

# UNIVERSITY OF MARYLAND

## Honor Pledge

The University is committed to Academic Integrity, and has a nationally recognized Honor Code, administered by the Student Honor Council. In an effort to affirm a community of trust, the Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

Please write the exact wording of the Pledge, followed by your signature, in the space below:

Pledge: I pledge on my honor that  
I have not given or received  
any unauthorized assistance  
on this examination

Your Signature: Maximus Wang

Instructor's Symbol

Grade

Student Maximus Wang

Subject Enes 322 Section 0103

Date 03/15/11

This booklet is provided by the University of Maryland exclusively for examinations. Its possession is authorized only when distributed by a member of the faculty of the University. Examination rules are set forth on the back cover of this Examination Book.

Dear Professor or T.A.  
Let me save you some time and trouble

DO NOT BOTHER

Grading This

EXAM

But do continue reading if  
you wish to be entertained.

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So, I'm not actually in your class. Much rather, I do not even attend school here. I was merely asked if I could accompany a couple of my friends while they take this exam.

Clearly, if the name "Maximus Wang" did not tip you off than hopefully, the pink ink will. Upon looking at this exam that you've given. It looks hard. Ridiculously so. I am actually very glad that I did not have to take this class. I have now found respect for engineers. But then again, if it was easy, anyone could do it.

Well, now I'm just gonna babble on about nothing. You really should stop reading. But if you insist on doing so be my guest.

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My first comment will be about that guy who asked "Is that what I think it is?". I mean seriously what kind of question is that? Are those the kind of questions ~~these~~ you get on a daily basis. That's just really lame. How are you suppose to know what he thought is was? Did he expect you to just randomly guess or blurt out the correct response. If some smart Alec decided to ask me that, I'd just respond with ~~"Only if you know the right answer"~~ or a simple "yes". So either he'll question if he's actually correct cause you did not really verify anything. Or assume he is and move from there, leading him to either failure or success.

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Judging by the exam though.  
Most likely failure.

The next thing I'd like to talk about is this girl in your class. She's pretty cute. If I were to take this class it would only be to study with her. It's really a shame that I don't even know her name.

~~I'd describe~~ She's got this very "Je ne sais pas" about her that's very attractive. To be honest, I did not expect to see a girl like her in an engineering class. ~~That's what~~ ~~free~~ I wish I could talk to her and give her this pink pen I found. I think she'd like it. There's so many guys here that most of the girls would be so

so easy to spot. Hmm I wonder how she did on the exam. She seems smart. She's been jotting down stuff the whole time. ~~prob.~~ Probably calculating equations or drawing graphs. I think you should give her an A. Hell I think you should give all the girls an A. I mean how many female engineers are there. I'm sure the guys would appreciate it if more girls became engineers. Whether is school or the professional realm. Productivity would be pretty high. Or at least we would hope so. But in all seriousness I think you should help develop said female engineers. They have such a competitive advantage in the job market just by being a girl.

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If you think about it. Most recruiters would be like "holy crap, a female engineer ----" and would like talking to them. Of course just being female isn't enough, they actually have to be engineers. Which is kind of why professors should help develop them. Being dominated in a male industry. Female engineers usually end up in one of 2 categories. The first being uber nerdy that she gets along with and almost acts like any other normal engineer. The second, because it is male dominated they seek to be on top and aim to completely beat out all male counterparts. While the latter would seem very good.

It leaves much to be desired in the realm of harmony and co-existent. Neither side male or female should be extremely dominant yet such is the case. It might seem unfair of me to categorize all female ~~that are~~ ~~eng~~ engineers into two groups. It is very true that there are those who do not fall into either category. But very far and far inbetween.

Another thing I noticed stemmed from the Russian in your class. I assume he is Russian due to his accent and that he called everyone comrades. Another stereotype and over generalization. Yes, Yes, I know I know. But stereotypes and generalizations aside. I think he really is Russian.

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I mean he uses Russian humor.  
~~Very loud and quite~~ He also  
seemed very loud and crass.  
Also making assumptions that every  
one is going to fail. I'm sure  
there are those who will have  
done quite well. Of course I  
have also heard that usually  
a large curve is given. Which  
makes me ponder. Why? why  
test something so difficult that  
the majority are expected to  
do poorly. Then boost it  
up so that they did average  
or maybe even decent.  
Why not give them the grade  
they ~~desse~~ deserved and weed  
out those who really would  
not want to be engineers. Because  
it seems like in order for someone  
to really wanna do something.

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So difficult and complicated, they would have needed to devote a large portion of their time and energy ~~in~~ into this. They would try to learn and appreciate it. That's not saying those who do not are failures. But maybe it could help them realize they are meant for something else. That they can develop a different set of skills. After all, isn't that what school is really about? To discover what we know, ~~we~~ what we're good at and what we should be doing for our future. While I understand the curve aids students. But what if it gives them the unwarranted notion that they are doing good in something they really do not enjoy. Or do not truly

understand. I am merely trying to suggest that curves can push students to pursue something just because they feel they are good at when it may not necessarily be so. Of course course work is nothing like real life. They are not judged based on right or wrong answers. Instead by whether or not they can reach a desired goal or result. Whether they can solve a problem with what they are given. But then is that what the curve does. To get students to understand that it is not the end result but the process of getting there? So they are less worried about whether their response is correct but more

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~~be~~ about. whether their thinking is correct? I suppose that makes a lot of sense. then.

Hmm looks like people are finishing up. Not bad. I would have assumed they would need the entire class period. But I guess finishing up early does not mean they necessarily did well. Seeing people early can be damaging for some students though. They think "Oh my god, he finished?" and begin wondering if the test was actually easy and that they are just hopelessly struggling. You know, the entire time, I was debating whether or not I should turn ~~in~~ in my exam early. I thought it would

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have been funny to freak  
some people out if I turned  
the test in really quickly.

Maybe at like the <sup>45</sup> or  
30 min mark? But looking  
at the exam, I figured that  
wouldn't work.

So I've decided to wait  
until ~~was~~ 7 minutes before the  
end of class. Also because  
I'm starting to get the  
urge to pee. If you've  
actually read through  
the entirety of this non-sense  
Kudos to you. I hope  
you have a sense of humor,  
cud know that I didn't  
really mean any harm  
by this.

Sincerely  
Maximus. Wang.