ASSIGNMENT As a group of three students, you will take over the class for two days to present a chapter from the course textbook. Each person must present for at least a half an hour, and each person in the group will hand in separate lecture notes.

PURPOSE The goal of this assignment is to learn how to:

1. Internalize mathematics found in books and articles.
2. Present and explain mathematics to others.

DUE DATES We will decide in class when each group will present. You will practice delivering of parts of your lectures to me the Tuesday before you present (during class time), and you should prepared to discuss an overview of your lectures with me at the point as well. Your lecture notes are due by class time the first day that you present your lectures to the class.

If yourEmailAddress denotes your Puget Sound email address (without the @pugetsound.edu), then you should use the file name notes-yourEmailAddress.pdf when you submit your lecture notes to me by email. As usual, you will be counted off if you do not name your file correctly. I will not accept files that are not in the correct format.

GRADING You will need to coordinate with the others in your group, but I will grade each of you individually. I will evaluate your lecture notes according to the criterion:

• Are they laid out in a way that you can lecture clearly from them? In particular, they should be neat, not too skeletal, and not too verbose.

I will evaluate your lecture notes and presentation combined according to the following criteria, in order of importance:

1. Did you cover the material in the chapter adequately? If you leave material out that you were supposed to cover, that will count against you. (If it can be determined which individual left the material out, then it will count against that person. Otherwise, it will count against everyone in the group.)
2. Did you add clarity to the exposition that was found in the book? Your explanations should be better than those given in the book (and better tailored to the specific audience).
3. Was your presentation well-organized and easy to follow?
4. Was your timing suitable? That is, did you fill the time that you were supposed to without going much over or under? (As above, unsuitable timing will count against an individual if the individual can be determined; otherwise it will count against everyone in the group.)
5. For any questions that were asked in class, did you field them well? This doesn’t always mean knowing the answer to the question, but if the answer to the question is given in the book, then you should be able to answer the question.

ASSIGNMENT DETAILS During the first week of classes, we will divide into groups and decide which groups will present what and when. Generally a group will be expected to cover all of the material in a chapter in two days of lecturing. I will notify groups individually if there is any material that should be omitted.

Once we have selected groups, it is up to you to coordinate matters within your groups. You will lecture on a Wednesday and Friday; you will meet with me during class time on the Tuesday before your lectures (all others are exempt from class on those Tuesdays). During this meeting, we will discuss your overall plan for the lectures, and I will ask you to deliver parts of your lectures (of my choice). Consequently, you should be just about ready to deliver the lectures by this point, and your lecture notes should be prepared already. The meeting and the night before the first lecture should be devoted to revising and polishing already prepared lectures, not to generating previously unprepared lectures.

Your main concern in the lectures should be with presenting the material clearly — more clearly than in the textbook. There are many approaches that you might take for this; the choice is yours. You may use a computer, the chalkboard, a combination thereof, or any other method that you think will be effective (interpretive dance,
anyone?). Humor is fine but not at all necessary, and it certainly should not be used to try to cover up a lack of clarity in presentation.

In order to add clarity to the text’s exposition, you will certainly need to present (in written form) any new concepts or definitions in the chapter. Do not use terms that are unfamiliar to the class without defining them first in writing.

Also keep in mind that merely stating a definition, theorem, or concept does not explain it. Work to provide context. One way to do this is to present examples to illustrate the material. Some of these might be from the text, others from the exercises in the text, while still others may come from other sources. You might also like to come up with your own examples as well.

Students who are not presenting first should also benefit from seeing other students present. Use this to your advantage. While you don’t need to voice your criticisms (please don’t, while others are presenting), observe critically to help you learn what works well and what doesn’t.

An additional word of caution: rehearse! For presenting material new to you over such a comparatively long time slot, there is virtually no way to get the timing to work out without rehearsing beforehand. Rehearsing also helps you avoid many possibly embarrassing errors (or at least helps you make them during rehearsal instead of during the lecture).