Comments on grading homework:

The assignment should be out of 15 points.

1 point: they turned in attempts at all problems. The full assignment is available at:
http://www.math.rutgers.edu/∼nacorwin/F14Math151
2 point: they turned in something worthy of being a graded assignment. See comments belows

This leaves 12 points; You will grade three problems carefully with 4 points for each problem. This should be graded on a slightly subjective scale,
1 for doing something,
2 for doing something reasonable,
3 for basically correct, but not perfect (arithmetic mistake, copying mistake, lose a negative sign, misuse of equal signs either by omission or used when not appropriate, not having an english sentence answering the question if a word problem).
4 is for a perfect solution.
For these two problems, please give plenty of comments. Even if you give a 4, you can suggest a better way. If you take off points, clearly state why.

Way's to lose point for not "being worthy of being a graded"

- Mathematics is a language, and as such it has standards of writing which should be observed. In a writing class, one must respect the rules of grammar and punctuation, one must write in organized paragraphs built with complete sentences, and the final draft must be a neat paper with a title. Similarly, there are certain standards for mathematics assignments.

- Write your name and class number clearly at the top of at least the first page, along with the assignment number, the section number(s), or the page number(s). If you are not stapling or paper-clipping the pages together, then put your name or initials on all the pages.

- Use standard-sized paper (8.5" x 11"), with no "fringe" running down the side as a result of the papers having been torn out of a spiral notebook, and do not use sticky-notes, scented stationery, or other nonstandard types of paper. Use standard-weight paper, not onion skin, construction paper, or otherwise abnormally thin or heavy paper.

- Attach your pages with a paper clip or staple. Do not fold, tear, spit on, or otherwise "dog-ear" the pages. It is better that the pages be handed in loose (with your name on each sheet) than that the corners be folded or shredded.

- Clearly indicate the number of the exercise you are doing. If you accidentally do a problem out of order, or separate part of the problem from the rest, then include a note to the grader, referring the grader to the missed problem or work.

- Do your work in pencil (won't lose points for this, but a very strong suggestion), with mistakes cleanly erased, not crossed or scratched out. If you work in ink, use "white-

out" to correct mistakes. Write legibly (suitably large and suitably dark); if the grader can't read your answer, it's wrong.

- Write neatly across the page, with each succeeding problem below the preceding one, not off to the right. Please do not work in multiple columns down the page (like a newspaper); your page should contain only one column. Keep work within the margins. If you run out of room at the end of a problem, please continue onto the next page; do not try to squeeze lines together at the bottom of the sheet. Do not lap over the margins on the left or right; do not wrap writing around the notebook holes.

- Do not squeeze the problems together, with one problem running into the next. Use sufficient space for each problem, with at least one blank line between one problem and the next.

Difference between "4" and "3" type solutions

- Do "scratch work," but do it on scratch paper; hand in only the "final draft." Show your steps, but any work that is scribbled in the margins belongs on scratch paper, not on your homework.

- Write out the problems (except in the case of word problems, which are too long).

- Show your work. This means showing your steps, not just copying the question from the assignment, and then the answer from the back of the book. Show everything in between the question and the answer. Use complete English sentences if the meaning of the mathematical sentences is not otherwise clear. For your work to be complete, you need to explain your reasoning and make your computations clear.

- For tables and graphs, use a ruler to draw the straight lines, and clearly label the axes, the scale, and the points of interest. Use a consistent scale on the axes, and do a T-chart, unless instructed otherwise. Also, make your table or graph large enough to be clear. If you can fit more than three or four graphs on one side of a sheet of paper, then you're drawing them too small.

- Do not invent your own notation and abbreviations, and then expect the grader to figure out what you meant. For instance, do not use "#" in your sentence if you mean "pounds" or "numbers". Do not use the "equals" sign ("=") to mean "indicates", "is", "leads to", "is related to", or anything else in a sentence; use actual words. The equals sign should be used only in equations, and only to mean "is equal to". Do not use "$\rightarrow$" to mean "=".

- Do not do magic. Plus/minus signs, "= 0", radicals, and denominators should not disappear in the middle of your calculations, only to mysteriously reappear at the end. Each step should be complete.

- If the problem is of the "Explain" or "Write in your own words" type, then copying the answer from the back of the book, or the definition from the chapter, is unacceptable. Write the answer in your words, not the text's.