CS 3330-001 **Computer Architecture** - Fall 2016

ENGR (16805)

INSTRUCTORS: **Tychonievich, Luther (lat7h)**

Respondents: 76 / Enrollment: 153

Summary: CS 3330-001 Computer Architecture - Fall 2016 (16805)

Overall Course Rating

CS-3330-001 Mean 4.15
CS-3330-001 Std Dev 0.96
CS-3330-001 Response Count 380

SEAS, 3000-level courses Mean 4.03
SEAS, 3000-level courses Std Dev 1.02
SEAS, 3000-level courses Response Count 11936

Overall Instructor Rating

INSTRUCTOR: Tychonievich, Luther
  Mean 4.37
  Std Dev 0.73
  Response Count 532

  SEAS, 3000-level courses Mean 4.11
  SEAS, 3000-level courses Std Dev 0.98
  SEAS, 3000-level courses Response Count 18739

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. The course addressed technically rigorous subject matter consistent with the course objectives.

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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.68	0.47	52 (68.42%)	24 (31.58%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2382	4.37	0.76	1166 (48.95%)	983 (41.27%)	133 (5.58%)	49 (2.06%)	21 (0.88%)	30 (1.26%)

2. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.13	0.81	26 (34.21%)	37 (48.68%)	8 (10.53%)	4 (5.26%)	0 (0.00%)	1 (1.32%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2681	3.86	1.12	856 (31.93%)	1013 (37.78%)	379 (14.14%)	244 (9.10%)	122 (4.55%)	67 (2.50%)

3. There was a reasonable level of effort expected for the credit hours received.

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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.00	1.17	31 (40.79%)	30 (39.47%)	3 (3.95%)	8 (10.53%)	4 (5.26%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2387	4.13	0.95	942 (39.46%)	1039 (43.53%)	206 (8.63%)	127 (5.32%)	56 (2.35%)	17 (0.71%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. The homework assignments helped me learn the subject matter.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.30	0.86	37 (48.68%)	30 (39.47%)	5 (6.58%)	3 (3.95%)	1 (1.32%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2391	4.14	0.95	913 (38.18%)	946 (39.57%)	228 (9.54%)	100 (4.18%)	57 (2.38%)	147 (6.15%)

5. The textbook increased my understanding of the material.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	3.97	0.92	23 (30.26%)	35 (46.05%)	12 (15.79%)	5 (6.58%)	1 (1.32%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2388	3.48	1.23	428 (17.92%)	613 (25.67%)	430 (18.01%)	209 (8.75%)	180 (7.54%)	528 (22.11%)

6. The course material was well organized and developed.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.18	0.78	29 (38.16%)	34 (44.74%)	11 (14.47%)	2 (2.63%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2675	3.98	1.01	893 (33.38%)	1155 (43.18%)	338 (12.64%)	172 (6.43%)	86 (3.21%)	31 (1.16%)

7. The instructor was knowledgeable about the subject matter.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.78	0.45	60 (78.95%)	15 (19.74%)	1 (1.32%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2680	4.48	0.73	1543 (57.57%)	896 (33.43%)	143 (5.34%)	32 (1.19%)	24 (0.90%)	42 (1.57%)

8. The instructor was well prepared for class.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.62	0.54	49 (64.47%)	25 (32.89%)	2 (2.63%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2674	4.30	0.85	1262 (47.20%)	1052 (39.34%)	202 (7.55%)	80 (2.99%)	40 (1.50%)	38 (1.42%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

9. I received adequate preparation from the prior courses in the curriculum to be successful in this course.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	3.78	0.97	17 (22.37%)	36 (47.37%)	13 (17.11%)	9 (11.84%)	1 (1.32%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2388	3.92	0.99	675 (28.27%)	988 (41.37%)	353 (14.78%)	161 (6.74%)	60 (2.51%)	151 (6.32%)

