UNIVERSITY OF
South Carolina

MATH 141: Calculus I
Sections 017 – 024 — Fall 2024

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Basic Course Information

Instructor & Teaching Assistant Information

Instructor Information

Name: Dr. Caleb McWhorter
Office: LeConte 345C
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Office Hours: MW: 1:00pm – 2:00pm; TR: 4:00pm – 5:30pm

Teaching Assistant Information

Teaching Assistant Sections 17–20
Name: Jianguo Hou
Office: LeConte 113
Email: jianguo@email.sc.edu

Teaching Assistant Sections 21–24
Name: Dilshan Somathilake
Office: LeConte 113
Email: dilshan@email.sc.edu

Meeting Times

Dates: August 20 – December 16
Time: Lecture, MW:
2:20pm – 3:35pm (Sections 017–020);
3:55pm – 5:10pm (Sections 021–024)
Recitation/Lab, TR:
10:05am – 10:55am (Sections 17–18)
11:40am – 12:30pm (Sections 19–20)
1:15pm – 2:05pm (Sections 21–22)
2:50pm – 3:40pm (Sections 23–24)
Classroom: All Sections: LeConte 118 (MW), LeConte 123 (TR)
Course Webpage: http://coffeeintotheorems.com
Final Exam: Sections 017–020: December 13, 12:30 pm; Sections 021–024: December 9, 4:00 pm

Course Description

Functions, limits, derivatives, introduction to integrals, the Fundamental Theorem of Calculus, applications of derivatives and integrals. Four classroom hours and one laboratory hour per week. *Prerequisites: C or better in MATH 112, MATH 115, or MATH 116, or placement through the Math Assessment of Prerequisites (MAP). Carolina Core: ARP*

Course Objectives

A student who successfully completes Calculus I (MATH 141) should continue to...

- Demonstrate understanding of the following concepts: Limits and Continuity of Functions, The Derivative, Applications of the Derivative: Study of Graphs, Minima-Maxima, Mean Value Theorem, The Integral, The Fundamental Theorems of Calculus
- Compute derivatives and basic integrals
- Apply these concepts to modeling real life problems at the usual level of first semester calculus.

Furthermore, students should...

- Improve their ability to engage in mathematical thinking, reasoning, communication, and problem solving.
- Develop a matured perspective on how to approach mathematical problems and concepts.
- Be able to state ways Mathematics applies to real world problems.
- Learn to properly utilize technology to explore, expand upon, or answer mathematical questions.
- Refine their cognitive skills by improving their ability to learn independently, approach problems imaginatively, solve problems methodically, and communicate solutions intelligibly.

Course Materials

Textbook. The textbook for this course is *Thomas' Calculus Early Transcendentals (15th Ed)* by George B. Thomas Jr. Students may purchase a physical copy of the textbook; however, a more convenient option may be to purchase an ebook version of the textbook that comes along with the course homework system MyMathLab.

MyMathLab. Students will complete homework and possibly other course assignments using a homework system called MyMathLab, which pairs with the course textbook. All students in the course will need to purchase access to this system for the semester. Instructions on how to create your MyMathLab account can be found on Blackboard. The course ID for Sections 17–20 is **mcwhorter36461** and the course ID for Sections 21–24 is **mcwhorter17209**.

SageMath. To help students engage with the course topics and learn some fundamental programming principles, students will complete a series of labs using SageMath throughout the semester. SageMath is an open source program for mathematical programs that is built using Python. Students will not need their own copy of SageMath as the computers in their assigned lab have the program already installed. However, students may install their own copy or use an online version of SageMath through *Binder*. Instructions for uploading a lab file to Binder can be found in the corresponding course 'Reference Guide' and links to open labs in Binder immediately are provided in the third column of the table where the lab downloads are provided. If a student wants assistance obtaining a personal copy of SageMath, they can see the course 'Accessing Sagemath' guide or make use of the technical resources available to them at the university.

Calculators. Basic graphing calculators will often be allowed during the course, unless otherwise instructed. However, these will not be required. The course may make use of the computational engine Mathematica via the WolframAlpha website: https://www.wolframalpha.com. Although WolframAlpha does have a paid account option for additional resources, the course will not make use of these features and students *will not* be required to setup an account or make any kind of payment. The course may also make use of Symbolab: https://www.symbolab.com/. Calculators or other computational devices will not be allowed during exams.

