## LaTex 1

Chase Angle

March 22, 2015

My previous experiences with proofs in Discrete Math and in Elementary Linear Algebra were fairly successful. Mathematical proofs were resurrected in Discrete Math. I remember doing them in Geometry back in high school and I absolutely hated them. Proofs took on a different shape in college, it was about learn the basic concepts of math rather than why two triangles were the same. I enjoyed proofs in Discrete and thought they were relatively fun actually. They're like a puzzle and you have to find all the pieces to make the entire picture. Proofs in ELA were relatively non-existent, we learned them but were never really tested on them. Proofs in ELA felt more like basic guidelines to figure out how to add and multiply matrices rather than fundamental rules of math.

My favorite style of proofs are proof by contradiction and division proofs. I like how division proofs work, despite the length they can be. You can just beat an equation to hell with a few different numbers and prove or disprove your point. I also enjoy contradiction as well because the thought of turning the tables to prove a scenario can't happen to prove that another scenario can is really cool. Proof by contradiction also allows to manipulate a sometimes rather complex example into an easier and more manageable one. Some of the things that give me difficulty would be proofs that jump around a lot. Sometimes the whole "work from both ends" can confuse me and get me to start working in circles rather than join the two ends together. When I see a proof and know how it will end I will usually work from the top down until I get stuck, then I will resort to working up from the bottom. I have also noticed that one occasion I struggle with new proof styles. After I'm instructed on how to do a new proof technique I'm usually okay but sometimes when a new option to solve a problem comes about I can stump myself. I also over think problems from time to time as well instead of seeing what's in front of me and just solving the equation.