CSCI 4417/5417: Final Quiz

Due at start of Final Exam

December 9, 2004

Overview

This quiz is optional, and your grade on it will replace your lowest quiz grade. Overall, the main goal of this assignment is to get your suggestions on how to improve the course. There are also a set of quiz questions on email, to help you practice for the final.

There are 30 questions for a total of 38 points. You should submit your solutions to this quiz at the start of the final exam. Even though many of these questions are open-ended, you should take this seriously: mediocre and vague feedback will receive only partial credit.

1 Email

1. (1 point) What is an MTA?

2. (1 point) What type of authentication is done by POP3?

3. (1 point) What type of authentication is done by SMTP?

4. (1 point) If all the Exchange servers in the world implemented Microsoft’s solution for handling SPAM, would that solve the SPAM problem? Why or why not?

5. (1 point) Explain how DNS is used in authentication of email.

6. (1 point) How does HELO differ from EHLO?

7. (1 point) Name two MUA's, one on Linux, one on Windows:

   Linux:

   Windows:
8. (1 point) Name two MTA’s, one primarily for Linux, one primarily for Windows:

Linux:

Windows:

9. (2 points) Explain how products/offerings like imail, hotmail, and Yahoo! Mail fit into an email architecture.

2 Feedback

Take a look at http://einstein.etsu.edu/jenkinss/4417/spring-2003-eval.pdf for my thoughts on how the Spring 2003 version of this course went, and then give your feedback on the following aspects.

2.1 Assignments

Assignments

1. Lab design

2. Operating System Installation

3. Virtual PC and DHCP and DNS design

4. DHCP and DNS and File services design

5. File services, with web and FTP design

6. Web and FTP

7. Users, Groups

8. Software management

9. Security

1. (1 point) Which assignment was the most interesting to you?

2. (1 point) Which assignment was the most difficult?

3. (1 point) How could the Samba assignment be changed to make it more doable?

4. (1 point) One goal of the assignments this semester was to have students do a design before actually trying things out on the system. Comment on how well that worked (or didn’t).
5. I have received some individual feedback on the prerequisite of CSCI 2235 (Introduction to Unix) and would like to explore ways of improving the transition.

   (a) (1 point) Should there be a pre-test at the beginning of 4417 on Unix skills?

   (b) (1 point) Please give me suggestions on how to improve either CSCI 2235 (with respect to the needs of CSCI 4417/5417) or the transition from 2235 to 4417/5417.

6. This semester we basically got rid of group assignments (with only one exception), which is good from one perspective (that of students not being able to coordinate with other group members), but bad from another (group learning is a good thing).

   (a) (1 point) What is the right balance between individual and group assignments? (expressed as a percentage)

   (b) (1 point) Which assignments should be group assignments?

   (c) (1 point) Which assignments should not be group assignments?

   (d) (2 points) How could grading and evaluation be done to be most fair with respect to differences in ability of groups?

7. We used VirtualPC this semester for all the labs, and there were numerous issues with the logistics and grading.

   (a) (1 point) Did you find the combination of removable drives and VirtualPC helped you do your work? How (or what got in the way)?

   (b) (1 point) What is your view on having lab grading based on monitor checkoffs? How often would a lab monitor need to be present in the lab in order for that to work?

   (c) (1 point) The final assignment (Security) was written so that it didn’t have a VirtualPC image submission component. Do you think it would be reasonable to have half of the assignments have images to be submitted and half not? (i.e., one half would be like the Security assignment).

8. (1 point) What one topic would you suggest be dropped from 4417/5417 that we covered this semester?

9. (1 point) What one topic would you like to see covered in 4417/5417 that we have not covered this semester (i.e., if we dropped something, what should we put in its place).

10. (1 point) Someone suggested adding a new module to CSCI 4800 (the IT Capstone) class where instead of either helping with CSCI 1100 or volunteering to do IT support in an area K-12 school, a student could be a 4417/5417 mentor. Give your feedback on that (including a description of how you think the logistics could work out).
2.2 Quizzes

11. (1 point) Were the quizzes useful in helping you know if you understood the material?

12. (1 point) Were the quizzes useful in helping you prepare for the exam?

13. (1 point) Should the quizzes be dropped from the course, or perhaps rolled into assignments so that we could spend less time in class doing the mechanics of the quizzes?

2.3 References

14. (1 point) Estimate how many times you actually opened the Windows reference.

15. (1 point) Estimate how many times you actually opened the Linux reference.

16. (1 point) Should both of the texts be required? If no, which should be required?

17. (1 point) Which of the lecture notes were the most helpful?

18. (1 point) Which of the lecture notes were the least helpful?

19. (1 point) I provide lecture notes with references for reading; however, I find that many students don’t read the references. This often causes students to significantly struggle in the labs. I experimented with having assignments that would give you credit for doing the reading, but it appeared many simply did web searches to try to find answers. How might I change questions so that people must actually read and not just skim for specific information?

20. (1 point) As a follow-up to the previous question, I made assignments two parts: reading assignment and lab assignment. The reading assignment was over the upcoming assignment, not the current one. Give me your feedback on how that worked. Did it get you to read the materials and feel like the materials were helpful?

21. (1 point) Give a suggestion as to how I could do things differently to make the readings more relevant to the students.