Instructor:	Amy Jenson (she/her)
Office:	Wilson Hall 2-245
E-mail:	amyjenson@montana.edu
Text:	*Calculus: Early Transcendentals (4th edition)* – Rogawski/Adams
Office Hours:	Scheduled hours posted on D2L or by appointment
D2L:	Information for this class will be available in D2L
Gradescope:	Gradescope will be used for giving feedback on worksheets, exams, and quizzes
Webpage:	www.math.montana.edu/courses/m171
WeBWork:	Homework is through the link below
	https://webwork2.math.montana.edu/webwork2/Su22M171-802/

REQUIRED MATERIALS

- Calculus: Early Transcendentals (4th edition) by Rogawski/Adams is the required text. There is an optional solutions manual available.
- A calculator is not required, but will be helpful on some homework.
- Access to internet for completing online homework through WebWork and submitting written work through Gradescope.
- You will need regular access to a laptop or computer to access the course materials and lectures.
- Matlab access available free through MSU (http://www.montana.edu/uit/purchase/matlab/)

WORK AND ATTENDANCE

One week of a summer 6 week course is equivalent to 2.5 weeks of a regular semester. This means that every week will consist of information from 10 class days. Each class day will consist of 2-4 hours worth of work. You will need to set aside 20-30 hours each week to devote to this class to be successful. The time will be split between watching online videos that work through the course packet, checking your understanding with online homework through WebWork, written solutions to worksheets that will be uploaded to Gradescope, and checking in with your instructors and participating in weekly activities.

Keeping up with class work is extremely important in an accelerated class. There is flexibility built into the schedule to work around other activities. If your schedule doesn't allow you to get to math on a particular day, there is flexibility to do it earlier or a day or two later. Just don't get too far behind. It will be almost impossible to catch up on the material. The due dates will be throughout the week all due at 8 pm. The due dates are not the days that you should be starting the assignments. Most of them should be turned in earlier. Feel free to begin assignments before they are intended if this works better with your summer/work schedule.

WHERE TO FIND HELP

- I strongly encourage people to take advantage of my office hours. See above for details.
- You are also encouraged to work in groups as much as possible in understanding the concepts and homework problems. However, please do your homework on your own.
- There are video links available on the course web page.
- The Math Stat Center (previously called Math Learning Center) will be available this summer online. For more information, please visit https://math.montana.edu/undergrad/msc/.
- Smarty Cats also offers some support for this class.

GRADING

Percentage	Description/Category
70	Exams 1, 2, 3
10	Prerequisite/Worksheets
10	WebWork
10	Participation
100	Total

If your score in all categories (except exams) are 2.5 or higher, then the lowest category will be dropped from the calculation.

Earning at least 3.65 of the 4 points will guarantee a score of A- or better, earning at least 3 guarantees B- or better, 2.7 guarantees a C- or better and 2.6 guarantees D or better.

FOUR POINT GRADING SCALE

4 – Complete	- Exhibits comprehensive and thoughtful understanding of content. - Is organized and complete. - Completely explained your ideas and math thinking. - Used correct notation as needed. - May contain a trivial error.
3 – Substantial	- Has some details to show you understood the problem - Is mostly organized. - Explains your ideas and math thinking. - May contain some errors.
2 – Developing	- Doesn't have enough details to show you understood the problem. - Doesn't clearly explain your ideas or math thinking. - May contain significant gaps in understanding or communication. - Is unorganized and unclear. - May be incomplete.
1 – Minimal	- Showed no details. - Doesn't make sense. - Has no explanation of ideas of math thinking.
0 – No credit	- Is not seriously attempted. - Insubstantial attempt.

EXAMS

There will be three proctored exams on 7/11, 7/25 and 8/4. You will need to arrange a proctor for all these exams. Please find information about this at https://www.montana.edu/online/proctoring/. There are no calculators and no cell phones allowed during exams. If there is an extreme circumstance that prevents you from taking an exam during the designated day, then you will need to contact me before the exam, preferable a week prior. Please include your full name and the specific reason for conflict and which exams are impacted. Work schedules and travel plans are not considered extreme circumstances. Depending on the nature of the situation, I may ask for documentation. Feedback and grades for exams will be found in 'M171 - Second Summer Session' on Gradescope. You are responsible for all of the material in the text regardless of whether or not it was covered in class.

