

Detailed Opinions

SENIOR CLASS 2009

Student's opinions gathered the last day of class.

The class was a great learning experience.

The homeworks were okay in terms of length but the due dates clashed with due dates for the project which was not interesting. I enjoyed the quizzes though I failed a couple of them, they were really useful in the projects.

I think having the homework assignments spread out through out the semester worked better than doing them all before spring break would have been. I especially think this is true with the quizzes. Having at least one week off between quizzes really helped me find time to study for them more than when we had them every week. I might have liked at least one more homework assignment, mainly to offset the amount that any one grade matters for the overall homework grade. I'm mostly saying that because I bombed one of the homework assignments.

As far as the class goes, I did kind of learn to base my answers on the amount of time I have to give them, and that a really bad answer is unacceptable no matter how much time you have. That being said, I would have liked smaller scopes and more time on the projects for the quality of answers you wanted from us. I say that even though my group was lucky enough to be able to produce decent results in the amount of time we had. There was a good amount of time where we were unsure of being able to get results that made sense.

It's tough to say whether the high standards prepared me for the professional world. I know I've never been as frustrated during an internship as I have while working on capstone. It may just be the fact that during an internship I haven't had the extra concerns of other classes and I've only had to commit 8 hours a day to it. All in all, it was a good experience and I'm really glad it's over. Thanks for teaching the class.

I'm in favor of keeping the homework spread out over the course of the semester. I feel like it would have been more stressful to have all of them before spring break.

Overall, I feel that the CBME department has prepared me for a successful professional career. I've gotten through classes, assignments, and exams that I would never have thought myself capable of doing when I started here. I don't really have much else to comment on, but thank you for your time and effort this semester.

I thought spreading the homeworks and quizzes throughout the semester was much more manageable than having everything completed before spring break.

For the class in general, I think capstone would be much more effective if it was spread out between multiple faculty members. I think having one teacher for the lecture portion of the class is a good idea, but having one professor to manage all of the projects is not a good idea. I feel that the projects would be much better in quality if the students could rely less on the TA's and more on the faculty for advice and guidance. (...not that anybody relied too heavily on the TA's).

I think this class has prepared me for the professional world by forcing my goals and tasks to be flexible. I understand that it is more realistic for a project to take many different shapes than homework assignments that have rigid requirements and expectations. Exposure to that aspect of work was very beneficial.

Regarding class format, I thought that spreading the quizzes and tests out through the semester was much better than having them all before Spring Break. Moreover, I know that a couple of students took the MCAT right around Spring Break, and having already taken it before, I can't imagine trying to cram all of the homeworks and quizzes into the first half while also trying to study for the MCAT. For future years, I would assume that several of your students will be taking the MCAT, and I also know that next year you will have one more hockey player in your classes, and spreading everything out over the semester would be a better alternative than cramming.

As for the class itself, I guess there are several aspects I can discuss. I do feel that the course would be better taught with a second professor. This is not due to any shortcomings on how you manage the course, but I believe that for the biomedical option students in the class, it would be beneficial to have a professor whose main expertise is in the biomedical field. I am a biomedical option but ended up not doing a project related to the field so I do not apply to this issue, but I have heard students complaining about not having a professor whose focus is in the same field.

As for the management of the projects themselves, I have mixed thoughts. During the semester, I was extremely frustrated a couple of times when the goals of the project were changed. We spent so much time completing what was asked only to have the goals changed and essentially remodeling our entire project several times. I feel that a lot of time was wasted with changing goals and that the wasted time could have been spent delving deeper into specifics of the project. That being said, and I did not ever think I would say this, the craziness and stress was actually very beneficial to me. I learned more this semester about the subject of my project than I have about any other subject while I have been at OU. Prior to this semester, I wondered how I would fair in the real world working alongside engineers who constantly create new ideas and implement new strategies. Now, I am actually excited to get out there and compete with them. This semester has been absolute hell, but I expected that the whole time. I have learned that sometimes it is better to just listen to what I am being suggested to do, but I also learned that when I believe something is a waste of time or wrong, then I need to voice my opinion about the subject.

