For each section we discuss, you are assigned one carefully written solution (a **quality solution**) to a problem, after you have had a chance to practice similar problems at home and in class.

Submission of written work:

- All written homework is due at the *beginning* of class, and late work will not be accepted.

- Write your name, the course and section (MATH 109-01), and the due date on the front page, label the problem, and (if you have multiple pages) write your name on each page you hand in.

- Staple (if you have multiple pages) to make a neat packet. Other methods of fastening are not acceptable.

- Neat edges! If you write your solution on notebook paper, trim the frayed edges with scissors.

- Write neatly. If your handwriting is illegible, use a word processor.

We will be having an ongoing conversation this semester about what makes a well-written solution, but here are some basic requirements.

- Restate the question (that includes copying down any tables or graphs).

- If your solution includes a table, graph, or drawing, make sure it is clearly labeled.

- Show all your steps, and make your reasoning clear.

Tip: It may be helpful for you to distinguish between the process of *solving a problem* and the process of *writing up your results.* Normally, what a person writes down during the process of solving a problem is *not* sufficiently clear or complete for another person to read and understand, unless they have already done the same problem. Imagine that you are providing a written solution to another student, who needs help understanding how to do a similar problem (and who does not happen to have a copy of the book).

Rubric for quality solutions:

4 points: clear, correct, and complete solution of the problem and good presentation

3 points: essentially correct, but some small gaps, lack of clarity, or poor presentation

2 points: shows partial understanding, e.g. correct start, but significant flaws or gaps

1 point: attempted (not just restated), but the approach was inappropriate or the reasoning faulty.

0 points: not attempted

The points are "messages," not percentages! For example, getting an all 3s and 4s (with a few more 4s) would be very good, A-level work, whereas consistently scoring 2s would mean that your work does not demonstrate sufficient understanding to move on (D-level work).