PARTICIPATION

To receive full credit for participation, you will need to either attend Q&A sessions online or watch the recorded Q&A sessions and then post a question you would like me to address on the discussion board. I may also ask you to participate in the class other ways (such as meeting with me, posting on the discussion board). The first week I am asking a bit more participation to get you introduced to the online classroom.

WORKSHEETS

You will complete a worksheet for every section we cover in the class and turn it in on Gradescope in 'M171 – Second Summer Session'. You will find the worksheet to turn in on D2L in the course packet. On assessments, correct answers with little or no supporting work receive little or no credit. Feedback and grades for worksheets will be found in 'M171 – Second Summer Session' on Gradescope. Prerequisite worksheets should also be turned in on Gradescope.

WRITTEN WORK

This course develops communication skills through instruction that emphasizes the presentation of mathematical ideas in appropriate, clear, and precise mathematical language. It will also put an emphasis on the mathematical explanation that corresponds to the mathematics that is written. Throughout this course, you will be developing mathematical critical thinking skills that require both the conceptual understanding of the materials as well as being able to apply the ideas into different settings. The student will demonstrate the following communication objectives:

When completing a written assignment (homework, worksheets, exams etc.), show all work and do not submit your scratch paper. Only having mathematical equations without explanations will not receive full credit. Answers only will receive little to no credit. Be neat, use correct notation and write carefully with problems in order.

ONLINE HOMEWORK

There is online homework in WebWork, as well as a list of suggested homework exercises from the book. For each section covered in class, there will be an online homework assignment through WebWork. Assignments will be due throughout the week. All WebWork assignments will be due at 8:00pm in the evening on the day it is due. There is no credit for work submitted after due date. I suggest that you start homework early in order to seek any help that you may need. You will be required to submit answers online for credit.

DISABLILITY STATEMENT

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You have the responsibility to identify yourself, request appropriate accommodations and reasonable modifications. You are encouraged to contact Disability Services located at Romney Hall 137. Please see www.montana.edu/drv/disability/student.html for more information.

LEARNING OUTCOMES

Expected learning outcomes for M171 can be found on the course web page under 'Learning Outcomes'.

ACADEMIC INTEGRITY

Montana State University Bozeman is built upon a strong foundation of integrity, respect and trust. All members of the university have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. As college students you should be very familiar with the requirements for academic integrity. Any student found to have engaged in academic dishonesty of any form will meet with disciplinary action, including, but not limited to, a failing grade in the course. For further information, consult the Montana State University at: www.montana.edu/policy/student_conduct/#academichonesty

Broadly speaking, cheating means violating the policies of a course or of the university in order to gain an unfair advantage over fellow students. A particular kind of cheating is plagiarism, which means taking credit for someone else's work. Cheating and plagiarism hurt your fellow students in the short term, they hurt yourself in the long term, and they will not be tolerated. Math assignments are not intended to test your ability to find the answer by any means necessary. Rather, they are supposed to check your understanding of the course material, which you will need in order to use math correctly in the real world or in subsequent courses. Assignments are expected to be your own work, unless otherwise allowed by the instructor. Some classes allow or encourage collaboration on homework; in this case you must acknowledge your collaborators or else it is plagiarism. Obtaining answer to problems from solutions manuals, internet question and answer sites, or other sources is cheating unless specifically allowed by your instructor. When allowed, if you use proofs or calculations from textbooks or other sources, you need to cite these sources, even if you have rewritten the material in your own words, otherwise it is plagiarism.

Examples:
1. A student hands in work containing a part that is identical or substantially similar in expression, structure, or reason to another submission or other source, and it is not clearly indicated as such (for example, through use of quotation marks and providing a citation). This is academic misconduct.

2. Two students' submissions for a piece of work may be substantially similar in presentation. If this is the result of joint work, then this is not an offense. You are however strongly encouraged to acknowledge the collaborator in your submission. If, however, one student copied the completed work from the other, then BOTH students have committed academic misconduct.

3. A student encounters a solution to a problem in a book, online, from another student or any other source, and reproduces it (or something very analogous to it) in their submitted work. This is academic misconduct. To avoid this, the student must re-express the arguments in his or her own words. One way to achieve this is by the student studying the original work and then writing their own version without repeatedly looking at the source.

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