

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.433.01.FA24: Monte Carlo Methods
Instructor: James Spall, Apurva Nakade *
Response Rate: 14/14 (100.00 %)

1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%	<div><div></div><div></div><div></div><div></div><div></div><div></div></div>	4.23		4.18		4.16		
Weak				(2)	1	7.69%								
Satisfactory				(3)	1	7.69%								
Good				(4)	5	38.46%								
Excellent				(5)	6	46.15%								
N/A				(0)	0	0.00%								
							02550100	Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
13/14 (92.86%)		4.23	0.93	4.00	11876		4.18	0.95	4.00	2000		4.16	0.96	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%								
Weak				(2)	1	7.14%								
Satisfactory				(3)	4	28.57%								
Good				(4)	6	42.86%								
Excellent				(5)	3	21.43%								
N/A				(0)	0	0.00%								
							02550100	Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
14/14 (100.00%)		3.79	0.89	4.00	13514		4.24	0.98	5.00	2089		4.18	1.04	5.00

3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%								
Weak				(2)	0	0.00%								
Satisfactory				(3)	1	7.69%								
Good				(4)	3	23.08%								
Excellent				(5)	9	69.23%								
N/A				(0)	0	0.00%								
02550100								Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
13/14 (92.86%)		4.62	0.65	5.00	11697		4.26	0.85	4.00	1979		4.33	0.82	5.00

4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	2	14.29%	<div><div></div></div>	<div><div>2.67</div><div>4.24</div><div>4.17</div></div>						
Weak				(2)	4	28.57%	<div><div></div></div>							
Satisfactory				(3)	3	21.43%	<div><div></div></div>							
Good				(4)	2	14.29%	<div><div></div></div>							
Excellent				(5)	1	7.14%	<div><div></div></div>							
N/A				(0)	2	14.29%	<div><div></div></div>							
							02550100	Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
14/14 (100.00%)		2.67	1.23	2.50	11595		4.24	0.97	5.00	1967		4.17	1.00	4.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.433.01.FA24: Monte Carlo Methods

Instructor: James Spall, Apurva Nakade *

Response Rate: 14/14 (100.00 %)

5 - Please enter the name of the TA you evaluated in question 4:

Response Rate 6/14 (42.86%)

- Geng Zhang
- Qiuxin Gao
- Qiuxin Gao
- qiuxin
- I don't remember
- Qiuxin Gao

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Disagree strongly	(1)	1	7.14%	<div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div>3.504.094.01</div>						
Disagree somewhat	(2)	0	0.00%	<div></div>							
Neither agree nor disagree	(3)	6	42.86%	<div></div>							
Agree somewhat	(4)	5	35.71%	<div></div>							
Agree strongly	(5)	2	14.29%	<div></div>							
N/A	(0)	0	0.00%	<div></div>							
				02550100	Question	School Level		Department Level			
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
14/14 (100.00%)	3.50	1.02	3.50	11485	4.09	1.02	4.00	1924	4.01	1.00	4.00

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Much lighter	(1)	0	0.00%	<div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div></div> <div>3.643.413.54</div>						
Somewhat lighter	(2)	1	7.14%	<div></div>							
Typical	(3)	4	28.57%	<div></div>							
Somewhat heavier	(4)	8	57.14%	<div></div>							
Much heavier	(5)	1	7.14%	<div></div>							
N/A	(0)	0	0.00%	<div></div>							
				02550100	Question	School Level		Department Level			
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
14/14 (100.00%)	3.64	0.74	4.00	11511	3.41	0.96	3.00	1937	3.54	0.88	3.00

8 - What are the best aspects of this course?

Response Rate 7/14 (50%)

- You learn a lot. I really enjoyed this course.
- Interesting course material, well-structured course overall
- Great instructor, James Spall.
- I enjoyed both the breadth and depth of the course. I feel that through the course, I achieved a good understanding of the motivations behind Monte Carlo methods.
- Interesting material and good lecturer.
- The content is quite interesting.
- I enjoyed the engaging content, and interesting homework assignments

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.433.01.FA24: Monte Carlo Methods
Instructor: James Spall, Apurva Nakade *
Response Rate: 14/14 (100.00 %)

9 - What are the worst aspects of this course?

