroller. She waves her hand in front of the microcontroller and it does nothing. Well, he was technically right. Their microcontroller was 'supposed to' make a beeping noise when she waved her hand in front of it. I won't make fun of them. My project wasn't any better. We already knew that their project didn't work and at this point every student knows that no one's project works since we all talked about it before class. The only person who doesn't know that no one's project works (yet) is the professor. Anyway, they finished their presentation and I thought it was very well done for a group that had a project that didn't do anything.

The professor randomly calls on the second group to present. It's not my group. This group was supposed to use AVR code to light up a matrix board. One presenter holds up the matrix board for the class to see. She points to the spots on the matrix board that are supposed to light up when she runs the code. The professor is looking intrigued. She proceeds to run the code and nothing lights up. The professor is back to frowning again. Her group then informs everyone that her project didn't work. They go and sit back down. Now it is time for the third group to present. This was the best presentation. They walk up to the front of the room and are all dressed super professional. They start up PowerPoint and are the first group to use PowerPoint for their presentation. I'm already starting to think back to those presentations for

my film in Dumb Research Paper Presentations and I'm wondering what type of information this group will have on their PowerPoint since their project didn't work. They have the PowerPoint on the title page that has their names and project name. One presenter starts talking. "Good evening class. My name is Jim and my partner is Brett. We did our project on the Servo and it didn't work," he says as he goes to the next PowerPoint slide which is blank. They sit back down. That was the best presentation I've ever seen in a college class. There's no way my group can compete with that.

At this point in time, there are multiple groups still left and we coincidentally all had the same project assignment. He asks for one of the groups to go up. Without asking for the professor's permission or opinion on this, we all decide to just go up together, even though we are of totally different groups. Teamwork makes the dream work, right? We should have just had the whole class try to go up at the same time and present together at the start of class. That would have been awesome. Anyway, we get up there together with multiple groups and take a glance at the professor to try to gauge how angry he is at the fact we went up together. He has the same consistent frown on his face that he had through the previous three presentations so we think it's probably okay. We take the approach that the first group took. We explain to the class that our microcontroller is supposed to spin when the AVR code runs. We run some AVR code that doesn't do anything (which we knew would happen). We then point out when it is supposed to spin. After rambling for five minutes about how the microcontroller is supposed to work, we go and sit back down. That was the last presentation. Not a single group's project worked or even did anything at all. It was like you could just not use any code at all and it wouldn't make a difference. The professor still has a frown on his face. He informs us that every group project in

his other section of the class (the afternoon section) worked perfectly. He also informed us that everyone in his other section is caught up on labs whereas the average student in our class has one-third of the labs complete. It doesn't seem possible that his afternoon section of the class would be overwhelmingly better than our section of the class.

A few days later, it is close to the day of the final for this same class and I go in for tutoring. I bump into someone who is from the other section of the class. He sees I am from the other section of the class and is interested and immediately starts talking to me. The first thing he says to me is, "I'm in the afternoon section and no one got any of their projects to work. We are all way behind on labs. The professor keeps telling us that the evening section got all their projects to work and are caught up on labs. Is this true?" I inform him of how my section is going. Now it all makes sense to me. We have now both found out that our professor has lied to us this whole time about how the other section of his class is going. It turns out that both his afternoon and evening section can't get any of the group projects to work and are way behind on labs. However, he tells his afternoon section that the evening section is great and ahead on everything and then tells his evening section that the afternoon section is great and ahead on everything. I guess that was his plan to get his students to work? It didn't work out since the average student in our class completed 4 of 12 labs at the end of the semester.

You Can't Copy Paste Your Way To Your Degree [Supposedly]

It's time for another computer science class rant. On one of the homework assignments for this class, you have to write complicated code to do something. A portion of the things we

