

## MAT 155: History of Mathematics

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3-4 Th

**Text:** There is no assigned text for the course. Readings used in the course will be posted on Moodle.

**Class Hours:** 9-11 a.m. and 1-3 p.m.

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**Course Objective:** The ultimate goal of this course is to develop and refine writing skills. We will focus on writing, not mathematics. Mathematical knowledge and mastery does not ensure success in this course. However, some mathematical curiosity will probably help.

It is not the intent of this course to offer a comprehensive history of mathematics. Rather, we will develop themes that will ultimately help you form a thesis for the final paper in the course, which will direct you to address the following question:

*Is mathematics created, or is it discovered?*

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy.

<b>Grading:</b>	Participation	10%
	In-class assignments	10%
	Short Writing Assignments	20%
	Writing Assignment #1	30%
	Writing Assignment #2	20%
	Progress Reports	10%

<b>Grading Scale:</b>	A	93-100	C	73-76.99
	A-	90-92.99	C-	70-72.99
	B+	87-89.99	D+	67-69.99
	B	83-86.99	D	63-66.99
	B-	80-82.99	D-	60-62.99
	C+	77-79.99	F	59.99 & below

There will be no tests in this course.

**Attendance:** Class begins at 9:00 a.m. each morning. Be on time and be ready to participate. Afternoon sessions will begin at 1:00 p.m. Any exceptions to these hours will be announced in class.

Attendance—including excused and unexcused absences—will be recorded daily. If you have an excused absence, be sure to bring it to my attention.

**Class Participation:** A class participation grade will be recorded each week. This grade will be based on two factors.

1. You must participate in class discussions. Here are some examples of the some of the types of contributions that will help you earn credit for this:
  - (a) Questions and comments about content, wording, connections between ideas,...
  - (b) Conjectures
  - (c) Insights
  - (d) Suggesting ways to clarify discussion of ideas (including the instructor's).
  - (e) Offering an alternative point of view to one that is brought up during discussion.
2. You must participate in any in-class exercises or group work. You earn one point each time you do this. These activities will involve important interaction with your classmates. You will have opportunities to give and take feedback on your work. If you are not in attendance—whether or not the absence is excused—you cannot make up this work.

**In-class assignments:** There will be additional work—announced during class—to be completed and turned in on the following day. With some exceptions, these will be worth 3 points each.

**Writing Assignments:** There will be two longer papers and 2-3 shorter papers to be completed in this course. The assignments and their grading criteria will be covered as they arise. Writing Assignment #1 will be submitted, graded, then returned for a final revision. The first version will count as 30% of the grade on the assignment. The final version will count as 70% of the grade.

**Progress Reports:** Mindful and careful revision is an integral part of the writing process. For both Writing Assignment #1 and Writing Assignment #2, you will be asked for daily Progress Reports. These will be graded on a 0-3 point scale. For more information, see the handout on this topic.

**Note:** This is 10% of your *course* grade, not 10% of your grade on each paper.

**Late Work:** Any assigned work that is turned in late will be assessed a penalty. The penalty will depend on how late the assignment is turned in, and on how many late assignments you have turned in. See the table below.

	In class assignments				Writing assignments			
	Days Late				Days Late			
	< 1	< 2	< 3	< 4	< 1	< 2	< 3	< 4
<b>Number of late assignments</b>								
<b>One</b>	0	-1	-2	-3	0	-3	-6	-9
<b>Two</b>	-1	-2	-3		-3	-6	-9	-12
<b>Three or more</b>	-2	-3			-6	-9	-12	-15

	Progress Reports				Short Papers			
	Days Late				Days Late			
	< 1	< 2	< 3	< 4	< 1	< 2	< 3	< 4
<b>Number of late assignments</b>								
<b>One</b>	0	-1	-2	-3	0	-1	-2	-3
<b>Two</b>	-1	-2	-3		-2	-3	-4	-5
<b>Three or more</b>	-2	-3			-3	-4	-5	-6

**Class Delays and/or cancellations:** In the event that conditions prevent me from getting to Mt. Vernon, I may arrange for a substitute instructor. However, if any cancellations or delays are necessary, I will send out an e-mail announcing it.

**Disabilities:** Cornell College offers a variety of services and resources to help students succeed and, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Cornell staff members work closely with students who have documented disabilities requiring accommodation to ensure access to the College's programs, activities and services.

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

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

**15<sup>th</sup> Day Drops:** These will be considered only for those students who:

1. Have no unexcused absences.
2. Have turned in all assignments.
3. Have participated in class discussions on a regular basis.