

1. *Assignment*
 - a. Continue formulating questions about the paper we're outlining in class.
 - i. Where should examples go?
 - ii. What about history?
 - b. Continue formulating questions about the social organization of mathematics.
2. *Ms Afaga* presented some features of the developing outline of her thesis. The ensuing discussion centered on these questions.
 - a. How much background should she be presenting, given that her paper is a thesis, not an expository paper?
 - b. Should there be a brief introductory paragraph up front, possibly to be paraphrased later in the problem statement after the background discussion in the introduction?
 - c. Students requested elucidation of some definitions, particularly that of the infinite-dimensional general linear group, and the mappings from that group to and from the automorphism group of the formal power series ring.
 - d. I suggested that she concentrate on refining the outline, postponing prose composition probably longer than she might wish. It is much easier to reorganize a developing outline than to shuffle prose whose major sentences have already been connected together.

We'll continue these discussions with Ms Afaga as she works further on the outline.
3. We discussed some ongoing correspondence between me and Birkhäuser regarding use of LaTeX in book production.
4. We also discussed an item in the current MAA online newsletter regarding mathematical plagiarism: <http://mathgateway.maa.org/do/ViewMathNews?id=247>.