6.003 (Fall 2007). End-of-semester survey

strongly disagree
neutral
strongly agree

☐ ☐ ☐ ☐ ☐ Covering the topics in a different order from the textbook was confusing.
☐ ☐ ☐ ☐ ☐ Operators ($\mathcal{R}$ and $\mathcal{L}$) helped my understanding of discrete-time systems.
☐ ☐ ☐ ☐ ☐ I attended more than 75% of the lectures.
☐ ☐ ☐ ☐ ☐ Concept questions in lecture were helpful.
☐ ☐ ☐ ☐ ☐ The lecture notes were helpful.
☐ ☐ ☐ ☐ ☐ Having the lecture notes during lecture was helpful.

☐ ☐ ☐ ☐ ☐ I didn't get much from lectures because they went too fast.
☐ ☐ ☐ ☐ ☐ Lectures provided a helpful overview of the topics.
☐ ☐ ☐ ☐ ☐ Lecture demos improved my understanding of 6.003 concepts and how they are applied.

☐ ☐ ☐ ☐ ☐ Lectures should have followed the textbook more closely.
☐ ☐ ☐ ☐ ☐ The recitation notes were helpful.
☐ ☐ ☐ ☐ ☐ I attended more than 75% of the recitations.

☐ ☐ ☐ ☐ ☐ Recitations were helpful.
☐ ☐ ☐ ☐ ☐ Recitations should focus more on several smaller example problems.
☐ ☐ ☐ ☐ ☐ Recitations should focus more on one larger application.

☐ ☐ ☐ ☐ ☐ Recitations should go over important concepts before working on problems.
☐ ☐ ☐ ☐ ☐ I got more out of recitation problems when I had a few minutes to work on them by myself first.
☐ ☐ ☐ ☐ ☐ I read most of the assigned sections from the textbook.

☐ ☐ ☐ ☐ ☐ I read most of the recitation notes.
☐ ☐ ☐ ☐ ☐ I usually worked out the solutions to the homework before discussing them with others.
☐ ☐ ☐ ☐ ☐ The tutorial notes were helpful.

☐ ☐ ☐ ☐ ☐ Engineering application problems were more fun than the other homework problems.
☐ ☐ ☐ ☐ ☐ The homework assignments were synchronized to the lectures, recitations, and tutorials.
☐ ☐ ☐ ☐ ☐ The homework problems should have been more like the quizzes.

☐ ☐ ☐ ☐ ☐ The engineering problems were too vague: I never knew exactly what they wanted us to turn in.
☐ ☐ ☐ ☐ ☐ The homeworks took too long.
☐ ☐ ☐ ☐ ☐ I'd prefer separate computer 'labs' with separate due dates instead of mixing it in the homework.

☐ ☐ ☐ ☐ ☐ The homework questions on engineering applications were long and confusing.
☐ ☐ ☐ ☐ ☐ The homework questions on engineering applications had little to do with the content of 6.003.
☐ ☐ ☐ ☐ ☐ I learned how to apply 6.003 to real problems by working on the homework.

☐ ☐ ☐ ☐ ☐ The computer homework problems were more about Matlab/Octave/Python than about 6.003.
☐ ☐ ☐ ☐ ☐ Open office hours (basement of Stata) should be replaced with conventional office hours.
☐ ☐ ☐ ☐ ☐ The textbook was helpful.

☐ ☐ ☐ ☐ ☐ The optional quiz reviews were helpful.
☐ ☐ ☐ ☐ ☐ Open office hours (basement of Stata) were helpful.
☐ ☐ ☐ ☐ ☐ The staff were accessible.

☐ ☐ ☐ ☐ ☐ 6.003 contains too much material.
☐ ☐ ☐ ☐ ☐ 6.003 contains too little material.
☐ ☐ ☐ ☐ ☐ The quizzes were fair.

☐ ☐ ☐ ☐ ☐ Quizzes 1 and 2 were too long.
☐ ☐ ☐ ☐ ☐ Having 18.03 was important for doing well in 6.003.
☐ ☐ ☐ ☐ ☐ Having 8.02 was important for doing well in 6.003.

☐ ☐ ☐ ☐ ☐ I have taken (or currently taking) 6.002.
☐ ☐ ☐ ☐ ☐ Taking 6.002 is important for doing well in 6.003.
☐ ☐ ☐ ☐ ☐ 6.003 is basically a math class.

☐ ☐ ☐ ☐ ☐ 6.003 is basically an engineering class.
☐ ☐ ☐ ☐ ☐ I got a lot out of exams (including studying for them).
☐ ☐ ☐ ☐ ☐ I got a lot out of the lectures.

☐ ☐ ☐ ☐ ☐ I got a lot out of the recitations.
☐ ☐ ☐ ☐ ☐ I got a lot out of the tutorials.
☐ ☐ ☐ ☐ ☐ I got a lot out of the homework.

☐ ☐ ☐ ☐ ☐ I liked 6.003.

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	Your major (e.g., 6-1, 6-2, 6-3, 18, ...)?

	Year (e.g., Freshman=1, Sophomore=2, Junior=3, Senior=4, MEng=P, MS=M, PhD=D)?

	Male (M) or Female (F)?

	Expected grade in 6.003, based on Quiz 1 and Quiz 2?

What did you like most about 6.003?

What would you change about 6.003?

Other comments?