I think the course is good. It's a huge time commitment and I never want to do it again, but industry can be like that too (depending on the company), so I think it's good preparation.

The quizzes are good review.

The homeworks seem irrelevant to anything really...just a lot of work. Like this optimization one, I'm skeptical that it will prepare me any more for industry than reading a chapter on risk and taking a quiz would.

I think having the homeworks all due before spring break would be a good idea. Yes, the first part of the semester would not be a lot of fun but it would allow for more focus on the project towards the end. I understand the merits of doing it over the entire semester and forcing us to deal with the "distraction" of it, too. Honestly, either option would be fine.

I would like to (briefly) complain a bit about the department in general (this complaint is not applicable to your class). We spend far too much time on theory and mostly skip over application (real engineering!). Before I go further, let me assure you that I completely understand the value and necessity of a good theoretical background and education. It's tough to do anything with the science if you don't understand it. However, as engineers we should be all about applying that science to real life problems. I appreciate that the capstone projects are based in reality (please don't change that). Honestly, I learned far more about how to be an engineer when I interned the past few summers than I ever did from my classes at OU. This is not to say that I abhor the engineering department or think I got a second-rate education. I just think that more time should be spent teaching us how to actually use what we learn in class.

I would change a couple of classes in the curriculum:

1. The ChE intro to computing or whatever it's called should be altered. I'm not sure it's vital that we spend 2/3 of the semester learning how to use Word or Excel. If you can't figure out the basics of those programs... chemical engineering might not be for you. I do like that some programming is taught there though. I would like to see that expanded. I would change it from programming in VBA to programming in JAVA or C++ though. Either one of those languages is more valuable and will provide you with the ability to quickly pick up Fortran or other programming languages if you need to. VBA is the bastard language of programming - built upon the previously mentioned languages but lacking a strict set of rules for operation and is a bit buggy because of it. Microsoft recognizes this and is considering completely getting rid of VBA when it rolls out its next operating system.
 2. Tech writing doesn't really need to be a 3 hour class. It's a nice little boost to the GPA but that's about where it begins and ends.
 3. Engineering Practice is a great sounding class in theory. The reality leaves a bit to be desired. The Leadership class with General Holmes would be far more valuable.
 4. Why do we have an orientation class that focuses on retention when we then get Schmidtke to separate the pretenders? I just don't see the value in the orientation class.
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The Capstone class was an interesting learning experience for me primarily because of the independent nature of the class. I work better by myself and the fact that we were left almost

entirely to ourselves to develop our projects was the most interesting part of the class in my opinion.

That being said, the timing of the homework tended to clash with the due dates of our projects and I would suggest that be changed in the future. The quizzes were excellent reminders of what we learned in previous years and should continue but should be probably weighted less than the homework and not vice versa. I say this because I personally and many others I know put in more effort towards the homework than the quizzes. The homeworks were also more related to what we learned during the lectures in Capstone than the quizzes.

Overall, this was a fine learning experience and I will be taking many lessons with me into the professional world.

Today we are finishing up the our massive project and getting all the files submitted to you. Looking through all the material makes me realize that we have done A LOT of work. I think, however, doing a lot of work is good for Chemical Engineering seniors.

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It seemed to me that, most the projects were heavy on the mathematical/computer programming. The students who had formal training in a programming software had a large advantage over the students who did not. Maybe there can be more of a variety of software the students are using instead of just Pro/II, GAMS, and Excell. (But that takes \$\$ so I understand why that would be difficult to do). Other than that, I think the quizzes were fair and the HW was adequately difficult.