need to do is stuff that we have never done and are not qualified to do so he just gives us the code for it. The rest of the code is code that we produce ourselves. So I start the assignment when it is time. I run the code he gave us and it doesn't work. You have to have this portion of the code running before you can continue. It's code he gave us and code that we aren't supposed to know how to produce so there's not really a lot I can do right now to try to fix it. I go to his office hours for help at the next available time. I inform him that I tried running the code he gave us but I couldn't get it to work. He takes a look at it. His first reaction was, "There can't possibly be a mistake with my code. It must be your code!" I inform him that I didn't type any code yet and that all I did was copy paste his code as his instructions suggested and it didn't work. He is still telling me that it is probably an error in something I typed even though I told him I didn't even type anything. After he looked at it for two hours, he found out that he had made a mistake in the code he gave us. It was sort of sad that he sent us code that doesn't work when all he had to do was copy paste it to test it out to see if it works before sending it to us. Instead of taking the blame for it, he proceeds to give me a lecture about how I was trying to copy paste my way through the assignment and that I probably try to copy paste my way to my degree in all of my other classes. First of all, the assignment instructions told me to copy paste his code. All I did was follow directions. Secondly, his code was stuff we never learned which was why he gave it to us in the first place. Whatever. After he fixes the typo in his code, the program works. His office hours are done so I leave his office and go home. He sends a lengthy email to the whole class saying titled "People shouldn't be trying to copy paste their way to their degree." He didn't mention any names but he said precisely the same things in that email as what he said to me in his office. I show up to class the next day and ask my classmates if they got the email. They all say yes. I told them that the person he was calling out was me and we all laughed it off. He

never fixed the typo in his code on his website, though. I even checked a year later and that same typo was still there for his new class. I also forgot to mention to you guys that there were three other labs later in the semester that had typos in the code too. He didn't fix those typos for his future class either. Have fun.

Does Anyone Fail This?

I had to take a geology class to satisfy part of the core requirements for my computer science degree. I knew from the first day of class that this class was going to be dumb. I read the syllabus and what I read was...interesting. You take every exam twice. You first take the exam by yourself and then you turn in your exam and immediately take it again with a partner. That's the weirdest exam policy I've seen since my Differential Equations professor said, "If you miss an exam, I will try to predict what score you would have gotten on it had you been there to take it." Anyway. All of the exams are multiple choice. She gives you the solutions to the exams after you finish them. At the end of the semester you are allowed to re-take any exam you want for full credit. You are also allowed to use a note card with any notes on any exam. Lastly, you can get up to 7 additional points towards your final grade in the class by attending field trips. This professor is awesome. She can definitely compete with the math professor on drugs or the pizza professor for the best professor ever. I wasn't sure initially but at an initial glance it appeared that a student could just not show up to the class and re-take everything at the end of the semester with the answer key on their index card. There must be some catches. I don't think it'd be that easy, can it? I'm not going to risk it.

The semester goes along and I still try hard just incase some of these policies don't work out like they say they will on the syllabus. I attend the field trips for extra credit. It turns out that you get your points just by being at the field trip and you don't actually have to get quizzed over it or anything. I do an on-campus field trip for two points and it's literally just one hour long. All I had to do was walk around, following a tour guide as I nod my head to everything he says as if he's speaking louder than the music in my ears. The professor brings to our attention that we can do an out-of-town field trip for 3 points if we do the field trip that is from 8 am to 8 pm on a bus that takes you out of the city. She then informs us that if the dates for that field trip conflict with our schedule, we can instead do a virtual field trip in place of that for the same amount of points. However, we aren't allowed to do both. I'm weighing my options now. One field trip is 12 hours long. How long does the virtual field trip take? I go to the website and it says the virtual field trip takes 2 hours. Wow. 12 hours for the out-of-town field trip or 2 hours for the virtual field trip and both give the same amount of points. Why does anyone even do the out-of-town field trip? The bus should be completely empty. I think I know which one I'm doing. I walk up to the professor the next day. I have her sign me up for the virtual field trip. You'd think that most of the class would just do the virtual field trip since it's literally 6 times shorter. Nope. 75% of the class instead signed up for the out-of-town field trip. Their loss.

We get towards the end of the semester and the professor informs us that we are now allowed to retake any exam. I'm curious how this is going to work. She has the solutions to all of her exams this semester up on her website for us to view. On top of that, we are allowed to bring a notecard with any notes we want on the exam. Is she even going to change the questions on the exams? I don't know how to ask that question without coming across as rude. Before I

can think of a way to word that question, someone else goes ahead and asks it. The professor replies "I don't want people to just be able to walk in with the answers to the previous exams on their notecard and just get a 100. As a result, I'm going to change the order of the questions and change one or two questions." I'm not going to lie-I thought that was pretty funny. Change the order of the questions? How is that going to make it any harder? It doesn't matter if you ask me about a certain type of rock as the first question or the last question. Changing only 1 or 2 questions also doesn't make any sense. There are 30 questions on the exam. We can still miss every question she changes and make an A. Whatever. I sign up to retake every single exam since there is no penalty in scoring lower. I walk in with my notecard and I'm ready to go. I take the exam. The out of order questions didn't do anything to me. I end up getting every single question correct that was still in there from when we had it in the exam earlier this semester. I also get every single question wrong that was new to the exam. In fact, this happened for all exams that I re-took. Not suspicious at all. Nope. Just a coincidence. I still got an A on all of the exams despite missing every single new question. It was an easy A in the class.

