

COURSE CODE

1. EVALUATION

1.1. **The course grade.** Your final grade will be computed as follows. I will compute two scores for you (in brackets you see the weights):

- one based attendance and exams: attendance (10%), homework (30%) midterm exam (30%) and final exam (30%);
- one based purely on exams: homework (1/3), midterm exam (1/3), final exam (1/3).

The second option is mainly aiming those who cannot attend the classes at the scheduled time (e.g. having a conflicting/overlapping class at the Rényi Institute).

In the end, I will consider, for each individual, the *higher* one, and evaluate that via the tabular

percentage	grade
95-100	A+
85-95	A
80-85	A–
75-80	B+
70-75	B
65-70	B–
60-65	C+
55-60	C
50-55	C–
45-50	D+
40-45	D
35-40	D–
0-35	F

On the borderlines, I always round upwards (e.g. exactly 85% worth an A). I might also give a better grade to an individual than the computed one in case of very good tendencies (e.g. much better final exam than midterm) or an outstanding classwork.

Around the half of the term, I give everyone a midterm assessment grade. This is a feedback to students, and has no official consequence. It is usually rounded downwards for motivation reasons.

1.2. **The audit record.** If you audit the course, there are only attendance requirements. To get the audit record, you have to attend 75% of the classes in both halves of the semester.

1.3. Attendance scores. Attendance is not measured linearly, but via the tabular

proportion of attended classes (in %)	score
80-100	10
75-80	9
70-75	8
65-70	7
60-65	6
55-60	5
50-55	4
45-50	3
40-45	2
35-40	1
0-35	0

On borderlines, it is rounded upwards. The count starts after the shopping period.

It might happen that we will have a make-up class which conflicts another make-up class of yours. In such a case, going to the other class counts as an attended one in my class, too.

1.4. Requirements for an “attended class”. For a class to be counted as attended, it does not suffice to be physically in the classroom or to be connected via zoom, but you are required to participate in the classwork up to some extent. This means that arrivals with significant lates, playing on the smartphone, watching movies on the laptop, sleeping do not count. If you connect via zoom, then your camera must be turned on all the time. Generally speaking, it is required that you pay attention to the class.

2. HOMEWORK

I regularly post homework problems to the webpage of the class, each time together with a due date. Late homework is not accepted, unless you have a serious excuse (e.g. health problems) or we agree on a penalty (e.g. halving the scores).

Students are allowed to have discussions about the homework problems with each other, but each individual’s final write-up has to be an independent work.

Please, hand in a hard copy of your solutions. You are free to use computer tools (such as L^AT_EX) to produce your text, but print your file in this case.

2.1. Do you (think that you) need my help with homework? Although your homework performance contributes to the course grade, its main purposes are to make you familiar with the notions of the material and to stimulate your creativity. It is completely normal that you occasionally have difficulties: struggling is part of improving. Please, do not ask me to give hints, because each hint acts negatively in your understanding of the

material and problem solving skills. Whenever I feel that a problem requires too much creativity, a hint will be given a priori.

Similarly, if you feel that you need some further explanation to a question, it is very likely that the source of confusion is not an error in the problem but a lack in your understanding of the notions.

Of course, I can also make mistakes. If you are absolutely sure that there is an error in the question, please, e-mail me. There are two possible answers: either a grateful “thank you” (and then I update the problem accordingly) or a “try to understand it better” – no offense meant in the second case.

2.2. “If I write (...), is it enough?” Communicating an argument is a highly nontrivial task, and again, struggling is a natural part of the developing process. Before you ask me, pose the question to yourself. If you think that it is enough to write (...), then do so. If you think that it is not, then try to figure out what would be enough.

2.3. A warning summary. In earlier semesters, when I gave hints on demand, and answered questions concerning what should be communicated and what not, most students were less successful in the midterm and in the final than in the homework.

3. STUDENTS’ CONCERNS AND DIFFICULTIES

3.1. Office hours. I am available in the frame of office hours. Note that office hours are mainly to discuss mathematical difficulties, e.g. you do not understand this or that notion, definition, theorem, proof, solution, etc. Besides its main goal, if you have any other difficulties and you think I am the right person who you can turn to, I am open to it. What I am not open to is repeating complete class material from word to word.

There are two forms of office hours.

3.1.1. Regular office hours. Every week, after the Tuesday class, I retire to the professors’ office (room 204), and students can come to me one-by-one or in small groups. If no one comes, I might leave in a few minutes.

3.1.2. Irregular office hours. You can e-mail me to arrange an irregular office hour. Then we agree on a time, and either meet in person or via zoom. The agreed time largely depends on me, I cannot guarantee that it is scheduled within a few days.

3.2. Health issues.

3.2.1. Illness. If you do not feel well, you can stay at home. It counts as a skipped class, but you can see that there is quite a room for skipping a few classes without a score deduction. Do not worry, get better, and return when you can.

It may happen that you have to skip too many classes for health reason, or an eventual illness can be timed very badly, e.g. for the exam day. These

situations are hard to deal with, but we try to find a fair and reasonable solution. Directors of BSM might be involved.

3.2.2. Streaming classes via zoom. If you are forced to stay at home because of covid suspicion, then there is a possibility to stream the class. Please, keep in mind that this is only for covid suspicion. “I do not feel well this morning, could you, professor, stream the class?” is not valid. Either you are well enough to follow a serious mathematics class or not. In the first case, you can come to the classroom, in the second case, stay at home and have a rest.

3.3. Frequently raised questions. There are certain things I am very often approached with. If your case belongs to one of the classes below, then probably it is treated as described here (unless your case is truly exceptional).

“The material is too complicated for me.” A course is the most beneficial for the students if it requires a considerable yet manageable amount of efforts, and I aim at this in the construction of the material. Sometimes, however, it turns out that the course is too difficult for a student, the reason behind usually is the lack of the needed mathematical background or experience, and then it is not a question of efforts any more. As soon as you suspect that this might be your case, consult immediately Dezső, Ági or me (the more of us the better). Since the course gets more and more demanding, it is very easy to get completely lost and it is usually a bad idea to do nothing but hope for easier chapters.

“I need a better grade for a better GPA / for a forthcoming grad school application / to keep my scholarship at my home college. Is there a way to get a better grade than the earned one?” No. This sounds harsh, but most likely you get your particular grade (and not another one) because you deserve that particular one (and not another one).

3.4. Confidential disclaimer. Please, be aware that any studies-related issue might be consulted with the directors of BSM (the more exceptional the situation is, the more likely it is that I turn to them for an advice). So please, do not ask for confidential handling in such cases. Of course, this does not refer to personal information, unless I suspect you endanger yourself or others.

4. ACADEMIC MISCONDUCT

Generally speaking, academic misconducts are beyond my competence. Most likely, they are immediately brought to a higher forum.