10. The grading policy was fair.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	3.99	0.84	19 (25.00%)	43 (56.58%)	9 (11.84%)	4 (5.26%)	1 (1.32%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2681	3.94	1.07	906 (33.79%)	1094 (40.81%)	331 (12.35%)	220 (8.21%)	101 (3.77%)	29 (1.08%)

11. The instructor responded adequately to in-class questions.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.43	0.68	40 (52.63%)	30 (39.47%)	5 (6.58%)	1 (1.32%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2673	4.19	0.90	1110 (41.53%)	1136 (42.50%)	226 (8.45%)	102 (3.82%)	56 (2.10%)	43 (1.61%)

12. The instructor effectively used technology in support of the learning goals for this course.
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Question Type: Likert
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contributed by Dean of the School of Engineering and Applied Science

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
76	4.47	0.58	39 (51.32%)	34 (44.74%)	3 (3.95%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2675	4.02	0.97	889 (33.23%)	1138 (42.54%)	323 (12.07%)	146 (5.46%)	70 (2.62%)	109 (4.07%)

13. The average number of hours per week I spent outside of class preparing for this course was:
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Question Type: Multiple Choice
~
contributed by Office of the Provost

Results for CS-3330-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
76	0 (0.00%)	8 (10.53%)	42 (55.26%)	15 (19.74%)	11 (14.47%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2391	135 (5.65%)	637 (26.64%)	972 (40.65%)	395 (16.52%)	252 (10.54%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. I learned a great deal in this course.
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Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
74	4.24	0.74	29 (39.19%)	36 (48.65%)	7 (9.46%)	2 (2.70%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2384	4.06	0.94	837 (35.11%)	1099 (46.10%)	271 (11.37%)	117 (4.91%)	60 (2.52%)

15. Overall, this was a worthwhile course.
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Question Type: Likert
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contributed by Office of the Provost

Results for CS-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
76	3.99	0.95	24 (31.58%)	35 (46.05%)	10 (13.16%)	6 (7.89%)	1 (1.32%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2390	3.97	1.06	849 (35.52%)	985 (41.21%)	297 (12.43%)	155 (6.49%)	104 (4.35%)

16. The course's goals and requirements were defined and adhered to by the instructor.
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Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
76	4.39	0.57	33 (43.42%)	40 (52.63%)	3 (3.95%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2673	4.23	0.79	1051 (39.32%)	1323 (49.49%)	190 (7.11%)	84 (3.14%)	25 (0.94%)

17. The instructor was approachable and made himself/herself available to students outside the classroom.
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Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
75	4.23	0.73	28 (37.33%)	38 (50.67%)	7 (9.33%)	2 (2.67%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2675	4.16	0.92	1119 (41.83%)	1076 (40.22%)	334 (12.49%)	83 (3.10%)	63 (2.36%)

18. Overall, the instructor was an effective teacher.
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Question Type: Likert
~
contributed by Office of the Provost

Results for CS-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
76	4.36	0.69	35 (46.05%)	34 (44.74%)	6 (7.89%)	1 (1.32%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2683	4.02	1.04	1002 (37.35%)	1116 (41.60%)	294 (10.96%)	170 (6.34%)	101 (3.76%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

19. Please make any overall comments or observations about this course:
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Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-3330-001	
Total	Individual Answers
46	*See below for Individual Results*

Very difficult quizzes and exams but it forced me to learn a lot. Professor Tychonievich and Professor Reiss did a great job of presenting the material.

Tycho - Other than the condescending tone you can have sometimes (may be unintentional), I enjoyed your lectures. You are a very knowledgeable professor and I learned a lot from you this semester.   Reiss - You are the man!!!

Professor Tychonievich is the best professor I've ever had at UVA. This course is the best CS class I've ever taken. The textbook wasn't very helpful for me.