The homework in most cases seemed like a fair workload—with the notable exception of the heat integration assignment due immediately before spring break. As I said earlier, I did not feel that I had adequate time for that assignment; however, you seemed to address this concern by giving us over a month to prepare for the final homework assignment. I feel that my ability to complete this last assignment in a timely manner is in part a result of you allowing us plenty of time to work on it, so I wanted to thank you for accommodating our requests in that regard.

Also in regards to the homework, I found the most frustrating aspect to be the problems requiring us to use GAMS. For the groups that dealt with it all semester, these assignments were not unreasonable, but my work was focused on Fortran and so the switch over to GAMS was not an easy one. I would have rather written my own genetic algorithm in Fortran than use the GAMS software. I propose that for future classes you allow your students to select which programming language or software package they use to optimize these homework assignments, as I personally feel I have benefited more from learning Fortran.

The classroom time in general was well-managed; I appreciate that you wanted this course to extend beyond simple technical education and into the realm of our social responsibility as engineers to be informed on issues like global warming. The quizzes and homework we submitted,

however, was never returned with any feedback or explanations how to improve. Even in the professional world, employees can expect performance reviews, so the lack of any feedback beyond seeing our grades was a detriment, I think.

As to the project itself: I think my ability to find, read, and interpret peer-reviewed articles critically has improved drastically due to the necessity of researching the methods needed for protein prediction. This entire project was a constant stream of realizations of things that needed improvements and tweaking and mistakes needing to be fixed, so there was always more work to be done. The high demands you placed on me seemed reasonable. Did this class force me to learn new time management skills? Probably not; I'm very familiar with heavy workloads. Nevertheless, I feel like I completed a very effective software program that I am not ashamed to pass along to the next researcher for improvements—and I could offer several suggestions about where this person could investigate next.

One criticism I do have of the way the projects were run was that the midterm project grading was not accompanied by feedback. It seems like the reports due before spring break are an excellent opportunity to take a step back and receive an objective evaluation over our performance thus far and the strengths and weaknesses of our reports, but all we got was a grade and instructions to either carry on or switch groups. I feel like I would have benefitted more from receiving a hard copy of my report back with problems pointed out, suggestions made, and an overall explanation of the quality of the report written on it. Like I said before, I view this as similar to a quarterly performance evaluation, and it does not seem like an unreasonable expectation.

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So in conclusion, has this class prepared me for the professional world? I certainly think the constant push for good results was an excellent way to prepare for the rigors of graduate school that I will be encountering in the fall. I also appreciate being assigned to a more academically-g geared project, which I feel was far more beneficial to my development. In spite of the headaches associated with this class, it's probably still done me more good than I realize right now.

I liked the format of homework and quizzes. I was glad that we didn't have quizzes every week, it gave me a break and some time to focus on my project as well as my other classes. I felt the same way about homework. I would have liked for the last homework to be due earlier. I started it early but I still ended up working on some of it at the end. Having a deadline always forces you to get it done. That's probably the only thing I would have changed about the due dates of homework and the timing of quizzes. I thought the quizzes were really helpful as far as helping me remember all of the stuff I've learned in the last 3 years and bringing it back to the front of my mind. It also helped me realize that even though it's been awhile since we took these classes with a little review it actually does come back.

I think this class helped me to develop skills in managing a project along with other things. I felt very overwhelmed at times but now that I am through the class I realize that it really taught me something not only about setting priorities but also making sure that work doesn't consume your life. (I've always worried with a curriculum like engineering we would become so used to working all the time in college that when we got into our jobs we would become workaholics. I have reached my breaking point this year as far as work and it made me realize that I have to take time for myself to have fun, to see my family, and to see my friends. Learning this actually helped me work better, I felt more motivated and had more energy when working on my school work.)