What's The Probability of Calculating The Probability In This question?

If I told you the probability that I can solve a probability question on an exam in my Probability class, the answer would be closer to 0 than it would be to 1. If I let you pick any of my probability exams at random, the probability that I got more than one question completely right would be zero. Yeah, you read that right. I didn't have a single probability exam the whole semester where I got more than one question completely right on the exam. Well guess what? No one else did either. I talked to a lot of other students in the class and I never met another

student that ever got more than one question completely right on any exam in that class. In fact, most people never got any question completely right on an exam in the class. You are probably wondering how tough the questions on the exams were for this to be possible. I'll put it this way- all of the exam questions were weird. I'll give you an example of one question.

Say there are 15 people who want to go to the beach. There are two cars: one has 7 seats and one has 8 seats. Part 1: How many different ways are there to arrange the 15 people in the two cars? Part 2: Say that these two people want to sit next to each other-how many different ways are there to arrange the people in the two cars now? Part 3: Say that these two people want to be in different cars, how many different ways are there now? Part 4: Say that there are 9 additional people who want to go on the trip now. There's no longer enough car space for everyone but there are now 9 bicycles that can be ridden for those who aren't in a car. How many different ways are there to arrange the 24 people such that 15 of them are in cars and 9 of them in bikes? Part 6: What if order matters? How many different ways are there to arrange them in the vehicles and bikes where seat position in the vehicle and position (in a single file line) on the bike matters? Part 7: They all arrive at the beach and sit in a circle. How many different ways are there for them to arrange themselves in a circle?

Is your brain fried yet? Mine is. I don't know which lecture I can use to help answer that question. That would all be one question on an exam. There would be five total questions and you would have 50 minutes for the exam. Pretty insane, right? So what do you think happened when I took my first probability exam? I had no idea what was going on. I guessed on every single question and thought that I was probably going to get a 22% if I was lucky. I got my

exam back and I missed every single question on the exam. You're probably thinking I failed. I got a 97. I look at my answers and compare with the answer key and all of my answers are completely wrong. So how did I get a 97? On some of my pages of work, he'll cross out the entire page of work I did for the entire problem and just take a point off. For some other questions, he'll cross out all of the work I did and take half a point off. After he passes our exams back to us, he proceeds to tell us a story. He informs us that he got in trouble during his first semester as a professor for trying to give the whole class A's. What an angel. He started bickering about how the department doesn't let him give all A's anymore and so he has to assign one or two B's every semester so that he doesn't get fired. I like this professor. So let's settle this now. What's the probability of passing a probability class when you never get more than one question completely right on a probability exam? Pretty high if you are taking the professor I took. You're probably thinking—wait a minute, is this the drugged out math professor? No! It's not. So how is this guy not rated as high as the drugged out math professor? Well it turned out this guy was new to the university and didn't have enough ratings at the time to be the highest rated (easiest) math professor. I finished the course, never getting multiple questions completely correct on any exam or final. I ended with an A.

Dumb Transfer Credit

This story is titled Dumb Transfer Credit. When you transfer to a university, never assume that all of your credit is going to transfer. If it does all transfer, don't assume that it's going to count for what you think it's going to count for. When I transferred to a university to start computer science, I didn't make any assumptions about what everything would count as. I

