

COURSE CODE

1. COMPUTATION OF THE COURSE GRADE

Your final grade is based on attendance (10%), homework (30%), midterm exam (30%) and final exam (30%), altogether evaluated 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, improving homework performance) 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.

2. ATTENDANCE

Attendance is mandatory in the sense that to get the full credit in attendance, you have to attend all the classes. Few absences are tolerated without deduction. However, many absences can lead to deduction, unless you have a serious reason (e.g. health problems).

If the number of enrolled students does not exceed 10, I do not conduct a register, unless there is such a request from any of the students. If the number of enrolled students exceeds 10, I conduct a register.

If a register is conducted, judging attendance is more formal than otherwise.

3. 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 \LaTeX) to produce your text, but print your file in this case.

3.1. 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.

3.2. "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.

3.3. 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.

4. MIDTERM AND FINAL EXAMS

In both of these exams, there are four problems, each of them consisting of a theoretical (with weight $1/3$) and a practical part (with weight $2/3$). Note that the two parts of each problem are not necessarily connected. It might happen that the theoretical part asks for stating a theorem, and the practical part can be solved by applying this theorem, but this is not always the case. In the exams, you are not allowed to use notes or calculators.

4.1. **Theoretical part.** This question asks for stating a theorem, explaining a notion, giving a definition, which was explicitly taught in the class. Therefore, this part does not require any creativity. Please keep in mind that not only the most emphasized theorems, definitions etc. might appear here.

4.2. **Practical part.** This question asks for solving a problem which was not covered in the class. Ideally, a good understanding of the theoretical background and a little creativity, a small idea are enough to solve it.

5. AUDITING

If you audit the course, an attendance of at least 75% is expected to get the record.

6. DIFFICULTIES

6.1. **“The material is far too complicated for me”.** Unfortunately, sometimes it turns out that the course is simply too difficult for a student, the reason behind usually is the lack of the needed mathematical background or experience. 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. However, if someone is much less experienced than the others, 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.

6.2. **Confidential disclaimer.** Please, be aware that any studies-related issue might be consulted with Dezső and Ági (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.