

Computation, Information, and Intelligence (ENGRI/CS/INFO/COGST 172), Spring 2007  
 3/30/07: **Information regarding the second prelim**

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**Prelim date:** Friday, April 6 (in-class exam).

**Topic coverage:** All lecture material from 2/19/07 (lecture 13) through 3/14/07 (lecture 23) inclusive, and all material covered in the third and fourth homework. We will assume you have thoroughly understood the lectures and the homework problems and carefully read our solutions sets (note that the solutions often discuss ways to think about the problems and include additional general comments about the course material). Of course, since the exam is in-class, the questions will be designed to have relatively short answers.

**“Note sheet” option:** You may bring one 8.5” × 11” sheet of paper, on which you have written or printed whatever you please on both sides, for consultation during the exam. (No other references, nor calculators or other objects of that ilk, are to be used.) *Rationale:* Having a reference available can alleviate some of the stress associated with exams. Also, by imposing a one-sheet (two-side) limit, we are encouraging you to organize information in your head as much as possible, which tends to greatly improve one’s efficiency at exam time. Finally, in our experience, the process of creating a brief note sheet is a very effective study activity.

**Homework Four return:** We anticipate that the solutions will be distributed in lecture on Monday and the graded homeworks will be available at the (different-for-this-week) Monday and Tuesday office hours (see below) as well as in class on Wednesday.

**Office hour schedule:** The office hours schedule for next week is as follows. Note that some of the usual office hours have been cancelled for that week, and that some of the office hours are in different places than usual. This information is also available at [www.cs.cornell.edu/courses/cs172/2007sp/calendar.htm](http://www.cs.cornell.edu/courses/cs172/2007sp/calendar.htm).

	Sunday 4/1	Monday 4/2	Tuesday 4/3	Wednesday 4/4	Thursday 4/5	Friday 4/6
9am						
10am					Morozov, 328A Upson 10am - 11am	172 in-class prelim 10:10am - 11am
11am					Fu, 328A Upson, probably 11am - 12pm	
12pm			Gallo 328A Upson 12pm - 1pm	Yatskar, 328A Upson 12pm - 1pm	Cantwell, 328A 12pm - 1pm	
1pm			Yeh Bay 328A Upson 1pm - 2pm	Yeh, 5126 Upson 1pm - 2pm		
2pm		Lok 328A Upson 2pm - 2:50pm	Yatskar 328A Upson 2pm - 3pm	Gallo, 5126 Upson 2pm - 3pm	Frongillo, 328A Upson 2pm - 3pm	
3pm			Lee 4152 Upson 3pm - 4pm		Lee, 4152 Upson 3pm - 4pm	
4pm		Morozov 328A Upson 4pm - 5pm				
5pm		Morozov (II) 328A Upson 5pm - 6pm				
6pm		Cantwell 328A Upson 6pm - 7pm			Seguin, 328B Upson 5:30pm - 6:30pm	
7pm						

(OVER)

**Enclosure:** A past prelim, with solutions written in (the first page is on the reverse of this sheet). The overall format of your exam will be roughly the same.

Note that some of the notation differs from what we used this year. These shouldn't be too difficult to decipher, but nonetheless, here are some of the changes:

- Question 2: what was called  $I_2(t)$  on the prelim is what is called  $\text{In}(\text{docID} = 2, \text{time} = t)$  this year.
- Question 3: the notation “score” is used to distinguish an “altered” PageRank that allows  $\epsilon = 0$  from the “true” PageRank equation. (Obviously, the reference to Homework Four in this question doesn't apply to this year.)
- Question 5: for a given document  $d$ , what was called  $a_d$  in the prelim is called “TrueA( $d$ )” this year.

**Some advice:** We suggest that in the process of studying, you try to summarize the main points of each lecture and understand how the pieces fit together. This will help you economize in using your allotted sheet of notes wisely (in our experience, it is rarely useful to simply try to cram onto your notes sheet every single piece of information you can). Also, this study technique may help you anticipate what topics are most likely to be covered on the test.

A useful strategy for preparing for exams is to make up your own questions and try solving them yourself (or with a study group, or in office hours). Use the same techniques we do: ask yourself what happens when a condition is changed, removed, or extended. When you understand the ramifications of such alterations, you have truly understood the original concepts.