Response Rate 8/14 (57.14%)

- The exams are pretty hard.
- Exams are too hard, if you're gonna fail everyone and just curve it might as well make them doable and not curve
- Difficult exams and lengthy homeworks, lectures sometimes a bit confusing
- Difficult exams.
- The feedback and rubric on the exams and homework were not clear at times.
- Everything about this course is against you. There is practically no partial credit on the homework and the TAs are awful. They don't check work, only answers, so despite having a full page of work that almost fully mirrored the answer key, I would still get the whole question wrong. Additionally the answer keys to the homeworks are awful. Most of the time they show no work, sometimes they don't even contain the answers, they say TAs will go over the answer in section, but the sections are not recorded in any way so there's no way to see the answers afterward if you miss it. This means we get practically no feedback on our work and can't learn how to improve/ the proper ways to go about solving problems if we make a mistake. This is especially bad because the homeworks are often very disconnected from the lectures and textbook, asking us to solve problems not directly covered. Over the course of the semester these problems compound to feel very unfair and hopeless, like I could guarantee there would be some subtle issue that wasn't covered in lecture on my homework that would result in getting a zero and then have no way of ever finding out what this mistake was because the TAs/answer key/ Spall provided zero help. On top of all this we received no back tests for the exams or quizzes and no answer keys for them either which meant there was no way of knowing what we did wrong. During the final having the questions were reused from previous exams/quizzes/homeworks but despite recognizing this I had no way of knowing what the right answer was because I was never given any helpful feedback for my work.
- The exams are very challenging, perhaps unnecessarily so. Furthermore, the slides are often unclear and pose a challenge to follow at times.
- I did not like how homework answers were not made public after submission, as well as how exam questions were often a bit vague in their writing.

10 - What would most improve this class?

Response Rate 5/14 (35.71%)

- More office hours by Dr. Nakade. He had OH during my mandatory attendance class and I really wanted to go to his OH because he teaches really well.
- Perhaps more of a project-based approach instead of exams, as homeworks are often coding-heavy which is difficult to reflect in exams. Or more direct practice of material from class lectures in homeworks
- I think transparent rubrics for exams would be greatly helpful.
- Replace TAs and Spall, add answer keys that go over every homework question in detail, provide backtests, or at the very least answer keys to the current exams, and make homework questions more related to the lectures.
- Have fewer questions on each exam so students are less pressed for time.

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate 8/14 (57.14%)

- It's great. Do it.
- weekly hw
- Would strongly recommend a solid foundation of probability and statistics (420 and 430), as well as solid coding experience in a preferred language.
- There are weekly homeworks! Plan time for them every week.
- Despite how interesting this class is, it is ruined by how frustrating every other aspect is.
- It is imperative that you do practice problems frequently so you are prepared for exams.
- This was a great class! Both Professors were very engaged and interested in making sure their students learned the material
- exams are hard and time crunches, grading is strict, Dr. Spall teaches well but other instructors don't tell stuff that might be on the exam.

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.171.02.FA24: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 7/8 (87.50 %)

1 - The overall quality of this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	1	14.29%										
Weak		(2)	0	0.00%										
Satisfactory		(3)	2	28.57%										
Good		(4)	3	42.86%										
Excellent		(5)	1	14.29%										
N/A		(0)	0	0.00%										
					02550100	Question		School Level		Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
7/8 (87.50%)		3.43	1.27	4.00	11876		4.18	0.95	4.00	2000		4.16	0.96	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor	(1)	0	0.00%											
Weak	(2)	1	14.29%											
Satisfactory	(3)	3	42.86%											
Good	(4)	0	0.00%											
Excellent	(5)	3	42.86%											
N/A	(0)	0	0.00%											
					02550100	Question	School Level	Department Level						
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
7/8 (87.50%)		3.71	1.25	3.00	13514		4.24	0.98	5.00	2089		4.18	1.04	5.00