I think I learned how to manage scope and depth in this project. Every project is different and I know that when I have a projects at work they may require a different approach, but during this class I learned that you need a bit of both scope and depth and finding that balance is important in any project. I think in my project I have many areas where we have a wide scope, and in order to do that our project isn't as deep as it could have been, but other aspects of our project (such as developing a new HCV drug) are very deep and our project only begins to touch the surface of what all could have been researched. Overall, I think my project has great areas of both scope and depth. The most important thing I think I learned from this is that projects have both scope and depth. Most of our projects to this point in our academic careers have not been so open, they usually have guidelines and restrictions. Not having these guidelines helped me learn how to balance scope and depth, sometimes through trial and error. I now realize that any project is a balance of these two forces and that I need to be aware of this in any projects that I work on.

The high standards of this class can be overwhelming, but I wouldn't change them. I felt like there was too much work to do for most of the semester. Now that it's over I realize that there wasn't too much (because we got it all done). I knew what hard work was before, but this class really forced me to work hard, to not slack off until the end and I'm very pleased with how it turned out.

As I hinted at earlier, I really felt like it was impossible to slack off until the end of the semester with this class. It would have been impossible to get our project done if we had waited, but if we had the option sometimes its easy to put things off so I really think the biweekly meeting, as well as assignments and deadlines throughout the semester were helpful.

Compared to other majors I realize our capstone is extremely hard. I've heard friends with other majors talk about theirs and it is difficult sometimes not to just laugh when they complain about how hard it is. At the end of this class however I feel very proud of myself for having done so well, and accomplished so much. I know I wouldn't feel this way if I was in their class, so even though I envied them at some points in the semester I am so thankful now to have completed this class, to finish my engineering classes, and be a chemical engineer!

I had a good semester, thank you for pushing us to work harder, produce more, not apologize, and rely on our own opinions.

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1. Homework and Quizzes are much better since it is spread out throughout the semester. It gives a more steady work flow. When they were bunched together in the first half, things were getting too hectic.
 2. The computer in the lab is too slow during the start up. Do we really need all the programs that gets loaded up?
 3. The environmental controls need to be fixed. It gets too hot and too cold sometimes.
 4. The computer lab gets too noisy from time to time.
 5. There's not enough explanation on the class presentations. Especially the regret analysis and risk curves. It would be more help if there were step by step instruction in words to accompany the tables.

As for skills learned, this class gave me the opportunity to learn:

1. How to manage time more efficiently.
2. Recognize that more stress does not equal more productivity. Sometime you need to take time and relax to recharge back to 100%.
3. Recognize that planning in advance save a lot more time.
4. It's better to have a system than to not have one.
5. Programming gave the opportunity to practice thinking critically and creatively.
6. Having discipline is important in success.

Capstone has been an eye opener for me. Not to take things for granted. As an undergrad you are so used to getting spoon fed it becomes normal. We don't get that CH E capstone. Am glad I know now than later. I have a lot on how to use search engines such as LORA and suprisingly, google. Reading scientific papers like they were novels. I think my reading skills have improved greatly in just one semester. Thank Dr. B.

About the class well..... I think the quizzes and homework should be done with before spring break because they are long and time consuming. It gives us more time to work on our projects. I liked the spacing and the extensions you gave us this semester. The bi-weekly meeting are very helpful. It helped to keep us on track. however, during these meeting you changed your statements a lot. You would say do this one week and expect something else the other week. I didn't really understand but I still came to see you anyway knowing you would change your statements.

Overall the class was a good learning experience. One more thing, why can't we have hands on projects like we do in design 1? Well, just a thought.

Wow what a semester. All in all I thought this course was challenging, but not impossible. At the beginning of the semester I was very unsure of myself which was quite strange for me because I am a confident person. Anyway, I liked taking the quizzes because it allowed me to sharpen my skills from previous courses which over time kind of got lost. So thanks for that. The homework was a pain in the you know what, but it's

like you said if you plan accordingly they are manageable. One thing I was disappointed in was the fact that our TA made little to no effort to be involved in our project. However, I know that they are students as well and are quite busy so it's ok. I would have appreciated their help as far as reading the report and presentations and offering suggestions. Nevertheless, it's finally over and I learned a lot and I had a positive experience not only with my partner and our project but also with you. Best wishes

