

## MAT 502: Capstone Preparation

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**Course Outline and Objectives:** The sole objective of this course is to choose a topic for your Senior Capstone Project in Mathematics and to make substantial progress toward researching the chosen topic. Successful completion of these objectives will prepare each student to write and complete a capstone paper in MAT 485 in Term 6.

Each student is expected to meet with the course coordinator at least once in Terms 1 and 2, and at least twice during each of Terms 3 and 4. Meetings in Terms 1 and 2 will be individual one-on-one consultations. Meetings in Terms 3 and 4 will be conducted as a group.

Besides the meeting times, each student is expected to make progress on their capstone work between meetings. “Progress” means that at least once every week (for the 16 weeks of the fall semester), you must submit a written summary of what you have done. Specifics matter! If your summary is not specific enough, I will ask you to resubmit a more detailed report.

### Grading:

Each of the meetings, and each report, is worth one point.

16 summaries	16 pts.
6 meetings	6 pts.
Total	22 pts.

### Grading Scale:

Total Course Points	Course Grade	Total Course Points	Course Grade
16 and above	A	10	C
15	A-	9	C-
14	B+	8	D+
13	B	7	D
12	B-	6	D-
11	C+	5 and below	F

**Effect on MAT 485:**

Your course grade in MAT 502 will be your *starting point* for your grade in MAT 485. From there, any grade in MAT 485 is still technically possible, but the higher you start, the shorter the climb to a high grade. Conversely, the lower you start, the smaller the drop to a low grade.

*Note: A final grade of F in the MAT 502, means that you will not be allowed to enroll in MAT 485 and you will not be able to complete a major in Mathematics and Statistics. Students with a final grade of C- down to D- in MAT 502 are warned that they may be inadequately prepared to finish their capstone project in MAT 485 with a passing grade.*

**Academic Honesty:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

**Disabilities:** Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see [www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml).

If you have concerns about any condition (documented or not) you think will hamper your ability to succeed in this course, you should notify me within the first three days of class.

If you have questions about documentation, you can obtain more information at [www.cornellcollege.edu/academic-support-and-advising/](http://www.cornellcollege.edu/academic-support-and-advising/) or from Brooke Paulsen (309 Cole Library).