

# Y790-32707 - HW #2: Reverse Outlining - Commentary

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Reverse Outline of : **The Structure and Interpretation of the Computer Science Curriculum** [1]

This paper observes several deficiencies of a famous book SICP and its effect on the design of the computer science curriculum, particularly focusing on the first year programming course. Organization of the paper is very clear. It presents the problem in the first section. The second section lays out the constraints on the problem. Third section explains the principles of the solution. Fourth section introduces the new book designed around these principles, and compares it to SICP. Fifth section concludes the text.

The section titles relate to the main idea and the title of the paper, and looking at the individual sections and subsections, each paragraph relates back to the main idea of the corresponding section and/or subsection. There's not any particular piece in text that a reader might have some trouble following the main idea.

All paragraphs seem to be concerned with only one point. There are couple of paragraphs where it seems like there are two ideas, but usually one of them is a supporting argument for the main point. There are no two paragraphs making the same point. And they are more or less the same in size. Most of them have a recognizable topic sentence as the first sentence and supporting arguments afterwards.

## References

Felleisen, M., Findler, R. B., Flatt, M., Krishnamurthi, S. (2004). The structure and interpretation of the computer science curriculum. *Journal of Functional Programming*, 14(04), 365-378.