As far as the class went this semester, the timing on the homeworks worked out well except the last homework should be due a couple weeks earlier. This would help concentrate on report and presentation. I think overall the class taught me to take what comes at me and evaluate every possible scenario. It taught me to think outside the box. This class as well as your optimization makes me want to go out in industry and lead the change movement when I get into a higher position to do so. Some of the deadlines and things in this class were on the side of unreal since for some of us, other classes got in the way. I know in the job world there would just be work and life stuff, but I had 5 classes, school, work, and life stuff to take care of at the same time. I guess it made me a better person for it. I will look back on this class as an experience which made me learn more about the field I am getting into and the type of companies out there. It was definitely a unique experience to work with a company throughout the semester.

Anyways, my opinions about the class is that i think the projects and the groups arrangement were reasonable. There was enough work divided among members to keep everyone busy. The homework i thought was also doable. The pace of the class in this semester in my opinion was slow, that could have been because of the homework being spread throughout the semester, which gave us a lot of time to focus on the project. I also liked how you set the deadlines for the hw being two weeks or one month from the posted dates.

There are many things i like about the class; however, there are also things that i thought would be beneficial when improved. For example, with my project, i thought if you had given us more directions or comments from the beginning, the project would have moved so much faster. I understand this could have been because of the workload from the numbers of projects you had in hands. So perhaps, you could try to divide the attention equally among the projects or reduce the number of projects so that it would be easier to keep up with. Now that might sound conflicting with the idea of having small groups; so it might be good to have like inter-relating projects where groups can work together on different aspects of a big project.

Overall, i like the challenges the class and project have offered me. I only have one regrets that we couldn't move as fast as i would have liked to. I hope to see the idea to be executed someday.

I was really pleased with the way the capstone class was set up this year. Having the homeworks spread out like they were was very nice. To be honest, I would do next years capstone class just like you did with us. I do not have any complaints.

I really enjoyed this class because it did have high standards. I'm sure this project will help me in the professional world as I will be working on projects with people and my boss will be pushing and requesting me to do certain things, as you did for us. It pushed us beyond what we thought we were capable of and showed us that we were capable. It benefited me and I only learned more.

I really do not have anything negative to say about the class! :)

I think Capstone was really effective in several different ways. It taught how to break down a huge, difficult project into more "bite-sized" pieces that were manageable. If you tried to look at or take on the entire project at once, there was no chance of getting anywhere, but sort of breaking it up and laying it all out made even an impossible-seeming task something that could be taken care of.

I also feel like I have a better idea of not only how to manage scope and depth of a project, but how to adapt to changes in scope and depth as results or other factors act to shape and re-shape a project.

I feel like I grew in my ability to manage and work with others. I came to realize how important it is to get regular input from the boss of a project.

I would say that Capstone has been the toughest thing I have ever been through. At times I was so aggravated and mentally drained that I didn't know how I could make it. But, here I am on the other side looking back and I am really proud that I made it and proud of what I was able to do. Although it was really difficult, I know that that sort of preparation will set OU chemical engineering grads apart from those at other universities. I have friends from other universities who tell me that their capstone project was to work in a group of 6 and to design some piece of equipment or some plant from the ground up. I would listen and be impressed with the work, but when I told them about my project, their jaws dropped. It was like what we do at OU is in a whole different league from what some other Big XII universities do.

So, even though the juniors have a lot to get ready for and have a lot of growing to do, I would urge you not to change the class. I won't say that I enjoyed it (at least most of it), but I know it has made me a better engineer (probably more than I will know until I have been on the job for a little while).

I liked how the quizzes started early and ended before the end of the semester. I think I would have studied less and done worse on any quiz during the last couple of weeks of the semester. It was nice to have one less thing to worry about when it was crunch-time for the projects.

