JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.01.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 13/13 (100.00 %)

1 - The overall quality of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	1	7.69%
Satisfactory	(3)	5	38.46%
Good	(4)	2	15.38%
Excellent	(5)	5	38.46%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: 3.85 | 4.18 | 4.26 (Question | School Level | Department Level)

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
13/13 (100.00%)	3.85	1.07	4.00	10917	4.18	0.94	4.00	1853	4.26	0.88	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

Response Option	Weight	Frequency	Percent
Poor	(1)	1	7.69%
Weak	(2)	1	7.69%
Satisfactory	(3)	2	15.38%
Good	(4)	3	23.08%
Excellent	(5)	6	46.15%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: 3.92 | 4.22 | 4.26 (Question | School Level | Department Level)

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
13/13 (100.00%)	3.92	1.32	4.00	12918	4.22	0.98	5.00	2317	4.26	0.96	5.00

3 - The intellectual challenge of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	1	7.69%
Weak	(2)	0	0.00%
Satisfactory	(3)	2	15.38%
Good	(4)	2	15.38%
Excellent	(5)	8	61.54%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: 4.23 | 4.28 | 4.36 (Question | School Level | Department Level)

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
13/13 (100.00%)	4.23	1.24	5.00	10802	4.28	0.84	4.00	1842	4.36	0.78	5.00

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	3	25.00%
Good	(4)	3	25.00%
Excellent	(5)	6	50.00%
N/A	(0)	0	0.00%

Percent Responses: 0 25 50 100

Means: 4.25 | 4.26 | 4.37 (Question | School Level | Department Level)

Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/13 (92.31%)	4.25	0.87	4.50	10752	4.26	0.97	5.00	1833	4.37	0.84	5.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.01.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 13/13 (100.00 %)

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

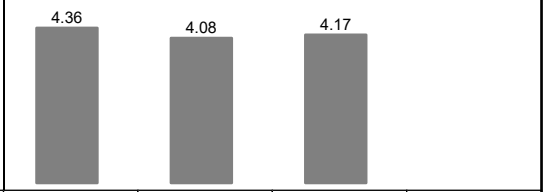
Response Rate	8/13 (61.54%)

- Eileen Yizzy
- Eileen Yizzi
- Eileen Yizzi
- Eileen
- Elleen
- Eileen Yizzi
- Eileen
- Eileen Yizzi

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

Response Option	Weight	Frequency	Percent	Percent Responses
Disagree strongly	(1)	0	0.00%	
Disagree somewhat	(2)	0	0.00%	
Neither agree nor disagree	(3)	2	15.38%	
Agree somewhat	(4)	3	23.08%	
Agree strongly	(5)	6	46.15%	
N/A	(0)	2	15.38%	

0 25 50 100

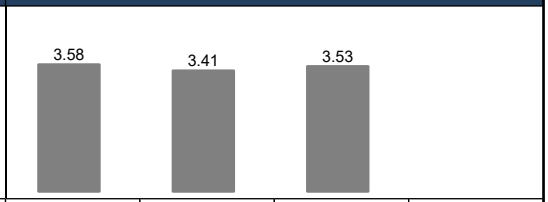


Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
13/13 (100.00%)	4.36	0.81	5.00	10703	4.08	1.01	4.00	1826	4.17	0.89	4.00

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

Response Option	Weight	Frequency	Percent	Percent Responses
Much lighter	(1)	1	7.69%	
Somewhat lighter	(2)	0	0.00%	
Typical	(3)	4	30.77%	
Somewhat heavier	(4)	5	38.46%	
Much heavier	(5)	2	15.38%	
N/A	(0)	1	7.69%	

0 25 50 100



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
13/13 (100.00%)	3.58	1.08	4.00	10717	3.41	0.98	3.00	1827	3.53	0.91	3.00

8 - What are the best aspects of this course?