3 - The intellectual challenge of this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%										
Weak		(2)	0	0.00%										
Satisfactory		(3)	1	14.29%										
Good		(4)	2	28.57%										
Excellent		(5)	4	57.14%										
N/A		(0)	0	0.00%										
					02550100	Question	School Level	Department Level						
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
7/8 (87.50%)		4.43	0.79	5.00	11697		4.26	0.85	4.00	1979		4.33	0.82	5.00

4 - The teaching assistant for this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%										
Weak		(2)	0	0.00%										
Satisfactory		(3)	3	42.86%										
Good		(4)	1	14.29%										
Excellent		(5)	2	28.57%										
N/A		(0)	1	14.29%										
					0 25 50 100	Question	School Level	Department Level						
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
7/8 (87.50%)		3.83	0.98	3.50	11595		4.24	0.97	5.00	1967		4.17	1.00	4.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.171.02.FA24: Discrete Mathematics

Instructor: Apurva Nakade *

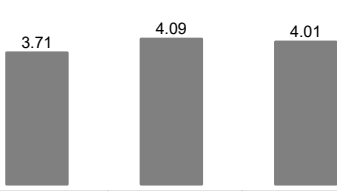
Response Rate: 7/8 (87.50 %)

5 - Please enter the name of the TA you evaluated in question 4:

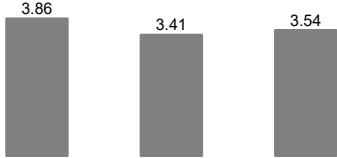
Response Rate 5/8 (62.5%)

- Eileen
- Eileen Stiles
- Eileen Stiles
- Eileen
- Eileen Xialu Stiles

6 - Feedback on my work for this course is useful:

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Disagree strongly	(1)	0	0.00%								
Disagree somewhat	(2)	1	14.29%	■							
Neither agree nor disagree	(3)	1	14.29%	■							
Agree somewhat	(4)	4	57.14%	■							
Agree strongly	(5)	1	14.29%	■							
N/A	(0)	0	0.00%								
0 25 50 100					Question	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
7/8 (87.50%)	3.71	0.95	4.00	11485	4.09	1.02	4.00	1924	4.01	1.00	4.00

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Much lighter	(1)	0	0.00%								
Somewhat lighter	(2)	0	0.00%								
Typical	(3)	3	42.86%	■							
Somewhat heavier	(4)	2	28.57%	■							
Much heavier	(5)	2	28.57%	■							
N/A	(0)	0	0.00%								
0 25 50 100					Question	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
7/8 (87.50%)	3.86	0.90	4.00	11511	3.41	0.96	3.00	1937	3.54	0.88	3.00

8 - What are the best aspects of this course?

Response Rate 5/8 (62.5%)

- I like about how the course requires intellectual challenges, which develops my mathematical insight and foundation.
- Dr. Nakade is an excellent teacher and really explained not only the material but how it was useful in different ways. He also seems to care greatly about the course and the students as well.
- The material is interesting and covers a lot of new areas of mathh
- Concepts
- Lectures & TA sections are very helpful

9 - What are the worst aspects of this course?

Response Rate 4/8 (50%)

- None.
- TA grading is very subjective to the TA and can often be extremely harsh. On multiple occasions a small mistake that some TAs would have marked as -1 or -2 was instead -5 or more. Additionally, when I showed homework to have it checked by TAs, they might say that it makes sense, but then it would still be marked incorrect, sometimes for the exact thing that I had asked another TA if it was logically sound.
- The tests were held in an extremely loud room that prevented anyone from being able to properly focus.
- Difficulty

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2024.Fall Project 2

Course: EN.553.171.02.FA24: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 7/8 (87.50 %)

10 - What would most improve this class?

