Additional Course Information

• On peer editing

Thirty percent of your course grade is based on the quality of the class text and discussion. Here are some considerations as you peer-review your classmates’ work.

- Homework Presentations:
  * When a classmate is presenting a solution, you should be giving him or her your full attention.
  * If it appears he or she has used an approach that differs from yours, you should listen to the explanation with an open mind, trying to fully understand the approach. If there is an error in the work, you should help remedy the solution using the original approach. Only when it is clear that the approach to the problem will not work should you suggest a different approach.
  * If a classmate provides a correct solution to a problem, but you believe you have a more succinct or elegant solution, you may offer to show your alternate solution. If the class agrees that it is worthwhile to present an alternate solution, you may present your solution. Otherwise, we will accept the first presented correct solution.
  * If you are having trouble following a classmate’s presentation, or you think there is a hole in the argument or logic, point it out politely (by asking a question or telling them where you became confused). If you are having trouble following the presentation, then it is likely that other classmates are having trouble as well. Poor or unclear solution presentations will hurt the presenter (with low presentation grades), the scribes (who will have more trouble filling in that portion of the text), and the class as a whole (who will suffer from a lower overall assessment of the quality of the class text and discussion).
  * It takes courage to present your work. Be kind and courteous in your questions and suggestions to the presenter, but do speak up if you think there is room for improvement.

- Text Sections
  * There will be eight coauthors of this text. It will not have a uniform voice.
  * Things to correct during text editing sessions include: spelling and CLEAR grammatical errors, passages that are confusing, and incorrect content.
  * We will not have time to debate preferences in tone and voice.
  * Be especially courteous with your comments. It is easy for people’s feelings to be inadvertently hurt. Make your criticisms constructive, and point out the strong points of a passage, not only areas of weakness.

1Thanks to Dr. McNicholas for preparing this document.
• On work flow

  – I will make a guess at how much of the text the class is likely to get through in the coming weeks. I will assign homework accordingly. You will do your homework in your journal to present in class for review and inclusion in the text.

  – At the start of class I will collect your 3 × 5 cards. I will chose volunteers based on them, giving priority to students who feel most prepared to present and who have presented the fewest problems to date. I will assess your presentation based on clarity and accuracy. Presentations will be graded according to the rubric I hand out.

  – I will assign scribes for each week. Scribes’ primary responsibilities are to take notes on the proofs and solutions presented in class and to \textsc{LaTeX} this content and insert it into the course text. Scribes will also be responsible for facilitating class discussion. They should make sure everyone’s voice is heard and that we don’t get too mired down debating details.

  – At the end of each chapter, we will read the text together. Scribes will make changes to the sections for which they were originally responsible.

  – With so many people collaborating on the same document, document management is an important concern. I will coordinate the editing process. A few important things to keep in mind:

  * Only the assigned recorders should be making changes to a given portion of the text.

  * Because portions of the text will be modified and re-modified, it is imperative that theorems, definitions, sections of the text, etc. are referenced using labels, not their current numbering. An example using references is given below.

  * Recorders should make their \textsc{LaTeX}ed code as easy to follow as possible. Reference labels should refer to the content they reference. Comments should be included to make it clear where your work starts and ends.
Using References and Labels

The following example shows the use of references and labels in La\TeX code and the resulting document:

• Output

1 Main Result

Theorem 1.1. Math majors are awesome!

Proof. (by demonstration)
Look at the students in Math 499W.

2 Discussion

There are those who refute the findings presented in Section ???. In particular, experts in fields other than mathematics question the validity of Theorem ???. This controversy seems to stem from a lack of experience with math majors, rather than an error in logic. Fortunately, the acceptance of Theorem ?? is growing. For as Jane Austen so eloquently stated in her lesser known classic, Primes and Preponderance,

It is a truth universally acknowledged, that an employer in possession of a good fortune, must be in want of a math major to hire.

• Code

\documentclass[9pt]{article}
\usepackage{amsmath, amsthm, amssymb}
\newtheorem{defn}{Definition}[section]
\newtheorem{definition}{Definition}[section]
\newtheorem{thm}[defn]{Theorem}
\newtheorem{theorem}[defn]{Theorem}

%********************
\begin{document}
\section{Main Result}\label{SectResult}
\begin{theorem}\label{MathMajors}
Math majors are awesome!
\end{theorem}
\begin{proof} (by demonstration)
Look at the students in Math 499W.
\end{proof}

\section{Discussion}\label{SectDiscussion}

There are those who refute the findings presented in Section \ref{SectResult}. In particular, experts in fields other than mathematics question the validity of Theorem \ref{MathMajors}. This controversy seems to stem from a lack of experience with math majors, rather than an error in logic. Fortunately, the acceptance of Theorem \ref{MathMajors} is growing. For as Jane Austen so eloquently stated in her lesser known classic, Primes and Preponderance,

It is a truth universally acknowledged, that an employer in possession of a good fortune, must be in want of a math major to hire.
\end{document}