did have predictions about possibilities of what some of my courses might count as, though. Many of my predictions didn't hold up. In fact, half of my math and computer science courses didn't automatically transfer so I had to petition to get them transferred. Some weird things happened after the reviewing of all of my petitions was done. All of my computer science coursework transferred except for Computer Science 1. They gave me credit for Computer Science 2, Computer Science 3, Computer Organization, Web Programming, and Computer Networks. No credit for Computer Science 1. I guess they didn't like my Computer Science 1 course for whatever reason. Fortunately, they only enforced the immediate pre-req when signing up for computer science courses. This means I could take any upper division computer science course as long as I had the pre-req listed on the course schedule. I didn't need the pre-req of the pre-req of the pre-req. As a result, I took Computer Science 1 my first semester along with three upper division computer science courses. So I was less than a year away from getting my BS in Computer Science and they made me take Computer Science 1. Computer Science 1 and 2 at my new university is a semester of C++ programming followed by a semester of Java programming. Computer Science 1 and 2 at my previous university is a semester of Python programming followed by a semester of C++ programming. They counted my Computer Science 2 credit from my previous institution as Computer Science 2 credit at my new institution. In other words, my C++ programming course gave me credit for Java programming instead of C++ programming. I compared syllabi in my C++ course from my previous institution with the C++ course from my current institution and they were the exact same. The department wouldn't look at my petition to count my C++ course for their C++ course. As a result, I took C++ twice in total (once at a previous institution and once at my new institution) and Java zero times. I became one of the only students at my new university to graduate without

taking a Java course. Makes sense, right? Okay. So why didn't they let my Computer Science 1 course from my previous university transfer as Computer Science 1 credit at my new university? I don't know. Python haters. Anyway-onto the Computer Science 1 course that I took at my new university. The class was taught well but it was a total waste of time since I already knew everything before we started. I even asked if I could test out of it and they said no. The professor offered a ton of extra credit and I was able to easily do it all because I had done it before. I accumulated so much extra credit that the professor banned me from getting anymore extra credit-something she didn't do to any other student. She then started making jokes to the class like if the students have questions then they should come to me instead of the TA's. I wasn't smarter than any of the other students in the class. It was all about the fact that I had taken this course before and most of them haven't. If others had taken this course before and I hadn't, I'm sure they'd do way better than me.

Another weird thing that happened was with my attempt to transfer credit for Stochastic Processes. I sent a petition to have my Stochastic Processes course from my previous institution count as Stochastic Processes at my new institution. I attached the syllabus and course description to my petition. The syllabus was literally exactly the same as the syllabus for Stochastic Processes at the new institution. I also sent a petition to have Mathematical Statistics count for credit for their Statistics class. I also sent a petition to have Applied Statistics count for that same Statistics class incase the petition with Mathematical Statistics didn't work. Guess what happened? They rejected my petition to have Stochastic Processes count for Stochastic Processes. However, they used my Mathematical Statistics class to count as Stochastic Processes despite the fact I didn't petition for Mathematical Statistics to count towards that

course and the syllabi of those courses were totally different. They counted my Applied Statistics course as their statistics course despite the fact the syllabus for my Mathematical Statistics course lined up closer with the syllabus of that course than the syllabus of my Applied Statistics course did. Whatever. Employers who look at my transcript can have fun trying to not get confused.

Great Communication

Computer Architecture was one of the required core computer science classes that I had to take for my computer science degree. More than half of our grade was from homework assignments, which is extremely rare. The homework assignments had super hard questions and there was almost no help on the internet because the stuff we were doing appeared to be useless. I understood all of the lectures going into the first homework assignment and nothing from the lecture or textbook was even close to anything on the homework. I go up to the professor and ask for his recommendation on how to get help for the homeworks. He tells me that there are three TA's that have office hours. I make note of the only TA who has office hours that fit into my schedule. In fact, this is the TA that grades my homeworks. I'm about to go to her office hours in two days. During the next day of class, I overhear students talking and mentioning that the TA's barely speak any English and so they aren't interested in trying to go to the TA office hours. I'm actually getting excited. I've always had classes where I try to go to TA office hours and can never get any help because it's overcrowded. Maybe the students in my class won't want to combat the accents of the TA's and I'll get my TA all to myself for help.