Response Rate	6/13 (46.15%)

- The use of practice exams to give an idea of the structure/content of exams was an excellent form of study guide. In addition, I feel the use of OneNote to store class notes was very convenient.
- Helpful office hours by the professor and the TA.
- Its a breeze.
- Everything is cohesive and well taught, meaning what you learn in class, its the same things that you practice in section and homeworks, and what is on the midterms.
- Interesting discussions, good lectures, interesting questions
- Stimulating

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.01.FA23: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 13/13 (100.00 %)

9 - What are the worst aspects of this course?	
Response Rate	6/13 (46.15%)

- The TAs often did not have the answers to Discussion questions before the weekly Discussion period began, leading to situations where the TA had to solve the problem mid-Discussion in order to help students with it.
- NA
- Teaching feels like the professor is improving most lectures. Often seems unsure of what to teach next or how to teach it.
- The fact that 80% of your grade is exams
- Exams can kind of be hit or miss, occasionally if you just make one mistake it can really take away a lot of the effort you put in. Didn't really feel like it was that meritocratic, and sometimes a little luck-based.
- Workload

10 - What would most improve this class?	
Response Rate	6/13 (46.15%)

- Aside from giving TAs Discussion answers beforehand, I feel that the course is good as is.
- NA
- I think it could take some lessons from MFCS.
- The class, in of itself, is pretty good. The only thing is maybe giving some more points for homeworks or adding quizzes
- Exams that more accurately test understanding
- Less course material, these are very heavy topics.

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	5/13 (38.46%)

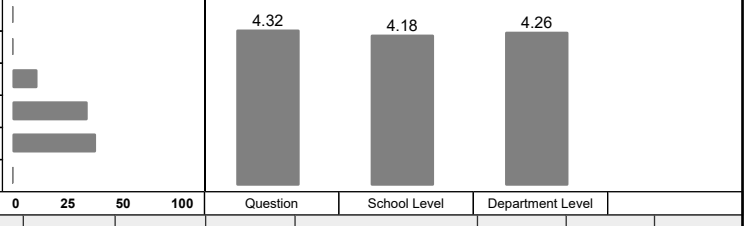
- I feel that students should know ahead of time that this course is not graded on a curve, as many students I have spoken to wrongly assumed it was.
- NA
- 80% of your grade is exams
- Extremely exam heavy, and exams are unpredictable. Not easy to just grind your way to an A.
- workload is huge

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.03.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 23/24 (95.83 %)

1 - The overall quality of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	3	13.64%
Good	(4)	9	40.91%
Excellent	(5)	10	45.45%
N/A	(0)	0	0.00%

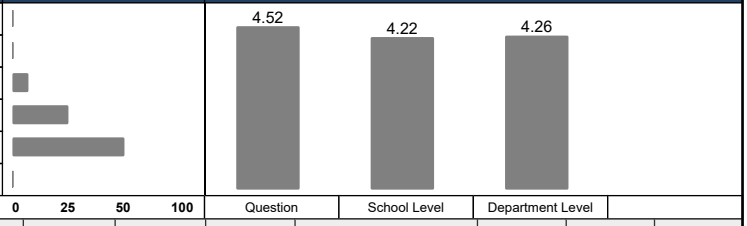


Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/24 (91.67%)	4.32	0.72	4.00	10917	4.18	0.94	4.00	1853	4.26	0.88	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

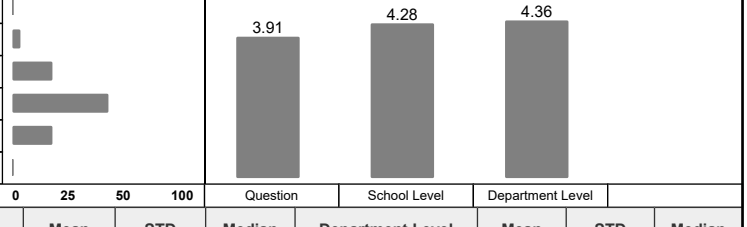
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	2	8.70%
Good	(4)	7	30.43%
Excellent	(5)	14	60.87%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
23/24 (95.83%)	4.52	0.67	5.00	12918	4.22	0.98	5.00	2317	4.26	0.96	5.00

3 - The intellectual challenge of this course is:

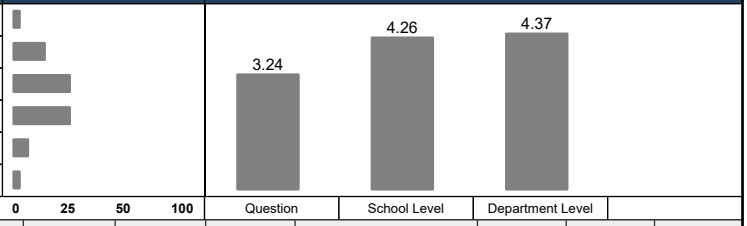
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	1	4.35%
Satisfactory	(3)	5	21.74%
Good	(4)	12	52.17%
Excellent	(5)	5	21.74%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
23/24 (95.83%)	3.91	0.79	4.00	10802	4.28	0.84	4.00	1842	4.36	0.78	5.00

