

Problems (Assignment 2) (marks)

1. The assignment's title page and summary, is represented symbolically in the form: $P \rightarrow Q$

- (a) Is $P \rightarrow Q$ a tautology? (True or False?)
 - Is it a logical statement? (True or False?)
 - (b) Draw a truth table to show whether the statement $P \rightarrow Q$ is a tautology, tautology?
- For P and Q use $P = \text{True}$ and $Q = \text{False}$.

Basic Logic (2 marks)

Prove your understanding of:

For P and Q , let $P \rightarrow Q$ be $\neg(P \wedge \neg Q)$
 Show that $\neg(P \rightarrow Q) \equiv P \wedge \neg Q$

Inductive Logic (2 marks)

- (a) Inductive logic is a process:
 - Construct a list of statements for the induction process, starting with the induction hypothesis.

Let n be a natural number. Prove by induction for $n = 1, 2, 3, \dots$ that $n^2 \geq n$
 Induction: $n^2 \geq n$ for $n = 1$ and $n = 2$ and $n = 3$ and $n = 4$ and $n = 5$ and $n = 6$ and $n = 7$ and $n = 8$ and $n = 9$ and $n = 10$

- Construct a list of statements, prove with the previous method induction step.

Induction: Let n be a natural number
 $n^2 \geq n$ for $n = 1$ and $n = 2$ and $n = 3$ and $n = 4$ and $n = 5$ and $n = 6$ and $n = 7$ and $n = 8$ and $n = 9$ and $n = 10$

- (b) Induction is a process, step (1) is $n = 1$. The next step is $n = 2$. The induction hypothesis is: $n^2 \geq n$ for $n = 1$ and $n = 2$ and $n = 3$ and $n = 4$ and $n = 5$ and $n = 6$ and $n = 7$ and $n = 8$ and $n = 9$ and $n = 10$

Induction: Let n be a natural number
 $n^2 \geq n$ for $n = 1$ and $n = 2$ and $n = 3$ and $n = 4$ and $n = 5$ and $n = 6$ and $n = 7$ and $n = 8$ and $n = 9$ and $n = 10$

Project Proving A Conjecture Answers

Allen C. Hibbard, Ellen J. Maycock



Project Proving A Conjecture Answers:

Observing Projects Workbook for Universe Roger Freedman, 2010-01-29 As the title suggests Discovering Number Theory encourages students to figure out many of the important concepts and theorems of number theory for themselves While the content is similar to other one semester undergraduate texts on the subject the organization and presentation of the material revolves around computer activities With the help of interactive computer software students work on research questions before being exposed to the final polished theorems and proofs By actively participating in the development of course topics they develop a solid understanding of the material and gain valuable insights into the realities of mathematical research

An Invitation to Combinatorics Shahriar Shahriari, 2021-07-22 Active student engagement is key to this classroom tested combinatorics text boasting 1200 carefully designed problems ten mini projects section warm up problems and chapter opening problems The author an award winning teacher writes in a conversational style keeping the reader in mind on every page Students will stay motivated through glimpses into current research trends and open problems as well as the history and global origins of the subject All essential topics are covered including Ramsey theory enumerative combinatorics including Stirling numbers partitions of integers the inclusion exclusion principle generating functions introductory graph theory and partially ordered sets Some significant results are presented as sets of guided problems leading readers to discover them on their own More than 140 problems have complete solutions and over 250 have hints in the back making this book ideal for self study Ideal for a one semester upper undergraduate course prerequisites include the calculus sequence and familiarity with proofs

Resources for Teaching Discrete Mathematics Brian Hopkins, 2009 Hopkins collects the work of 35 instructors who share their innovations and insights about teaching discrete mathematics at the high school and college level The book s 9 classroom tested projects including building a geodesic dome come with student handouts solutions and notes for the instructor The 11 history modules presented draw on original sources such as Pascal s Treatise on the Arithmetical Triangle allowing students to explore topics in their original contexts Three articles address extensions of standard discrete mathematics content Two other articles explore pedagogy specifically related to discrete mathematics courses adapting a group discovery method to larger classes and using logic in encouraging students to construct proofs

Proceedings of the Conference on Technology in Collegiate Mathematics Franklin D. Demana, 1991

Elements of Real Analysis Charles Denlinger, 2011-01-28 A student friendly guide to learning all the important ideas of elementary real analysis this resource is based on the author s many years of experience teaching the subject to typical undergraduate mathematics majors

