Presenter Guidelines

The object is to clearly, succinctly and correctly present mathematics to your classmates. Strive to write legibly in complete sentences and to speak clearly and confidently. A good presentation is a gift from the speaker to the audience. Do unto the audience as you would have done unto yourself.

Audience Guidelines

The role of the audience is as important as that of the speaker. The audience must vet the work of the speaker. If some question arises, raise your hand and wait to be addressed by the speaker; once acknowledged, proceed with your inquiry. Questioning is central to discourse, but please remember:

- Presenting mathematics to a room of your peers is not easy. Each of us will take our turn in the barrel, so be respectful.
- Be specific. “I don't get it!” is neither helpful nor a question.
- Your question is not an attack. Do not accost the speaker. Consider phrasing such as “Could you please clarify the rationale there on line three, I’m not following the inference?” or “Where have we used the countability hypothesis, or was it not even necessary?”

Evaluation

As noted on the syllabus, presentation accounts for 15% of your course grade. Each presentation will be scored 0, 1 or 2 according to the following rubric:

- **0** Essentially no redeeming value.
- **1** Clear earnest effort with recognizable progress but not without substantial errors or gaps.
- **2** Well written and mathematically correct, needing at most minor notational or stylistic modification.

Students making three or fewer presentations will earn a zero on the presentation component of the course grade. All others will earn a proportion of the maximum 15% equal to their best four presentation scores divided by 8.

Each day, a handful of exercises, propositions and theorems will be available for presentation. Presenters will be chosen randomly from among those volunteers with the fewest presentations to their credit.