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	1	4.55%
Weak	(2)	4	18.18%
Satisfactory	(3)	7	31.82%
Good	(4)	7	31.82%
Excellent	(5)	2	9.09%
N/A	(0)	1	4.55%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/24 (91.67%)	3.24	1.04	3.00	10752	4.26	0.97	5.00	1833	4.37	0.84	5.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.03.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 23/24 (95.83 %)

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

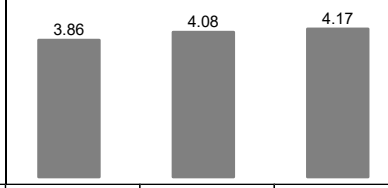
Response Rate	18/24 (75%)

- i dont know
- Lauren Pan
- Lauren
- Lauren Pan
- Lauren
- Lauren Pan
- N/A
- Lauren Pan
- Lauren
- Lauren Pan
- Lauren
- Lauren
- Lauren
- Lauren
- Eileen Yizzi
- N/A
- Lauren
- Lauren

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

Response Option	Weight	Frequency	Percent	Percent Responses
Disagree strongly	(1)	1	4.55%	
Disagree somewhat	(2)	1	4.55%	
Neither agree nor disagree	(3)	2	9.09%	
Agree somewhat	(4)	14	63.64%	
Agree strongly	(5)	4	18.18%	
N/A	(0)	0	0.00%	

0 25 50 100

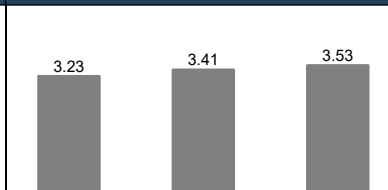


Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/24 (91.67%)	3.86	0.94	4.00	10703	4.08	1.01	4.00	1826	4.17	0.89	4.00

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

Response Option	Weight	Frequency	Percent	Percent Responses
Much lighter	(1)	0	0.00%	
Somewhat lighter	(2)	3	13.64%	
Typical	(3)	12	54.55%	
Somewhat heavier	(4)	6	27.27%	
Much heavier	(5)	1	4.55%	
N/A	(0)	0	0.00%	

0 25 50 100



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
22/24 (91.67%)	3.23	0.75	3.00	10717	3.41	0.98	3.00	1827	3.53	0.91	3.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.03.FA23: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 23/24 (95.83 %)

8 - What are the best aspects of this course?	
Response Rate	15/24 (62.5%)

- Professor is very very good. The only good professor I have met for the Math department. Explains everything clearly and gives reasonable exams.
- Lectures and homeworks are designed very well
- The lectures are clear and organized
- I really find the lectures helpful and it is easy to go back and review what happened in class after.
- The professor explains concepts pretty well. The content is challenging, but not too hard.
- Professor's method of teaching is very efficient. His lecture notes are very organized and easy to follow. Homework questions effectively help prepare for an exam. All relevant materials are also posted online.
- The course is organized so we gradually learn new stuff.
- Introduction to proofs/writing math logically.
- The material was interesting and the instructor was an effective teacher, making learning in the class smooth.
- Plenty of time for homework assignments, many opportunities to go to office hours. Flexibility with attendance and grading.
- I can understand Apurva very well. He is good at teaching and explaining. And his exams are not difficult.
- Good professor interesting topics easy to learn
- Fantastic professor and interesting content
- The notes are very clear.
- The office hours for this class were very useful. Exams did reflect the content covered in the lectures.

9 - What are the worst aspects of this course?	
Response Rate	14/24 (58.33%)

- N/A
- Can have some repetitive busywork.
- the TA isn't familiar with the class materials
- Nothing comes to mind.
- No significant aspects to improve, but a little curve in the grade would be nice. The midterms are designed so that if you don't know how to approach 1 question, you won't get an A. Also, there were some points in the homeworks where I thought the grading was a little harsh.
- The homework is rather more like writing intensive. You write a lot of proofs.
- Grading scale is a bit unfair; homework is somewhat heavier due to proof nature of course but is only weighted at 12%.
- I don't think there's anything that's inherently bad about the course.
- Sometimes lecture content felt a bit disorganized. Lack of guidance on discussion problems was also frustrating at times.
- N/A
- homeworks are very very long. they require page long proofs. most annoying part is that it only takes a couple minutes to know the correct answer, but then an hour to write it all down.
- sometimes difficult proofs and long homeworks
- Discussion problems were sometimes not explained well.
- TAs often could not help with explanations and seemed to not know content; therefore, only could get help from professor once a week. Also there were many times explanations were left at 'you just have to see it/get it' which did not help my understanding and made me feel incapable. We get a ton of time to do the homework but the exams were similar in length but only 2 hours. Felt as a student new to the content and this abstract approach to math that exams were a time crunch.