Response Rate 4/8 (50%)

- None.
- Moving the due date for assignment resubmissions to the day after the homework for the week is due. It was often difficult to get to reviewing my previous submission, as it would be released late on Wednesday or on Thursday, in time to submit it on Thursday night with both work for this course and others.
- Narrow the scope of the course or least the topics on the tests
- Make it easier

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate 4/8 (50%)

- Approximate hours expected for each wk to finish weekly written assignments.
- This course requires a very different approach than any math course I have previously taken. The prerequisites listed in SIS are somewhat misleading, students should probably have completed calculus I and II to be able to fully appreciate some of the content or understand how it can be applied in other forms. The grading system is slightly harsh and subjective to the individual TA, where some small mistakes can be heavily penalized or large ones can be minimized, depending on the grader due to the nature of proofs.
- It is not required to have any background in proofs, but it is taught and graded as if you have a background in them so try to pre-study how to write proofs beforehand
- Its ahrd

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.171.03.FA24: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 19/20 (95.00 %)

1 - The overall quality of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Poor				(1)	0	0.00%									
Weak				(2)	1	5.26%									
Satisfactory				(3)	2	10.53%									
Good				(4)	8	42.11%									
Excellent				(5)	8	42.11%									
N/A				(0)	0	0.00%									
								0	25	50	100	Question	School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median	
19/20 (95.00%)		4.21	0.85	4.00	11876		4.18	0.95	4.00	2000		4.16	0.96	4.00	

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Poor		(1)	0	0.00%		4.58		4.24	4.18					
Weak		(2)	0	0.00%										
Satisfactory		(3)	1	5.26%										
Good		(4)	6	31.58%										
Excellent		(5)	12	63.16%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level			
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
19/20 (95.00%)		4.58	0.61	5.00	13514		4.24	0.98	5.00	2089		4.18	1.04	5.00

3 - The intellectual challenge of this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	0	0.00%		4.42		4.26		4.33		
Weak				(2)	0	0.00%								
Satisfactory				(3)	2	10.53%								
Good				(4)	7	36.84%								
Excellent				(5)	10	52.63%								
N/A				(0)	0	0.00%								
02550100								Question		School Level		Department Level		
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
19/20 (95.00%)		4.42	0.69	5.00	11697		4.26	0.85	4.00	1979		4.33	0.82	5.00

4 - The teaching assistant for this course is:

Response Option				Weight	Frequency	Percent	Percent Responses	Means						
Poor				(1)	2	10.53%								
Weak				(2)	4	21.05%								
Satisfactory				(3)	7	36.84%								
Good				(4)	3	15.79%								
Excellent				(5)	3	15.79%								
N/A				(0)	0	0.00%								
02550100								Question	School Level	Department Level				
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
19/20 (95.00%)		3.05	1.22	3.00	11595		4.24	0.97	5.00	1967		4.17	1.00	4.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.171.03.FA24: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 19/20 (95.00 %)

5 - Please enter the name of the TA you evaluated in question 4:

Response Rate	13/20 (65%)
<div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• Spencer Huang</div><div>• Thursday 3-3:50</div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• Adam Tsou</div><div>• adam tsou</div><div>• Thursday 3-3:50</div></div>	

6 - Feedback on my work for this course is useful:

Response Option				Weight	Frequency	Percent	Percent Responses	Means							
Disagree strongly				(1)	0	0.00%	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div>4.05</div><div>4.09</div><div>4.01</div></div>							
Disagree somewhat				(2)	3	15.79%									
Neither agree nor disagree				(3)	0	0.00%									
Agree somewhat				(4)	9	47.37%									
Agree strongly				(5)	7	36.84%									
N/A				(0)	0	0.00%									
							0	25	50	100	Question		School Level	Department Level	
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median	
19/20 (95.00%)		4.05	1.03	4.00	11485		4.09	1.02	4.00	1924		4.01	1.00	4.00	

7 - Compared to other Hopkins courses at this level, the workload for this course is:

Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Much lighter		(1)	0	0.00%	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div>4.00</div><div>3.41</div><div>3.54</div></div>								
Somewhat lighter		(2)	0	0.00%										
Typical		(3)	4	21.05%										
Somewhat heavier		(4)	11	57.89%										
Much heavier		(5)	4	21.05%										
N/A		(0)	0	0.00%										
					02550100	Question	School Level	Department Level						
Response Rate		Mean	STD	Median	School Level		Mean	STD	Median	Department Level		Mean	STD	Median
19/20 (95.00%)		4.00	0.67	4.00	11511		3.41	0.96	3.00	1937		3.54	0.88	3.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering

ASEN.2024.Fall Project 2

Course: EN.553.171.03.FA24: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 19/20 (95.00 %)

8 - What are the best aspects of this course?