I walk into my TA's office hours for help on the first homework assignment. She's the only one there. I tell her I need help on the homework. She signals for me to sit down and so I sit down next to her and pull out my homework. I show her the first question that I need help with. It is a story problem. She proceeds to attempt to read the story. I observe that she is reading the story very slowly and is confused on most of the words. She gives up and stops trying to read the story. Next, she informs me that there is only one way that she knows how to communicate with me to help me with the homework assignments. I ask her how she would like to communicate. She pulls out her laptop from her bag and opens it up. She opens up a file on her laptop and turns her computer so that I can see what is on her screen. It's the answer key. Uhh. Well. This is good. I think. Do I just copy it all? To what extent is she going to want my answers to be slightly different than the answer key? Does it even matter if my work is different than the answer key since she is the one who is showing me the answer key and she is also my grader? I wasn't ready for this but I think her office hour sessions will work out. The answer key not only has the answers but it also explains how to work out the problems. I start reading the answer key's solution to the first problem of my homework assignment. The answer key explained the solution really well. I felt like I was really learning as I was reading the answer key. I start to answer the first question on my homework after reading the answer key. I tried to change a few words so my answer wasn't word for word. I look in her direction after writing it up to try to get a feel for if she has any problem with me learning from the answer key to do the problem. She gives me a thumbs up. I go to the next problem and do the same thing. Then I'm on to the next problem. Finally, I am finished. I'm about to get up and thank her and leave her office. She signals for me to stay seated and takes a look at my homework. She starts checking my answers to make sure I didn't typo anything. She happens to notice I typo'd on one of my

answers and she backspaces my answer and types in the correct answer. After she's done checking my last problem, she gives me a thumbs up indicating that I don't need to do anything else for the homework assignment. I thank her and leave her office. What a nice lady.

We get the next homework assignment the following week. Surprise! I don't know how to do any of the questions. I return to her office hours. I'm about to ask her for help on the first problem and she interrupts me before I can ask. She pulls up the answer key and shows it to me. The process repeats. I keep attending her office hours for help on the homework. No other student ever went to her office hours. I guess it's good that the other students aren't willing to attend the office hours of a TA who has English as her second language because this was really efficient with us two being the only people in the room. It finally gets time for the exam. I felt like I understood all of the homeworks very well because the answer key did an incredible job explaining them. I take the exam and get a 107, beating the class average by 32 points. The process repeats until the semester is over. I never saw another student in her office. I ended up making in A in the class.

The Most Unprepared Professor

It's not too hard to tell when a professor is unprepared, especially when it comes to my Operating Systems professor. Every single class day, he will notice that the numbers on his PowerPoint presentations are wrong. He probably spends 15-20 minutes every day correcting numbers on his PowerPoint presentations during class. My favorite day of class was the day that he was supposed to give us a pop quiz for the whole class period that we didn't know about. He

went to the library to go print off the pop quizzes right before class. The printer was jammed. He shows up to class and we can't take the pop quiz because he couldn't get it printed. Good thing he waited until the last minute to print out the quizzes. He had nothing prepared for the class that day so he just let us go home.

My second favorite class day was cool too. It's just another day in lecture and he opens up his laptop as he is about to start his lecture. A message pops up on his laptop as he opens it up. "Installing windows update 1 of 37." He takes a seat and tells us to get comfortable. I pull up my laptop and start surfing the internet. One hour and three minutes later, his laptop is done installing the updates and we finally start lecture. There's only twelve minutes of class left now. He finishes the lecture and informs us that the material we couldn't get to will just be dropped from the course this semester.

Stuff always didn't go as planned in his class and he was always so fast to have excuses prepared. One day he is trying to show us how to run linux commands on a windows computer. He tells us that we will use Cygwin for his class to serve this purpose. He says that he has been using Cygwin for years and likes it the best. He pulls up a Cygwin terminal in preparation to show us how Cygwin works. He attempts to do the easiest Cygwin command which is creating a file. He tries and it doesn't work. He tries different Cygwin commands and they don't work. He then says "You know what, I never really thought Cygwin was very good anyway. I actually use Putty. Lets use Putty for our class. I even used Putty just the other day on my computer for work." He types 'Putty' in the search bar of his computer. No results. He starts searching his computer all over for Putty. Ten minutes later, he still hasn't found it. He didn't even have

Putty on his computer. Luckily for him, class was about to end. He magically had Putty on his computer the next class day.

Homework assignments for this class were bad. Thankfully, there was only three homework assignments. He gave us around a month and a half to do each homework assignment. Each homework assignment was to write a computer program for the specific instructions he gives. At the time that the first homework assignment is given to us, he tells us he hasn't solved the homework assignment yet. I look at the directions for the assignment and I'm thinking it's possible that the assignment is impossible. I spend the next three or so weeks making sure I've completed my earlier deadlines for my other classes. The professor emails the whole class saying that he tried the homework assignment and that it isn't possible to do. It's great he didn't try it out before assigning it and now tells us this after many people probably spent many hours working on it. Luckily, I hadn't started. He makes an adjustment to the problem and claims that the new version of the homework assignment is possible but that he hasn't done it yet. I guess I'll just not work on it for a little longer. He emails the class a week later saying that he messed up with the assignment again and the new version isn't possible either. He makes a second adjustment to the problem and says he is going to try get this one to work. It doesn't work either. Finally, he makes a third adjustment to the problem and is able to solve it. OK. I'll actually start on the assignment now. It's already five days until the deadline. I end up finishing it all in one day in around 12 hours. Half the class didn't even finish by the deadline and so he ended up extending the deadline by a few days.