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.03.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 23/24 (95.83 %)

10 - What would most improve this class?	
Response Rate	14/24 (58.33%)

- N/A
- Less proofs.
- a curve with grading
- Homework solutions posted after grades go up.
- Personally, I think it would be nicer if sections have fewer questions that gives more time for the TAs to go over the questions together.
- everything seems to be good right now.
- Giving more practice opportunities; not relying too much on exams.
- Maybe teaching some of the more advanced concepts in discrete math (we skipped some of the tougher sections in the textbook) would make the course even more interesting.
- More organized content/lectures, uploading keys for past homeworks/discussion questions earlier on.
- N/A
- shorter homeworks
- nothing perfect
- More elaboration on discussion solutions.
- Improve section style and have more of an orientation of what is expected in exams (more proof style and less computation) especially since they are 80% of our grade. Also not making exams 80% of the grade/3 exams.

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	13/24 (54.17%)

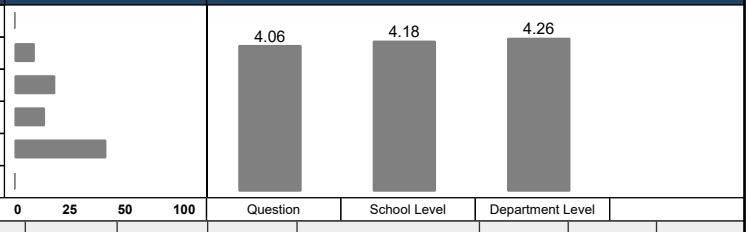
- Professors change a course, please make sure the current professor is good.
- You will succeed at this course if you are good at logical reasoning and proofs.
- It is interesting but definitely challenging
- midterms, homework, grading are reasonable.
- It's a very unique course in terms of the contents; it's not a typical math course, but rather requires students to take different approaches in doing well on the class.
- a lot of writing for homework. Exams are fair since they consist mostly variations of seen kinds of problems. Professor is nice (if you meet a good one).
- Attend all lectures due to relevancy of materials on exams vs textbook.
- It's a good class, and the workload is very manageable. If you like math at all you will probably find this course (or at least some aspects of it) interesting.
- Fair course, content is interesting and occasionally applied to real-world scenarios. Solid course overall
- the material is easy but it is still a decent time commitment
- amazing
- Go over the structure of proofs carefully.
- Assumed taken at least some sort of abstract math before (not calculus and linear algebra but prob/stat or discrete in high school)

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.02.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 19/19 (100.00 %)

1 - The overall quality of this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	2	11.11%
Satisfactory	(3)	4	22.22%
Good	(4)	3	16.67%
Excellent	(5)	9	50.00%
N/A	(0)	0	0.00%

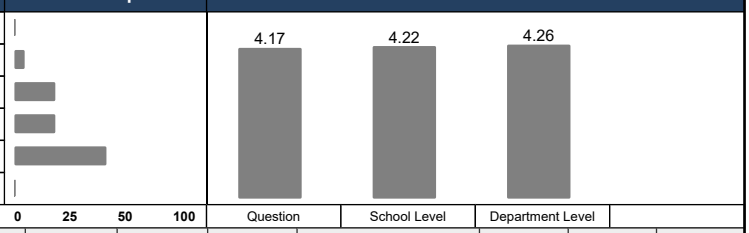


Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
18/19 (94.74%)	4.06	1.11	4.50	10917	4.18	0.94	4.00	1853	4.26	0.88	4.00

2 - The instructor's teaching effectiveness is:

Apurva Nakade

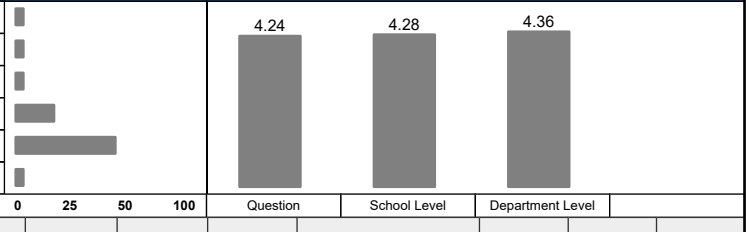
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	1	5.56%
Satisfactory	(3)	4	22.22%
Good	(4)	4	22.22%
Excellent	(5)	9	50.00%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
18/19 (94.74%)	4.17	0.99	4.50	12918	4.22	0.98	5.00	2317	4.26	0.96	5.00

3 - The intellectual challenge of this course is:

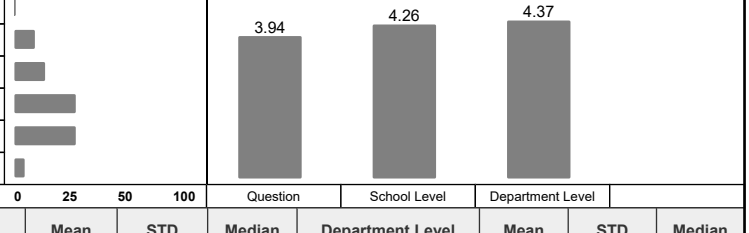
Response Option	Weight	Frequency	Percent
Poor	(1)	1	5.56%
Weak	(2)	1	5.56%
Satisfactory	(3)	1	5.56%
Good	(4)	4	22.22%
Excellent	(5)	10	55.56%
N/A	(0)	1	5.56%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
18/19 (94.74%)	4.24	1.20	5.00	10802	4.28	0.84	4.00	1842	4.36	0.78	5.00

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	2	11.11%
Satisfactory	(3)	3	16.67%
Good	(4)	6	33.33%
Excellent	(5)	6	33.33%
N/A	(0)	1	5.56%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
18/19 (94.74%)	3.94	1.03	4.00	10752	4.26	0.97	5.00	1833	4.37	0.84	5.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.02.FA23: Discrete Mathematics
Instructor: Apurva Nakade *
Response Rate: 19/19 (100.00 %)

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

Response Rate	16/19 (84.21%)

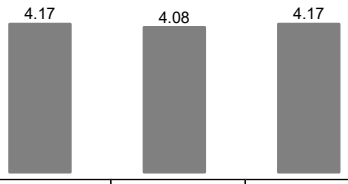
- Parik Chalise
- Parik
- Parik Chalise
- Parik
- Parik
- Parik Chalise
- Parik
- Parik
- Parik
- Parik
- Parik
- Parik
- Lauren
- Parik Chalise
- Parik Chalise
- Parik Chalise

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

Response Option	Weight	Frequency	Percent	Percent Responses
Disagree strongly	(1)	0	0.00%	
Disagree somewhat	(2)	1	5.56%	
Neither agree nor disagree	(3)	3	16.67%	
Agree somewhat	(4)	6	33.33%	
Agree strongly	(5)	8	44.44%	
N/A	(0)	0	0.00%	

0 25 50 100

Means



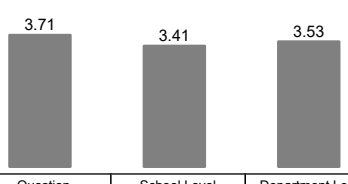
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
18/19 (94.74%)	4.17	0.92	4.00	10703	4.08	1.01	4.00	1826	4.17	0.89	4.00

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

Response Option	Weight	Frequency	Percent	Percent Responses
Much lighter	(1)	0	0.00%	
Somewhat lighter	(2)	0	0.00%	
Typical	(3)	8	47.06%	
Somewhat heavier	(4)	6	35.29%	
Much heavier	(5)	3	17.65%	
N/A	(0)	0	0.00%	

0 25 50 100

Means



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
17/19 (89.47%)	3.71	0.77	4.00	10717	3.41	0.98	3.00	1827	3.53	0.91	3.00

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.02.FA23: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 19/19 (100.00 %)

8 - What are the best aspects of this course?	
Response Rate	12/19 (63.16%)