Thanks for breaking the HW up into several assignments. I know you said that a few years ago, they were all one large "mini-project" assignment. I think that would have taken away from the groups working on their projects. As the homework was this semester, I think groups were able to break from their projects for part of a day or two and take care of the homework. This gave us a small break from whatever

issues we were having in our projects, but didn't take up so much of our time that the projects suffered as a result. I'm glad that we didn't have all of the homework packed in before spring break. I would recommend moving the third homework up a little earlier after spring break though. Quite a few people (myself included) didn't really put much into the homework until after our presentations. If you hadn't extended the deadline to Thursday (thanks again for that!), I think there would have been several people who would not have completed the homework. I liked how the homework went with things we learned in class, but again, pushed us to do something a little outside of our comfort level and made us grow and adapt yet again.

As far as CBME in general, I liked my experience here and feel like I will be an asset to a company because of what CBME has taught me. As with all things though, there is room for improvement. I have heard from many recruiters that they are not looking for a lot of practical knowledge in a student in order to hire that student. They say that as long as schools can teach us the theory, they will train us with the specific knowledge of the basics that they need us to have once we start working. While I respect that, I think we should have at least a technical elective option of something that is very practical. The class could cover things like valves, designing specific pieces of equipment, pumps, actual process problems like "what are some things which cause heat exchanger surfaces to foul?". It could be an assortment of things that would give us a basic competency to be able to be confident in a setting like an on-site visit to a production facility or to a refinery. That sort of basic understanding could allow OU students to ask good questions and showcasing this knowledge could only help our graduates in terms of impressing potential employers. I say to make the course an elective because I know that some people have ideas of biomedical engineering, graduate school, or going on to other degrees (law, medicine, etc.), so everyone would not benefit from this course. In the same way, I don't think that the curriculum should focus less on the theoretical details. I think offering the course as an elective would be very helpful for those who want it and would not be a burden to students who did not.

I learn best by seeing a general, whole-picture overview then working down to specific cases. I think that I would have been able to retain more information in some of my earlier lectures (sophomore and early junior year) if the professor would take a second just to step back and tell us where the topic at hand fits into the larger scheme of things in engineering. Hearing "hey, this is the most important thing to remember about pump design" or "now this is an alternative method to - blank- in solving this problem" during a lecture would have helped me conceptually put the equation or method or fact in place and would have made it much easier to remember more of the information. I don't think that it is a lack of teaching; I think those professors have just seen the material so much and feel like some things are easy or obvious when they might not be to all of the students. I remember several cases where questions were asked and the professor almost had a shocked look on his face like "I thought everybody knew that already".

Although I thought I would just be relieved to get it over with, I was sort of nostalgic on my last day of class last Friday. The realization that I was finishing something that I have done for the past 16 years

and that my life is taking a completely new turn kind of hit me again that day. Don't get me wrong, I'm excited about going out and working this summer, but it will definitely be an adjustment.

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Even though it wasn't always fun, thank you for everything this semester. I grew a lot as a person and as an engineer.

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Anyways, CBME was the best thing that's ever happened to me, of course. The program was near perfect, in my opinion. I mean, of course, there are things that probably need to be changed:

1. We really should have a class that strictly teaches students programming and how to use software, like GAMS, MathCad, MatLab. Chem. Computing just wasn't sufficient (we never even used VBA). This class could probably replace the required Tech. Writing class...ours was taught by an English graduate student with no experience in *anything* technical!
2. This might be stretching it, but seeing as about 90% of the seniors are going into some form of the oil/natural gas processing field, CBME should probably highly recommend us earlier to take that Natural Gas Processing class that you teach. I had only found out about it after it was too late. Or maybe more tours of refineries in our freshman, sophomore years would've exposed us early on to life as a chemical engineer. Maybe then, we could make an educated decision about whether or not we really want to work in the industry.
3. That MoHeat book is horrible...