Tychonievich is one of the best professors in the CS program. He teaches in a very visual way (very helpful for me, a visual learner) and he facilitates good questions from his students and he is so knowledgeable about the subject that you can answer any question almost without hesitation. As to the course, as part of the BACS program DLD was not a requirement, and as a result I did not feel adequately prepared for many components of this class (mainly because most of it dealt with hardware, which is something Eschool CS majors are introduced to before this class). A worthwhile class, I just wish I didnt have to spend all my time trying to catch up on material

Great professor, fascinating material, but I wish the professors would not stop for questions - the same 3-4 people ask the same low level questions. Office Hours are for "dumb questions" but people should read the book and prep on their own, knowing this is a difficult course.

Very well structured class that did a great job covering a lot of topics in depth

This course did teach a lot and the information was very good. I thought the exams were very tough and the fact that homework's that helped with understanding of the material was not lined up with the exams did not help. Otherwise I think this was a fair class. I would like the lectures to go into example problems that could appear on exams because the exam problems seemed to require much more depth than I expected.

good class. slight slip up with grading first few hws as there was no feedback but that's a very small portion of the grade.

This was one of my favorite classes in the CS department thus far, and was a good mix of challenging, fair, and useful.

If there was a way to make homeworks less all-or-nothing grading, that would be great! When there were slides, they were really helpful and were more efficient to use than recordings for review. Repeating important statements/concepts and/or pausing a bit after more often would be helpful. There were some times when I realized what was just said was really important but didn't have enough time to process it mentally and write all of it down in my notes. I think this was done more when things were in the lesson plan, but less often when responding to questions in class.

Prof. Tychonievich (to whom the question above refer) was effective as a lecturer and professor. However, the same cannot be said of Prof. Reiss, who taught this course concurrently. There was a clear distinction among many students between lectures by the two professors: students understood material much better if it was taught by Prof. Tychonievich. I understand that this is Prof. Reiss' first semester as a lecturer, but the quality of his lectures was severely lacking.

Professor Tychonievich was very knowledgeable about the course material and used a lot of examples and drawings that definitely helped me out more than tradition powerpoint slides. Sometimes, though, it was a bit confusing when he and Professor Reiss would switch off teaching. While they both always knew what they were talking about, their teaching styles were very different and made it a bit hard to keep up and make connections between everything. However, I understand and appreciate the department and Tychonievich allowing Reiss to do a few classes to get the hang of it before teaching the class on his own, and overall I don't think it took away much from the material. This class went pretty in depth on a lot of subjects and definitely built upon everything that we have learned to this point and during the class. Sometimes, though, I did feel like quiz questions were purposely tricky when they seemed to be for reading comprehension more so than anything else.

Kind of felt out of place with other CS courses. He also had us learn his own programming language, which seemed kind of pompous.

I feel like the homework assignments could have modeled the lectures better. I usually learn from homeworks, but that was not possible in this course.

Other professor is inexperienced but not terrible; it was more of a problem that you switched, so the difference between you two was more pronounced. Please align audio and video with each other.

Split lecture with Tychonievich and Reiss, preffered Tychonievich's lectures, but Reiss' slides for the quizzes. The quizzes were very hard and very tricky (trick or sly questions galore!). Grading was fair enough, aside from the quizzes being the hardest weekly quizzes I've ever taken.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

I feel sad for my friends who will have Arch without Luther. Luther is an OG CS dude who I was lucky to have taken a course with. Him and Bloomfield have been two of my favorite faculty at UVA and I hope to have professors as smart as I move towards my degree.

hard but fair

This was a very difficult class for me; however, I think the grading was very fair. I don't think I will do poorly in the class because the homework was worth so much. I think that quizzes should be graded on a rubric similar to the exams. For the most part Professor Tychonievich was responsive to student feedback. I think having the two professors was useful. Reiss' slides were useful for reference while T's were more engaging during lecture but harder to use just his drawings as reference when studying.

I think Professor Reiss will be a fantastic lecturer; the one note I would make is that when Professor Tychonievich is in the room, Prof CR seems concerned about his own performance to the point of distraction. This did improve somewhat as the semester progressed. Overall, I'd say they both did a great job.

