

Administrative Issues



EECS4302 A:
Compilers and Interpreters
Fall 2026

CHEN-WEI WANG

- How may you call me?
“Jackie” (most preferred),
“Professor Jackie”, “Professor”, “Professor Wang”, “Sir”, “Hey”, “Hi”, “Hello”
- When you need **advice** on the course, speak to me!
- There will be a bonus opportunity for you to fill out an informal, anonymous **midterm course survey** during the reading week.
- Throughout the semester, feel free to suggest ways for helping your learning.

If You Are Not Enrolled Yet

- Send me an email ASAP requesting access to the course eClass site, with your *name*, *student #*, *Passport York ID*.
- Still keep up with lectures & study materials.
- Still complete assignments & tests (*no extension*).

Writing E-Mails to Your Instructor

- Think of me as your *colleague* who is happy to help you learn.
 - *formality* is unnecessary
 - *courtesy* is expected
- This sounds *very rude* (and may be delayed, if not ignored):

```
On the link you sent us for our mark  
my mark for a1 did not appear on it  
and i submitted a1 before the deadline
```

- This sounds *much nicer*:

```
Hello Jackie, the link you sent didn't work.  
I did submit my A1. Could you please look into this?  
Thanks! Jim
```

- *in-person* communication may be the *most effective*
Slow/No responses to your email inquiries ⇒
Jackie is happy to help during office hours and/or appointments.

Classroom Conduct & Expectations

- **Lectures** are recorded.
- **Attendance** is encouraged for **learning** and **engagement**.
- *If you decide to attend, **respect** the learning environment:*
 - **No side conversations** – even low voices distract.
 - **Phones away** – except for iClicker checks.
 - **Headphones away**
 - **Laptops** – for taking notes and following slides **only**.
Working on assignments (this or other courses) = disrespectful.
- This announcement serves as a **general warning**.
*I **may** ask a student to leave **without** additional notice.*
- *I address behaviour based on **my assessment** of disruption.*
*That decision is **not open to debate** during class time.*
- Refusal to leave ⇒ Wasting time of those who want to learn
⇒ **Campus security** may be involved as a last resort.

An Open Letter from Jackie

This course is taught with a particular emphasis on foundational *reasoning*, individual *mastery*, and professional *standards*.

You are expected to read the following open letter **carefully and early**, which explains how *learning*, *assessment*, and *grading* are approached in this course:

https:

//www.eecs.yorku.ca/~wangcw/teaching/lectures/
2026/F/Letter-from-Jackie-Fall-2026.pdf

Course Information

- A single eClass site:
 - *LE/EECS 4302 A - Compilers and Interpreters (Fall 2026-2027)*
 - Announcements
 - Assignment & Project Instructions
 - Midterm Course Evaluation
 - End-of-Term Survey on Lecture Digests
- Check your emails regularly!

In-Person Lectures

- Slides are *self-contained*, so I may not just read them off.
- I will focus on explaining core concepts with examples.
- Your *engagement* is the key: ask *questions*!

Required Study Materials

- Lecture materials (recordings, iPad notes, slides, codes) will be posted for you to **re-iterate concepts and examples**:

https://www.eecs.yorku.ca/~jackie/teaching/lectures/index.html#EECS4302_F26

- The **course syllabus** is posted in the above lectures site.
- Though Jackie **attempts** to record each lecture entirely:
 - **Not meant to be a replacement for classes!**
 - The purpose of recording is that you can focus on reaching **maximum comprehension**.
 - **Ask questions!**
 - Take (even **incomplete**) notes: they help when re-visiting lectures.
 - Review points which you need to **re-iterate** from the recordings.
 - It'd be **your call** to use the posted **lecture recordings**:
 - either as a way to **review** details not understood for the first time;
 - or as an **excuse** to skip classes!

Course Syllabus

Let's go over the *course syllabus*.

Foundations Matter More in the Age of AI

- Fact: AI can *automate* many routine tasks — and sometimes produce impressive solutions to difficult ones.
- Also fact: AI can still:
 - *misinterpret* requirements or hidden assumptions;
 - *overlook* edge cases;
 - produce output that *looks right* but fails under closer examination.
- The key issue is not whether AI can solve hard problems.
- It is whether **you can judge, repair, adapt, and take responsibility for what it produces.**

**AI does not remove professional judgment.
AI makes professional judgment more valuable.**

Leveraging AI Demands Solid Foundations

- Foundations build:
 - *abstraction* and *logic*;
 - *testing* and *debugging*;
 - independent *reasoning*.
- When AI gives you an answer, these foundations let you:
 - *state* requirements, assumptions, and constraints precisely;
 - *test* edge cases and look for failures;
 - *modify, debug, and adapt* when conditions change;
 - *decide what to trust* — and explain why.
- Without them, shortcuts can create “*cognitive debt*”:
short-term productivity can hide gaps that surface later in debugging, maintenance, extensions, or unfamiliar problems.

**AI can accelerate learning.
But AI cannot replace understanding.**

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