In my essay on “How to Do Homework,” I say the following about Notebook Homework. Please re-read this material carefully. I think that it is important.

1. Treatment of Notebook Homework (NB): You need to be able to do all the types of problems assigned in the NB list. These problems will give you the bulk of the repetition and practice that you need. The effect of not doing enough of these problems will be indirect: you will not have an adequate mathematical grounding, and your performance on our tests will reflect this. Hence, your grade will suffer, but more importantly you yourself will suffer in future course-work (and even, possibly, in your future employment) where you will need to be able to use the math skills that we cover. Remember, just as learning is cumulative, not learning is cumulative.

There will also be a direct effect of not doing enough notebook problems: many of these problems (or their “first cousins”) will appear on tests and quizzes!

I shall check up on your notebook homework progress in two ways:

- #1. I shall try to make a “spot-check” of all the notebooks each Tuesday at the beginning of class.
- #2. On test day when you come into the classroom to take the test, the first thing you will do is put your homework notebook on my desk. I will take your notebook with me and grade it. I shall make it a priority to get your notebooks back to you on the next class period, so that you can continue to enter your notebook homework problems.

I will grade your notebook on its degree of completeness, not on the correctness of your work. The Notebook Homework problems will mainly be odd-numbered problems, whose answers are in the book. Consequently, I shall assume that you will have checked your answers for correctness. Also, if your notebook has some semblance of order and neatness, you will get bonus points.

Caution: In the past, some students have followed these procedures, but they have simply copied the answers out of the back of the book with no work shown, or they have copied the solutions out of the Solutions Manual or from other students’ papers.
No credit whatsoever will be given if I detect any sort of copying of the solutions from any source. As a matter of fact, I'll probably assign a negative score to any such work – for wasting your time in simply copying the work – with no learning involved – and for wasting my time in looking at non-work!

Now let’s talk about the physical object – the notebook itself. I’ve pasted two examples at the top of this essay. I can’t remember the prices, but the one on the left was cheap; I think that I got it on sale for 39¢. It has pages that are “lined.” The one on the right was more expensive, about $2.57. It has un-lined pages. Personally, I like the un-lined pages better than the lined pages for my own work, but it makes no difference to me which type pages you use. Some students get notebooks with “grid” pages – it makes graphing very easy.

So, you have three choices for the type pages you use – lined, plain, grid. However, it’s the size of the notebook and the cover & binding that I must specify.

**Size:** The two pictured above are (left) 9.75 in X 7.50 in.
(right) 10.25 in X 7.875 in.

So anything that is about in this range will be OK.

**Cover:** Normal stiff cover. It can be plain or decorated.
(I kind of like Spongebob Squarepants).

**Binding:** Tape binding…. Not spiral or loose-leaf.

These requirements are necessary because I collect all the notebooks at each test day, and I have to lug them around, take them home, grade them, and return them. Thus, I need to be able to “box them up,” and that’s much, much easier if they are all about the same size.