The good things about CBME:

1. Teamwork is emphasized, as it should be. This is what industry is all about. Bringing in students from all different backgrounds (Africa, Turkey, China) has increased tolerance and general acceptance of cultural differences that may exist here at OU. I've made a lot of new friends this way, too.
2. Oral presentations have really improved my public speaking skills. I still get a little nervous, but I'm vastly better now than I was in high school.
3. The resources provided were top notch (teachers, software, our own lab, the library, smart classmates)

College, as a whole, has introduced me to a world of new experiences, education, and information that I never would've even known had existed. Someone told me once that there were some things about me that were unchanging and hinder my growth as a person (they wanted me to do drugs to broaden my "worldly" experiences), but I totally disagree. I'm a completely different person now than I was when I walked into my first general chemistry class 4 years ago. Wiser, happier, kinder, just overall better.

Your Capstone class was, needless to say, the hardest and most demanding class I've ever taken. The homeworks were fair, challenging, perfectly suited to test our knowledge in the subject. The quizzes were a little tougher. They were manageable and that ice storm back in February gave me needed time to study for that thermodynamics quiz. You are, by far, the most caring and best teacher I've ever had. Your leadership is inspiring and if I've ever been pushed to my limits academically, you've been the one to do it.

Well, I know it's a little long, but I don't think there's been much left unsaid on my part. Thanks, always, for listening! It's been a pleasure taking your class.

Looking back I would have much rather that we got the homework out of the way before spring break. Towards the end of the semester, I was finding it harder and harder to work up the motivation to finish it.

From your class I have learned that nothing is as straight forward as it seems, especially with process simulation, and that a lot of time was wasted by not having a good background from design class in working with the simulator. I wish that there were more exposure to the simulator earlier on in the curriculum, perhaps in mo-heat II or even fundamentals.

1) Class format/homework

-The class format was fine, it makes sense to spread the homework throughout the year for the reason you mentioned in the email: there is always more than one thing to do in the real world.

-It would be nice for an assignment with a bio (tech or med or both) element. I don't know how I'd balance this with the overall needs of the curricula, but it would be nice.

2) Class in General

-I really liked the structure of the class. First of all, being given the chance to tackle an open ended problem (at least our project kind of was) is exciting and interactive. It seems realistic, learning how to define a problem and develop a quantitative approach to it. Its a similar format as my internship (....) last summer.

-Your role in this class, giving guidance and criticism, was also helpful. Its always good to constructive criticism from someone with your best interests at heart, and it was also very similar to the role by boss played at the previously mentioned internship (my only experience with the 'real world').

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My thoughts on the class structure...

Overall, I liked the structure of the class. I liked the project-based class and thought that the environment fit more closely to the kind of environment I will see starting in June. I expect industry to be structured similarly to this class. As for the homeworks and quizzes, I appreciated them being more spread out. I think I would have been a little overwhelmed at the beginning of the semester if they were all crammed together, and I really don't see a strong need to be finished with those before spring break. However, sometimes the due dates were side-by-side, especially with right before spring break (with homework #2 and project #1 due) and then at the end of the semester (with homework #3 and project #2). These due dates close together caused me the greatest stress over the semester, and I would have appreciated those being separated a little bit.

My thoughts on the class in general...

It was hard, but I really enjoyed the sense of accomplishment I felt at the end of the semester. I think that with everything else going on in the semester (other classes and activities), it was hard to devote enough time to the project at certain points in the semester. I don't expect this problem too often starting in June though, as a 40-hour work week is already devoted solely to work.

My primary concern this semester, however, was switching groups mid-semester. That was tough, especially the first couple of weeks in the new group. I felt like I had so much catching up to do, and I got overwhelmed and just shut-down for a couple of days. It took a while to get rolling in the new group and feel like I was contributing to the group's progress. I felt as if I were slowing down the group's progress by asking so many question initially, but I just didn't understand what was going on. When it was all said and done though, I feel that I contributed to the final output of the group; I just wasn't sure if that was going to be the case after the first couple weeks after spring break.
