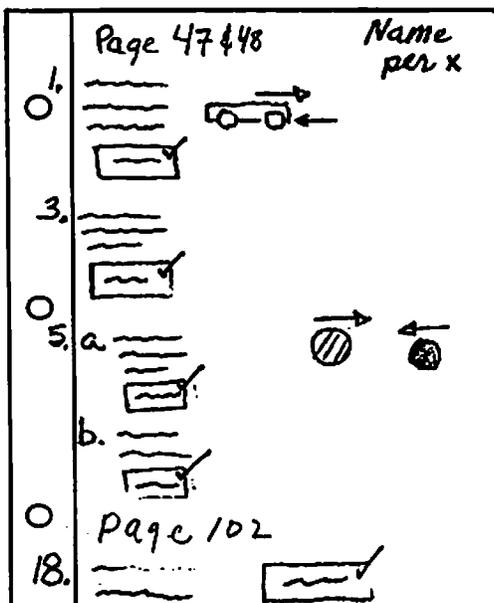


1. Put your name and period number (upper right) on each page.
2. Textbook page number(s) on each page (upper left)
3. Problem numbers out-dented (without chapter #). If the problem has multiple parts, indicate (a), (b), etc without outdenting. If you absolutely can't work a problem, leave enough space for it to be done there later and continue to the next problem. (State givens and possible equations)
4. If you start new text page in mid-sheet, clearly indicate it.
5. Leave at least one line of space between problems.
6. Show your work in "Smooth Form" (we will talk more about this soon) and make a box around your answer at the bottom of the problem.
7. Check answer (✓) if answer is given in the back of the text and if your answer agrees with it.
8. Legible diagrams are needed on many problems; show them beside the work if they are needed.



Some Thoughts on the Efficacy of Homework, and Some Policy Implications

Homework, properly done, helps as follows:

1. As drill, it reinforces concepts, helps with skill-building, and builds speed. It is essential for higher level thinking that certain basic processes become automatic, so that your thinking capacity can be used for the "hard stuff." On tests, I assume reasonable speed on the basic computations and easier problems. If you have to spend significant time on problems I consider basic or easy, then you may not have time to do the harder problems necessary to make a A or even a B grade.
2. The course is sequential, with each day usually building on the previous day's work. If you come to class without having done the homework, you will be wasting at least part of your class time and will be a less effective learner.
3. Gaining insight, as opposed to a superficial understanding, takes time ... thinking time, time to revisit a problem or idea, time to think through the deeper meanings, time to make connections. If you treat homework only as a chore to get through, to get out of the way in a hurry, you will not get full value out of it or out of the course. If you must rush through all of your homework for all classes you should seriously consider altering some aspect of your personal schedule; excellence in a few areas is better than mediocrity in all things!
4. Long range retention is helped considerably by "over learning." Putting concepts weakly into short term memory does not help with your true education. Only when something has been really mastered, examined from every side, and integrated within existing concept structure can it be retained for effective future use. The repetition of doing several problems of the same type or of repeating a problem, perhaps trying to solve it a different way, helps with this process and therefore, I will not give a good grade to anyone, regardless of test scores, who doesn't demonstrate that the repetition has happened by showing me regular, well-done homework. (By the way, it isn't true that practice makes perfect; perfect practice makes perfect. So do the homework carefully and think about it.)

Because of the things listed above, particularly because of the sequential nature of the course, doing several assignments "all at once" is a poor way to learn. I will not reward that. I will reward regular, systematic, carefully done work. I do so in several ways:

- A. Work will sometimes be checked in class, either for completeness, accuracy, or both. When I do that, you will receive no credit for late work. If you are absent, the points may be lost. (A limited amount of extra credit may be done to replace points lost.) Scratching the work out in class, doing it hurriedly at the last minute, etc., obviously do not meet goal 3. above. Looking at the appearance of the work tells me something about the time and thought spent, so appearance may be used as a grading criterion.
- B. Homework is sometimes collected and graded for accuracy. *If* I gave answers to this work in class, I obviously won't give credit for late work. Because of goal 2., late work is not as valuable as work done in the proper sequence, so it won't count as much and the later, the less.

So, homework makes little sense as something to do late to "get points." The drill may occur, but that's about it.