- I love the teaching style of the course, and our professor and TA are amazing
- Lecture notes are posted online
- Great professor. Consistent assignments and deadlines, i.e. no random side projects, take-home exercises, or mandatory beyond-classroom unstructured and unguided learning/reading up on material - just helpful supplemental resources. Extremely clear syllabus. Professor and TA are almost always available for questions. Class notes are posted in case something was missed (all sections have access to all notes).
- The topics were interesting and the teaching was clear.
- I think the homework are very helpful in learning the content.
- Professor's enthusiasm and detailed notes. Easy to understand the lectures.
- I like that many homework questions require some depth of thought, but is still manageable in difficulty. The professor also explains things very clearly, and makes sure that students can understand the material.
- The online notes.
- there are no positive aspects.
- the instructor is very clear and passionate about his content.
- Really interesting topics, fair and passionate instructor. This instructor did make me love math for the first time. Good going. I'm definitely going to take more math courses with him. Attendance was not required, but if you don't attend you should expect to CAREFULLY study the course notes posted online (VERY HELPFUL) and the textbook.
- I like how organized and neat the teaching was, and I really appreciate the level of dedication and expertise the professor and the TAs have. The course was fun, challanging, and engaging.

9 - What are the worst aspects of this course?	
Response Rate	14/19 (73.68%)

- To complete the proofs, there a sense that you have to already know how to do it. There is not assistance in tactics of how to attack problems that we do not know how to do. You just have to know what to do or you won't get it right. Especially given the time constraints for the exams.
- The homework is long/hard, and not weighted very high
- The exams are worth 80% of the grade
- The textbook notation sometimes varies from the notation we use in class, although the textbook itself describes its own notation as sometimes different. Some topics can be quite dull. The grading system gives too much weight to exams. Discussions are graded on participation, but they're not taught by the TAs, we work in groups. So, the TAs monitor our participation in our group, but it seems almost entirely random, as there are weeks when I participate fully and receive less than full credit, and weeks when I feel like I don't deserve full credit (even though I participated) and yet still receive it.
- Sometimes the professor did not teach the full extent and only gave the basic concepts. I had to go back to the textbook and look at articles online to help me understand some of the topics.
- The exams are much more difficult than expected, and the practice exams and homework do not help as much. Exams are also 80% of the class grade, making it difficult to get a good grade if a low score is obtained on one or more of the exams.
- Homeworks are posted too close to the due date.
- Homework is not given enough weighting.
- We skipped over some topics because the professor thought that it would be too hard, but I would have liked to go through some of them.
- The exams.
- the content is bad and shouldn't be a requirement for AMS majors, the TA's aren't in tune to the undergraduate experience, and the evaluations such as homework and exams are hard. also, exams should not be 80% of ones final grade.
- the content is a lot harder than i thought.
- It was pretty early. Not course-specific. I just live far away. It was a pretty good class.
- N/A

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2023.Fall Project 2

Course: EN.553.171.02.FA23: Discrete Mathematics

Instructor: Apurva Nakade *

Response Rate: 19/19 (100.00 %)

10 - What would most improve this class?	
Response Rate	11/19 (57.89%)

- Allowing homework to be worth more and providing more support in experimenting with proof concepts.
- More reliable OneNote connection and harder practice exams
- A different textbook might suit the course better. Also, the discussion worksheets themselves are great, but the discussions themselves shouldn't be graded.
- Just get a little more in-depth with difficult topics like multisets.
- Making the homework weighted more, as it takes up a significant amount of time.
- Post homeworks earlier
- As non-AMS primary majors were not allowed to take Honors Discrete in the first semester of freshman year, I would have liked this course to be a bit more challenging.
- I would make homework weighted more. Currently its worth 12% of the grade, but the homework is the longest part of the course.
- exams should not be 80% and this class should not leave computer science.
- i hope there is more support and more sources of help, more times of office hour.
- Perhaps balancing the weight between homework and exams. The homeworks take a long time to complete and it might be a good idea to increase their weight, which could also help reduce the influence of an underwhelming exam.

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	11/19 (57.89%)

- It will require a re-wiring of your brain to understand the concepts.
- Very good course that has a lot of connections to computer science (Ex. cryptography, graph theory, etc.)
- You won't need any specific background. It's a fun course with some neat side-topics.
- The short number of homework problems take a long time, but they should help you understand the material.
- Office hours are more helpful than the lectures themselves. Please go to office hours.
- This course is very proof heavy.
- Review earlier for the exams,
- take another option other than discrete math for the discrete requirement. it will ruin your gpa.
- the content is pretty hard.
- It's a very beautiful branch of mathematics. I think learning about mathematical concepts through discrete really helps in other math fields, since it's a "simplified" version in some places.
- Most ideas should be introduced in prior math classes (Induction, Combinatorics, etc). A solid understanding of these concepts will certainly help.