Response Rate	15/20 (75%)
<ul style="list-style-type: none">• The concepts learned are useful and interesting.• good teaching, able to make abstract concepts more concrete and understandable• I think the lecture is very well-taught and ties concepts together. The Zybook homework is also a good way to learn the concepts prior to the lecture and written homework. Written homework regrade requests are nice since the written homework is challenging.• Teacher is good• The exams were well-organized• Passionate instructor• Teacher instruction• The lectures went by quickly and were engaging, and the material was generally interesting even if it was difficult• It really makes you think outside of the box sometimes, you can't just stick to the most basic definitions of certain theorems and expect to get the answer all the times• I like how the professor opens a lot of office hour.• Challenging• I loved that the professor did numerous practice questions during lectures, which was helpful for us understanding the concepts even better.• Instructor was very good, and taught in a way that made the concepts easy to understand• Fun topics, interesting gateway into discrete mathematics• learning about diverse proofing techniques about math expanding my horizons of proofs	

9 - What are the worst aspects of this course?

Response Rate	13/20 (65%)
<ul style="list-style-type: none">• Exams are a bit challenging and not easy to prepare for.• heavy courseload• I found that section wasn't particularly effective. My TA would not have a lot of questions prepared and would brush over explaining the homework problems very quickly, just verbally explaining mostly. I also found that the homework grading often wasn't very helpful. I'd lose points with the only comments being "not sufficient" or something just as short, which made it hard to fix or learn from my mistakes.• Homework is hard• The grading of homework was sometimes harsh• Grading is harsh and homework is overkill• Homework load• TA• This course is very exam heavy• The written homework is a bit too difficult.• The workload and the difficulty of the concepts; however, I know this is how discrete math is.• not much,• n/a	

10 - What would most improve this class?

Response Rate	11/20 (55%)
<ul style="list-style-type: none">• Solutions to written homeworks after they are being graded.• I think more office hours or more trained TAs. I've gone to a multiple office hours where the TAs didn't show up or hadn't looked at the homework yet. Considering the rigor of the homework, I think that having more support for the assignments would be very helpful. Also, I work on Wednesdays which is when most of the office hours were, so I couldn't attend any. Having some more office hours on Monday or Tuesday would also help greatly.• Less homework• Be more clear about grading criterion of homework and what is the expectation of writing style. Make this class a writing intensive one because it is very proof based.• Having more resources to study for tests. Homework is too difficult and zybooks is too basic often. Lack of resources to prepare from• Shorter homework• The TAs were not super useful, but the Professors office hours usually made up for it if needed.• Perhaps instead of only 3 big exams, also incorporate a few quizzes• Give more time for the written homework due date.• None• n/a	

Course: EN.553.171.03.FA24: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 19/20 (95.00 %)

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate	13/20 (65%)
<ul style="list-style-type: none">• This course may require more time to study/learn the concepts.• if you are familiar with proofs, this course should be quite straightforward. If not, it may be a little challenging.• Understand that the homework does take a lot of time.• The homework is hard The exams are kinda hard too• It is very writing intensive• Honors discrete is an easier course if you want a good grade• Good professor, difficult homework• The proofs can be a bit tedious, but get easier with experience and feedback on assignments.• It's very proof based and the assignments can be heavy depending on your highschool math background, there's a lot of writing (of math)• The test is fair but the written homework will require a decent amount of time, so be prepared.• its quite hard and its heavy• The prospective students should make sure they don't have problem doing basic algebra and math functions in order to do well in this course.• it requires time (hws) but worth it!	