The exams in his class were a joke. He lets you bring a page of typed up notes to the exam. I ask him if there is a limit on the font-size of our notes. He replies, "There's no limit on the font-size for your notes. However, I don't want you to just copy paste all of my PowerPoint slides on your notes because you won't learn anything." I didn't actually think of copy pasting all of his PowerPoint slides on my notes. That's a great idea. I put those all on my notes. It's getting closer to the exam and he informs us that he has his passed exams up on his website for us to look at to study. He says that half of the questions on our exam will be word for word from previous exams on his website. Great. I put all of his previous exams in my notes too. You'd think it would be tough to fit all of that plus his PowerPoint slides on one page of notes. Three point font works wonders. I walk into the exam with my page of notes. I don't know anything. If the answer to a question isn't on my page of notes, then I don't have it. Half of his questions were word for word from previous exams like he said. The remaining half was word for word off his PowerPoint slides except for one question. I got a 98 on the exam. How do you think I approached the following exams? The exact same way. Three point font for all three exams and then the class was over.

Tardy Tenured Teacher

It's the first day of class. I've taken this professor twice already for two different classes. Now I'm taking my third class with him but it's not by choice. He was the only professor that taught those classes and they were required for my degree. He is late every single day. I think the earliest he's ever shown up was five minutes late. On the first day of class he shows up seven minutes late and makes some excuse that he was only late because it's the first day of class and

he wanted to give more time to the students to find the class. He informs the students that he will always be there right as class is about to start for all remaining days of the semester. Sure. He shows up 12 minutes late the next day of class. I guess he was technically right. He did show up right as class was about to start. It's just that class was about to start 12 minutes late. The third day of class was probably the best day of class. He shows up 10 minutes late. A student quietly walks in a minute or two later. He stops what he is doing and starts yelling at the student for being late. What a cool guy. He should have yelled at himself too. He's the only professor I've ever had that showed up late to class and then yelled at another student for being late to class on the same day.

He has the weirdest office hours policy. You aren't allowed to ask him anything pertaining to the class in his office hours. It even says so on the syllabus. This is my third different class I've taken him with (again, not by choice but because he was the only one teaching each time) and he has the same office hours policy for all of his classes. His office hours are one hour per week which is the shortest I've ever seen for a professor. People in the class always wonder how he's allowed to have his office hours like this. I just tell them that it's because he's tenured. Anyway. His class was terrible. We had to give two 20 minute PowerPoint presentations and write three essays-one of which was a research paper. The first PowerPoint presentation we had to give was a presentation of our research paper. Unlike the research paper presentations in Dumb Research Paper Presentations, this one was actually for a grade. It was worth 20% of our grade. He wouldn't give us a grading rubric for the presentation so it was hard to tell what we would be evaluated on. The only instruction I knew for sure and that he made clear to us was that he wanted the presentation to be 20 minutes long. If we go more than a

minute under or over that time, we will be penalized. We have a stopwatch to make sure we know how long our presentation is. He wouldn't say anything about what else he wants from us. I guess he just left the rest of the presentation to be up to our interpretation on what we feel is best.

It comes time for the first day of the presentations. There are presentations all throughout the whole month. The first guy gets up to present his PowerPoint. His presentation is five minutes long. Five minutes. It was supposed to be 20 minutes long. The professor is furious. "How can you give such a short PowerPoint presentation? You can practice in your room and time yourself. Surely you didn't time yourself in practice and see the timer at five minutes and decide you are ready to go to present?" The next guy goes up to present. He is determined to give a longer presentation so that the professor doesn't get angry at them. His presentation lasts seven minutes. The professor is angry again and says the same thing to this guy as he did to the last guy. Now, the final presenter for the day goes up to give his presentation. His presentation lasted nine minutes but that was only because the professor interrupted him on every other slide for having false information which doubled the length of his presentation. A few days later, there are more presenters. Some people are getting their presentations around 12 to 15 minutes now. I'm still surprised that we haven't yet seen a 20 minute presentation since the professor had mentioned the length of the presentation being one of the most important aspects of the presentation. By the end of the class period, we finally see a presenter who made it to the 20 minute mark. There was only one problem. He went for an additional 10 minutes after that.

