Participation
Math 5500/6500

The Process: I use a (pseudo) random number generator to select the order in which the students are called to present. I will use my randomized list to select students to go to the blackboard to present their work. So all students are expected to be prepared to present their work on the theorems or exercises under consideration. In some cases, I will ask you to tell me how far you got on a particular theorem and may give hints on how to proceed. In the cases when I assign students to present at a future meeting, the students selected are to write up their solutions or proofs of theorems assigned and email them to my Auburn email account as a pdf file (a scan of handwritten work is fine); students should use their last name as the beginning of the file name (e.g.: SmithExerisesJune14.pdf.) Student files must be sent by midnight before the class for which the presentations are assigned. Then I will look over the files that I received and decide what each student assigned is to present.

In my presentation grade sheets, I use check plus √+ for excellent, check √ for medium/good, check minus √ - for poor but with some indication that the student understood some of the mathematics, check double minus √-- when there is no indication that the student has made any progress on the exercise/theorem. If a student makes a major mathematical mistake, the student will generally be given the opportunity to correct their work for the next class for full credit. So a student who makes a major mathematical mistake can correct it and still receive an A presentation grade. Also, there will be opportunities to get extra presentation points by volunteering to present an extra theorem or exercise. I use a (pseudo) random number generator to select the order in which the students are called to present. Absent students receive 0 for their participation grade.

Grading: The following grades are detailed below √, √+, √+ +, √-, √-- in my presentation grade sheets.

I. √+, √+ +: An excellent presentation (converted to 95 – 110 % for the purposes of grades) is one where: The mathematics is correct baring some minor errors (and these errors are corrected at the board after questions from me or the class); the presentation is understood by the class – the proof is well defended, questions are adequately addressed; the student can answer my questions.

II. √ (85%, 90% for harder problems): The mathematics is for the most part correct but the student makes some errors; the underlying idea is okay and they are able to present that idea; the class has many questions of understanding, and the student needs a little help to explain the proof or solution; the student answers most of my questions (and help from the class is allowed).

III. √- (70 %): The student uses the correct techniques but does not have a correct explanation of the steps needed toward the solution; he/she may have the "answer" but the explanation is weak; the student cannot answer all questions asked.

IV. $\sqrt{}$-- (0 - 65%): the student does not have the mathematics correct and does not indicate any understanding of the problem or is not prepared to present at all.