

In this class, we'll be learning a lot of math, but we'll also be *thinking about thinking* and *learning about learning*. I'd like to understand your thoughts in this regard. As such, please type your responses to the following questions. Your combined answers should be no longer than 2 pages.

1. What type of thinking do you expect to do in a math class? How is this type of thinking similar or different to the types of thinking you might do in classes for other subjects? Please give some examples.
2. What roles do *you*, *your instructor*, and *your peers* each play in the process of learning?
3. In math, how can you tell if you're right or wrong?
4. In math, is an answer always either right or wrong? Please explain.
5. Professors in the English department list "evaluate multiple perspectives," "reframe questions and issues," and "examine central issues and assumptions" as goals for their courses. Are these goals relevant to math? Please explain.
6. Other thoughts?

For each topic, please indicate your current level of experience and how much support you'd like when learning or reviewing the material.

Complex Numbers

No knowledge	I know the basics	Advanced Knowledge
1	2	3
4	5	

I'd like a lot of practice and class time focused on this concept	Spending some class time on this would be good	With a list of topics, I can study on my own
1	2	3
4	5	

Proofs

No knowledge	I know the basics	Advanced Knowledge
1	2	3
4	5	

I'd like a lot of practice and class time focused on this concept	Spending some class time on this would be good	With a list of topics, I can study on my own
1	2	3
4	5	

Typing Mathematics

No knowledge	I know the basics	Advanced Knowledge
1	2	3
4	5	

I'd like a lot of practice and class time focused on this concept	Spending some class time on this would be good	With a list of topics, I can study on my own
1	2	3
4	5	