During the next class day, it is finally my turn to present. My presentation is on software patents in the United States. The presentation I give goes on to be around 20 minutes and 30 seconds. I had practiced ahead of time and knew how long I needed to spend on each slide to get the time I needed. I spoke incredibly slowly because it was otherwise hard to give a 20 minute presentation on a topic I didn't care much about. I figured the others might as well talk super slowly as well so that they can just get their presentation to the necessary length. Anyway, the professor only had one problem with my presentation. He disagreed with the fact that my presentation mentioned that the United States had software patents before the 1980's. I had multiple sources from top scholarly journals in my presentation to back that up. I didn't feel like arguing with him, though, because this was the only presentation that he wasn't angry about so far. After my presentation and question session is over, my next assignment for the class is to finish off the research paper that I just gave a presentation over. The oddest thing about the research paper is that it is only submitted as a hard copy. I was almost positive that he would want an electronic copy so that he could run everyone's research paper through the plagiarism checkers to make sure they didn't cheat. Maybe his plan was to scan the hard copies and run the scans through a plagiarism checker. Not sure.

I'm trying to finish writing the research paper and it's hard to get the length because my topic is so uninteresting. I'm looking for photos to add to my paper to get more length. I come across graphs for the estimated number of software patents in the United States by year. The graphs all show software patents before the 1980's which supports what my sources say but goes against what my professor argued about when I presented my paper. I'm 99% certain that there were software patents in the United States in the 1980's but I'm not about to put that in my essay

since no amount of evidence will get him to believe that's true. I can't find any graphs that don't show software patents before the 1980's so I have to take a graph and edit out the left side of it to show software patents starting in the 1980's to make him happy. Once I'm finished, I go to turn it in. He makes some nerdy remark saying, "Your essay will bleed red when you get it back. There will be markings all over your paper." I'm not sure how to interpret this. Does this mean he's calling me stupid? I'm not sure how he is so confident that my essay will have a lot of flaws when he hasn't read it yet. I think about his comments as I get my essay returned back to me a few weeks later. All my essay says on it is "Form: B+" and "Content: B+" followed by a circle around one of the words in my essay. That was it. There were no other markings made on my 16 page research paper. I guess the one circle around one of my words was still more feedback than what I got from my professor in the film class that graded my research paper in 4 minutes, saying "97/100 –sent from my iPhone." On the other hand, at least the film professor actually gave me which percent grade I got on it. Oh well.

The rest of the class didn't change a lot. We had to write two smaller essays and then give one final 20 minute presentation. This last presentation was not based on facts like the first presentation. This presentation was based on an opinion where you have to take a side and make an argument. I guess there was a little more uncertainty in this presentation because you don't necessarily know which opinion the professor will be of when hearing which side you take. Fortunately for me, someone else in the class was doing the same topic as me and presented a few days before me. As a result, I was able to hear my professor's stance on the topic. I didn't even care what my opinion or stance on the topic was. Well, at least not for the presentation. I

took his beliefs and put them all on my presentation and argued in support of them. That ended my time in his class and he thought the presentation was phenomenal.

Not Enough Data To Fire The Databases Professor?

I had to take a Databases class for my computer science degree. Databases is a great class, unless you are taking it with my professor. She was terrible at teaching. She had PowerPoint lectures and just read them word for word. I can do that. The worst part was that she had a schedule for the lectures that made no sense and stuck with it. She did exactly one chapter every single lecture, which would be fine if the chapters were all short enough and of similar length. Some chapters were 20 PowerPoint slides long. Others were over 120 PowerPoint slides long. The longest PowerPoint presentation she gave was 170 slides long. No matter what the length of the PowerPoint presentation was, she always finished. If it's a day where she has a lecture that is 20 PowerPoint slides long, she will go slow enough to where at least a third of the class understands the material. When it gets to days where there are over 100 PowerPoint slides, she rushes as fast as she can from start to finish without letting students ask questions. She's useless. We also had two through three homework assignments every week. Got an exam? We still have homework due the day of and the day after the exam. The homework assignments didn't take too long to do but they were 8 pages minimum and had to be submitted electronically as well as in class as a hard copy. I probably had to print over 30 pages per week just for her class alone. That's more pages of printing than the rest of my classes combined. Well, except for that other class where I printed out my textbook for the final. That's beside the point.