I like Professor Tychonievich's style of teaching very much and learn a great deal from each of his lecture. Professor Weiss on the otherhand can be very confusing and hard to follow. I would have preferred if Professor Tychonievich had taught the class by himself because I feel like I did worse in the class from learning half of the material from another professor.

This class simply takes too much time than a 3-credit class. We have two quiz, reading, homework, and lab every single week which makes most of us overwhelmed.

One thing I didn't like about the different teaching styles: the use of the drawings with Prof Tycho. I liked that the drawings went slower so that I could stay caught up with taking notes. I didn't like that often times he would drag the picture the side and keep adding to the diagram. And again. And again. I can't do that with my notebook. It made my diagrams look so gross and squashed on the ends. I liked that The slides showed what the finished diagram would look like so that I could know how big to draw my pieces. I think that prof. Reiss got a lot better at being more approachable as the class went on. He was good at 1on1 questions in the beginning but he wasn't so good at answering questions while in front of the class. I think he got better at that. I really liked the labs HCL2D where we slowly built up the processor. Going slowly in chunks like that was really helpful and I think I learned a lot. It was a lot easier than if I had just had to do it all at once because it was a good way to see how all the pieces interacted. I know that yall probably have not much influence over this but I think the smaller classroom was a lot better than the bigger classroom. I went to both almost equally I think. It might have been that if I went to the bigger classroom it meant that I was going after algo and algo sucked out my soul and left me nothing to focus on comparch with. ALSO. Those quizzes. Yikes. I did so badly and I studied and looked in the textbook and took notes and read the sections. I mean I know the class is hard but the average on those quizzes was always so low that I feel like they're not a good representation of what we know. I enjoyed that they did not pretend to be your friend and then stab you with killer homework like Floryan does. Straight off the bat they let you know that this class was killer. I do think it was worthwhile though, even though I went in hearing all this stuff about how useless the class was and it was so hard and then never used again.

Prof Reiss did a great job too. I LOVE THE RECORDED LECTURES. Especially Prof Reiss's. That's not to say Prof Tychonievich's were bad I just appreciate Prof Reiss's slides in the recorded lectures a ton. I love the recorded lectures please never get rid of them they are a godsend. Both professors are super helpful in their OH. I've never regretted going to them. Love the TAs. I mean, this course is just hard. It's really hard and the homeworks are hard and its hard to know how to make it better. More TAs would be amazing!!! Pls take some of the useless TAs away from 2110 bc comp arch needs more TAs. (Especially around pipelining hws). I love how much Prof Tychonievich and Prof Reiss are willing to listen to criticism (like when we all complained about the quiz response system). Like I really appreciate that. It really made me feel like they cared about helping us succeed in the course. I think for a course of this rigour I would appreciate review sessions. I don't care who leads them (TAs, professors, helpful upperclassmen). But I think they would be really appreciated.

Good class. Once again, like the professor had mentioned in the past. I disagree with the way weekly quizzes are graded... but C'est la vie

I think the structure of Computer Architecture is very well done and that the homeworks greatly increased my understanding of the material. Some of the quiz questions were irritating. Even after painstakingly reading, taking notes, and paying attention in class, there were some quiz questions whose topics I didn't even recognize upon viewing, which was demoralizing.

This is probably one of the hardest classes I took at UVA. I was not a fan of having two professors because it made it difficult to adjust to two lecture styles. As many students will probably mention, there are merits to both: Reiss had intuitive powerpoints and Tychonovich was better at explaining concepts. Things that really bothered me throughout the course was: the TA queue and the variance in the quality of TA's assistance. The TA queue is probably the most infuriating aspect of office hours. Inevitably, an unprepared student who has not spent enough time working on the homework/lab will have the TA walk them through the assignment for extended periods of time. This is extremely unfair for students who are almost done and only need some help. Thus, I believe a 5 minute time limit should be imposed on each student, and if a student needs further help, they can get back on the queue. Secondly, some TAs were better at assisting students than others. This can't be changed but I thought it was worth mentioning. Thanks.