Elements of Real Analysis Charles G. Denlinger, 2010-05-08 Elementary Real Analysis is a core course in nearly all mathematics departments throughout the world It enables students to develop a deep understanding of the key concepts of calculus from a mature perspective Elements of Real Analysis is a student friendly guide to learning all the important ideas of elementary real analysis based on the author s many years of

experience teaching the subject to typical undergraduate mathematics majors It avoids the compact style of professional mathematics writing in favor of a style that feels more comfortable to students encountering the subject for the first time It presents topics in ways that are most easily understood yet does not sacrifice rigor or coverage In using this book students discover that real analysis is completely deducible from the axioms of the real number system They learn the powerful techniques of limits of sequences as the primary entry to the concepts of analysis and see the ubiquitous role sequences play in virtually all later topics They become comfortable with topological ideas and see how these concepts help unify the subject Students encounter many interesting examples including pathological ones that motivate the subject and help fix the concepts They develop a unified understanding of limits continuity differentiability Riemann integrability and infinite series of numbers and functions Student friendly style of exposition Comprehensive coverage of key material Chapters and sections presented in a natural and logical sequence Flexible format allows instructors to tailor the text to fit their course needs Generous exercises graded from routine to more difficult An ideal text for undergraduate and graduate level courses in Elementary Real Analysis which is an essential part of the preparation of every math teacher particularly those going on to teach Calculus 2011 739 pages

Student Research Projects in Calculus Marcus S. Cohen, 1991 Changing the way students learn calculus at New Mexico State University In the Spring of 1988 Marcus Cohen Edward D Gaughan Arthur Knoebel Douglas S Kurtz and David Penegelly began work on a student project approach to calculus For the next two years most of their waking hours and some of their dreams would be devoted to writing projects for their students and discovering how to make the use of projects in calculus classes not only successful but practical as well A grant from the National Science Foundation made it possible for this experiment to go forward on a large scale The enthusiasm of the original group of five faculty was contagious and soon other members of the department were also writing and using projects in their calculus classes At the present time about 80% of the calculus students at New Mexico State University are doing projects in their Calculus courses Teachers can use their methods in teaching their own calculus courses *Student Research Projects in Calculus* provides teachers with over 100 projects ready to assign to students in single and multivariable calculus The authors have designed these projects with one goal in mind to get students to think for themselves Each project is a multistep take home problem allowing students to work both individually and in groups The projects resemble mini research problems Most of them require creative thought and all of them engage the student's analytic and intuitive faculties the projects often build from a specific example to the general case and weave together ideas from many parts of the calculus Project statements are clearly stated and contain a minimum of mathematical symbols Students must draw their own diagrams decide for themselves what the problem is about and what tools from the calculus they will use to solve it This approach elicits from students an amazing level of sincere questioning energetic research dogged persistence and conscientious communication Each project has accompanying notes to the instructor reporting students experiences The

notes contain helpful information on prerequisites list the main topics the project explores and suggests helpful hints The authors have also provided several introductory chapters to help instructors use projects successfully in their classes and begin to create their own *Mathematics Projects Handbook* Adrien L. Hess, Glenn D. Allinger, Lyle E. Andersen, 1989

Abstracts of Papers Presented to the American Mathematical Society American Mathematical Society, 2008

Integrated Mathematics Holt McDougal, 1998 *Innovations in Teaching Abstract Algebra* Allen C. Hibbard, Ellen J.

Maycock, 2002 **Lessons Learned from Research** Judith T. Sowder, Bonnie P. Schappelle, National Council of Teachers of Mathematics, 2002 An excellent eye opener that brings research to K 12 mathematics teachers in an easy to use readable format Features 29 research articles from the Journal for Research in Mathematics Education rewritten specifically to reach the teacher audience **MAA Notes** , 1983 *Integrated Mathematics* , 1997-06-06 Calclab W/Mple-Mlti Calc Philip

Yasskin, Art Belmonte, 2003-06 Each of these comprehensive lab manuals will help students learn to effectively use the

technology tools available to them Each lab contains clearly explained exercises and a variety of labs and projects to accompany the text *Head Injuries in Workmen's Compensation* Leo Max Davidoff, Benno Schlesinger, 1956 Discrete Mathematics John A. Dossey, 1997 The strong algorithmic emphasis of Discrete Mathematics is independent of a specific programming language allowing students to concentrate on foundational problem solving and analytical skills Instructors get the topical breadth and organizational flexibility to tailor the course to the level and interests of their students Algorithms are presented in English eliminating the need for knowledge of a particular programming language Computational and algorithmic exercise sets follow each chapter section and supplementary exercises and computer projects are included in the end of chapter material This Fifth Edition features a new Chapter 3 covering matrix codes error correcting codes congruence Euclidean algorithm and Diophantine equations and the RSA algorithm MARKET Intended for use in a one semester introductory course in discrete mathematics **Dissertation Abstracts International** , 2007 **The Assyrian Bride**

William Patrick Kelly, 1905 **The Pacific Reporter** , 1919

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