Her exams made no sense. The wording on the exam questions was very poor and a lot of us couldn't understand the directions. On top of that, she didn't show up when we had exams so we had to ask the TA's for their interpretation of the directions. The TA's never understood the directions either. There would be questions that the entire class misses because no one (including the TA's) understood the directions and she wouldn't do anything about it. She tells people that if everyone misses a question, then it is not harmful. OK, well that's only true if she is going to curve, which she didn't. She was angry that people didn't like that everyone in the whole class missed a few of the questions so she emails the whole class. The title of the email is, "The universe balances itself out. So does exam 2." Basically, she never budged with any of the exam grading.

The dumbest part of her class came at the remaining few homework assignments. She gave us some homework assignments where you have to copy paste her code and run it before starting. For one of her assignments, the code she gave us to start us off didn't work. Before you ask-no this isn't the same professor who emailed the whole class about me saying you can't copy paste your way to your degree. It's just another professor who gives code with typos in it and doesn't check before assigning it. Anyway. I can't get the homework assignment to work. It turned out that the time between she assigned this homework assignment and the time that it was due, there was no office hours. I can't get help. I email her politely saying that I had tried her code and it wasn't working. She doesn't email me back. I show up to class the next day where we have to submit our assignment. She says that if it isn't working for us, she doesn't want us to hand it in. Well, it wasn't working for me so I didn't hand it in. I see some other students hand it

in and I'm starting to think that maybe they are lying about their program working. I go up to her after class and tell her I couldn't get it to work and I politely bring up the email that I had send to her without hearing back on. She informs me that I can submit it later for full credit if I get it working since I had emailed her and she forgot to get back with me.

I show up to her office hours a week later to try to get help on the assignment. She is looking at the code I have on my computer that I copy pasted from her website and she can't figure out why it isn't working. She tells me she is going to look at her code from when she did it to see how it works. She gets on her computer and goes to her folder for this homework assignment. The folder is empty. She realizes that she never actually did the homework assignment. She's starting to look like my unprepared Operating Systems professor. Now she tells me she doesn't know how to help me since she doesn't have it worked out. Maybe she'll give me the answer key like my Computer Architecture TA did. What she does next was sort of similar. Well not really. She tells me, "Don't worry, a few students who submitted this homework assignment got a 100 on it. I'll run their code to show you how it works since they got it working." OK. She's going to show me some random student's solutions since she couldn't do it herself. I guess I didn't expect much else. So she opens up the grade reports for all of the students on this homework assignment. She is looking at the list of grades of each students and it reads something like "0, 100, 0, 0, 70, 0, 0, 100, 0, 0, 62, 0, 0, 100" and so forth for about 60 students total. She goes to the first student's submission who got a 100 on the assignment. She opens up that student's submission and runs it. It doesn't work. This is awkward. She gave that student a 100 even though their submission faked working code in the screenshots and didn't even work. Did she even look at it when grading it? She probably never

even tried running anyone's code who turned it in. It's all good though because now she's going to the next student who got a 100 on the assignment. She runs his code. It doesn't work. This is now the second student who received a 100 after faking working code that she didn't even look at when grading. I'm not sure if she's going to give these people a 0 when I leave the room or not. Anyway. Since this person's code didn't work, she goes to the next person's code who got a 100. Doesn't work. She repeats this process. 45 minutes later. She checks the last person's code who got a 100 and it doesn't work. Great. Not only does she look really bad for giving all of those people a 100 after not even checking their code but she now doesn't have any idea what to say to me about how to do this assignment. Not a single student got it to work. She ends up saying to me "If you get it to work, please make a tutorial on how to do it and sent it to the class." Excuse me? Last time I checked, she was the professor and I was the student. Also, how come she didn't bring up the possibility of her maybe trying it out and then explaining it to the class if she gets it to work? This isn't my responsibility. I don't know what she did with the grades for the people who she gave a 100 to on that assignment but I never figured out how to do that homework assignment and neither did anyone else. I tried really hard throughout the course and ended up with a B+. I'm not sure what else I could have done to do any better. The whole class was based on your ability to interpret poorly worded questions.