The grading policy is fair. However, the quizzes and tests were harder than many thought they needed to be. It felt like we were purposefully getting tricked. While sometimes this is good, it went overboard many times. Professor Reiss just started teaching. He did well, but switching between lecturers and by extension switching between very different teaching styles week by week was confusing. The course was required for BSCS majors, but other than some optimization techniques I don't see myself using many of the things learned in this course.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The course really is not as hard as some people make it out to be. Somewhat time consuming, yes; not hard. I do like Luther but must admit he can be rather condescending at times. He has an air about him that says he is above the students' petty qualms, and has answered questions curtly with the intent of being deliberately unhelpful IMHO. Reasonably difficult class. Didn't enjoy the material, but I learned a lot. I found the switching between professors to be quite helpful, I wish it was more consistent though (i.e. Luther every Tuesday, Charles every Th). I also wish we had hand outs for some on the inclass diagrams (Prof. Dugan style). I thought both professors did a great job, both in lecture and in the office hours. Overall, I felt that I learned a great deal in the class, though it was an extremely painful process and gave me a lot of grief. Course webpage - very helpful, I liked the layout + the addition of a quiz page. Material of class - the pipelining part did not make much real sense until I had to implement the pipeline. And then it was like this really weird 3D trick puzzle floated together in my mind over time, so I hope you continue to torture students with it (before exam 2, of course...)! Reading the course description, I guess we really did learn all that stuff. Lecture style - Thanks Prof. Reiss for a great semester! People aren't that great with change, but I felt that I learned well with your slidesets. Sometimes some material was too fast by slide (which is why I like Prof. Tychonievich's style, where I get to take notes with him), so transitioning away from the slides for a bit may sometimes help with timing. I'm sure students will realize in time that you (Prof. Reiss) are probably part of the "good lecturers" bin. n/a I really enjoyed the subject material in this class even though I absolutely bombed almost every quiz. The grading policy is fairly fair, but it is extremely easy to lose a lot of points on the quizzes even if you actually know the material and can prove so on the test. All in all though I think it works To not curve by results is inappropriate in a course like this especially when testing out a new professor. It was clear that half the instruction was not given as well as other semesters (not at the fault of the instructor, it takes time to develop skills) so to say that "if you all fail, you all fail" and it being because adequate preparation was not given is not fair to students. Tychonievich has a great teaching style and he is very knowledgeable I enjoyed the course even thought the material is pretty difficult. I would say I was a little confused with the professors' different lecture styles so I would like to learn a little more about each of theirs at the beginning of the course so I can take notes effectively for both of them. Luther Tychonievich is a great professor. This course was very rigorous and contained difficult material, but Tycho helps students navigate the course and always answers questions thoughtfully. Great guy. Very good course difficult but worth the effort. I'd say that the grading policy was applied fairly among all students, but I found the quizzes and exams to be so much more difficult than needed to be. While I can sort of see the point in not asking questions the instructor understood to be obvious, I felt like this left much up to luck in terms of what advanced questions I might be able to answer correctly. I often found myself entirely unsure where I was supposed to get the answers for the quizzes - I could fail them even after doing the studying/reading. The "team teaching" of this course seemed to be more detrimental than helpful to the course. The professors had very different teaching styles, which made it harder to follow along and learn at times. I think that the subject material is interesting, but I felt that I was not adequately prepared fir the class given my previous coursework. I also do not understand why this class is a requirement for the BA or BS. It seems very low-level and close to hardware and I think there are a number of other classes offered in the department that would have been much more beneficial to my development as a programmer. Definitely learned a lot but I'm not sure if most of it was stuff I wanted/needed to learn. This was a freaking hard class, but Luther was great at teaching the material. I really disagree with the format of this class, the way Tyco lectures I get very lost because he cannot really gauge whether the class is following along or not. When CR lectures, the majority of him talking is just whitespace-- he often takes long pauses and I have fallen asleep more than once. Sometimes I didn't know what I was learning I was just staring point blank at a diagram knowing I should know it but don't . Sometimes TA support was lacking because they were just as confused as you