

MATH 260 – Sets & Logic – Winter 2017

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Canvas

You can find this syllabus, assignments & answers, on my Canvas page. However, I will **not** be posting midterm grades on Canvas – it is up to you to compute your grade using the percentages given below.

Office Hours

Monday to Friday 10:00 to 11:00
And by appointment.

Text *Logic, Sets & Proof: An Introduction* by James D. Harper

Supplementary Texts *How to Prove It: A Structured Approach* by Daniel J. Vellman

N.B., Your professor will not receive any royalties from the sales of this book at CWU.

Syllabus Selections from chapters 1 through 5.

Grading System

Attendance 3%
Attendance will be taken daily except on quiz, exam and review days.
You will be allowed up to *five* absences without affecting your attendance score.
More than 14 absences will result in a “0” for your attendance score.

Homework 9%
Homework will be assigned in two categories: “Turn - In” and “Self – Study”.
Turn in homework will be collected on a regular basis.
Your work will be read and commented on.

Quiz & Worksheet 9%
There will be a short (10 minute) quiz followed by a group worksheet about once per week, when there is no exam. It is preferred that you work in groups of two. Although these worksheets are a small percentage of your grade, they are an important component in the learning process. Thus, please make reasonable attempts to attend these quiz/worksheet days.
Since your lowest score will be dropped, in most cases, there will be no make-ups. Thank-you.

Exams 54%
There will be three in-class exams for your pleasure and enjoyment. ☺
Dates will be announced.

Final Exam 25%
The Final is a comprehensive exam and it will be about 60% longer than our in-class exams.
(11:00 class) Wednesday, March 15, 8:00 to 10:00
(2:00 class) Friday, March 17, Noon to 2:00

Grading Scale
A: 92% B: 82% C: 72% D: 62% Note: A minus grade is “-3%” and a plus grade is “+3%”.
E.g., 79% is a B- and 85% is a B+.

School Holidays – No Class

Martin Luther King Jr. Day Monday, January 16
Presidents Day Monday, February 20

Course Objectives

The primary purpose of this course is to write proofs. A *proof* is a mathematical essay that demonstrates the validity of a mathematical statement in a *clear* and *convincing* way. While some proofs are computational, such as proving that “If $x^2 - x - 6 = 0$, then $x = -2$ or $x = 3$ ”, the emphasis of this course will be an introduction to *paragraph* proofs. As it is with any essay, mathematical or otherwise, students will be expected to use a modicum amount of English grammar when they compose their proofs. Topics to reinforce this skill include: propositional logic, elementary set theory, mathematical induction and other properties of the integers. Furthermore, every student will be expected prove (the single variable) **The Binomial Theorem** on the Final Exam.

Comments on Homework

1. Homework scores tend to be low the first few weeks of this course. The reason for this is twofold. The first reason is that students are learning a skill different from what is expected of them in previous math courses, that is, writing proofs. The second reason is more universal: It generally takes a few weeks to determine your professor’s expectations and nuances. Also, I tend to be picky, sometimes on items that you might consider to be trivial, *e.g.*, “one inch margins” or “didn’t use “then” correctly”.

Don’t Panic! If you take good notes, read the comments that are provided for you on your HW, paper and then by midterm your scores should rise to a respectable level.

2. Ideally, homework should be done individually. However, your 260 professor understands the value of collaborative work (this is what the “worksheet” days are for) or receiving help from someone other than yours truly.) All I ask of you is that you document those from whom you received assistance. In these cases please write at the beginning of your homework paper:

(i) “I received help (assistance, hints) on problem(s) _____ from _____.”

or

(ii) “ ‘Ethan’ and I worked together on problem(s) _____.”

If you receive help from a tutor (private or skills center), please mention this information as well. When working with a tutor, ask this person to read your notes, related handouts and pertinent sections of the textbook.

3. Homework Extra Credit.

Occasionally, I will assign an extra credit problem. You are also invited to choose a *non-routine* problem from the textbook or, better still, come up with your own non-routine problem.

Your Math Professor has a hearing disability

Your math prof has a hearing disorder, to be specific, he has an *Auditory Processing Disorder* (APD). (You can look it up on Wikipedia.) The symptoms and spectrum for APD are quite broad, however, for yours truly, the primary disorders are: (i) I can “hear” better in my right ear than in my left ear, and, (ii) I have difficulty filtering out background noise.