Course Format

The course consists of four meetings per week. Each class will begin with a quiz followed by lecture. Meetings on Mondays and Wednesday will focus primarily on lectures addressing the course material. Whenever possible, these lectures will consist of a topic discussion followed by time for individual or group problem solving. However, due to the number and 'depth' of course topics, not every concept or problem type can be covered during class. Therefore, you may be assigned reading or videos before lecture. Lectures where readings or video are assigned will still cover course content; however, the focus of these lectures will be problem-solving. Therefore, be sure to do the assigned reading/viewing before the lecture. Regardless, students are expected to spend outside of class reading course material, studying extra materials, and solving additional problems. Students are highly encouraged to do additional practice problems from past semesters available via the course webpage. Class meetings on Tuesdays and Thursdays will be either a recitation or lab, both led by a teaching assistant—not the primary instructor. Recitations will typically focus on time for questions, review, and problem solving. Labs will typically occur on Thursdays and will either be used to take a

Gateway exam or work on a Sage lab. A student should be able to complete a Gateway exam or lab in the assigned time. However, if a student does not complete the Gateway exam or lab during the period, they are still required to submit the assignment before the due date. Students may use the computer lab when it is available or complete the assignment on their own device; however, a student must be proctored to take a Gateway exam. Regardless, students should be certain to submit the assignment before the deadline—especially in the case of Gateway exams. Finally, students are expected to typically spend approximately 3 hours per credit outside of class on course materials. However, some weeks this may be more or less.

Course Policies

Grading Components

Course grades are determined by the following components:

CircleIn	5%
Check-Ins	5%
Labs	10%
Gateway I & II	10%
Homework	15%
Exam I–III	30%
Final Exam	25%

Grading Scale

The grade scale is as follows:

A	90 – 100	C	70 – 74
B+	85 – 89	D+	65 – 69
B	80 – 84	D	60 – 64
C+	75 – 79	F	0 – 59

Attendance & Participation

Attendance. It is essential to your success in this course that you attend each lecture and participate in class discussions. It is also a federal requirement that students who do not attend or stop attending a class be reported at the time of determination by the faculty that the student never attended or stopped attending the class. Therefore, you are expected to attend each lecture and to show up on time. Address any absence(s), anticipated or unanticipated, with the instructor as soon as possible. Should you anticipate an absence, you are to contact the instructor as soon as possible—at least twenty-four hours before the class, if possible. Certain absences from lecture(s) may be excused, depending on the reason for the absence. Determinations are made on a case-by-case basis at the discretion of the instructor. The student should discuss the issue with the instructor as soon as possible; however, to excuse an absence, the reason(s) for missing lecture(s) must be documentable and presented, if requested.

If you miss a lecture, you are responsible for any material covered, any work assigned, any course changes made, etc. during the class. Do not assume or expect the instructor to provide you with anything, particularly lecture notes, from the class(es) missed. *Seven or more unexcused absences from lectures could result in receiving a grade penalty per additional absence or an 'F' in the course.* Furthermore, excessive lateness will also count as an absence. If you are dismissed from lecture due to problems during the lecture, e.g. disruptive behavior or unauthorized cell phone use, then this dismissal will be recorded as an absence for the lecture. If you cannot attend a class due to illness, inform your instructor immediately so that arrangements can be made. In this case, the student may be required to participate in lectures virtually and submit assignments online.

Participation. Students are expected to participate in the course—both inside and outside the classroom. Inside the classroom, this means attending class, paying attention, taking notes, asking and answering questions when appropriate, etc. However, course participation does not begin and end at the classroom door. Students are expected to review course material and complete course assignments. Typically, students can expect to spend approximately 3 hours per credit outside of class working for the course—although some weeks this could be more or less. Students are highly encouraged to form study groups to help support themselves and their fellow students' learning. These groups can be used to review notes or additional resources, work on class activities, discuss homework problems, etc. However, these groups *should not* be used to simply solve problems for others or have others solve your problems for you. For instance, students may not 'assign' homework problems to each other to solve in order to complete assignments. Using study groups in this or similar manners is an academic integrity violation that will be dealt with harshly. If you are unsure if what plan on doing or are doing in study groups is appropriate, discuss this with your instructor.

CircleIn

What is CircleIn?
The class will use the CircleIn app to study and help every student another succeed in this course. Studying and learning alone is one of the hardest parts of a course, so please leverage one another.

With CircleIn (http://CircleInApp.app.link), you can. . .

- Ask anonymous questions.
- Connect with all students taking the same course in addition to those in this class with you, via the course and class chat. Please note, this app does *not* require you to give out your personal contact information to anyone.
- Participate in video study rooms.
- Stay organized with assignments and tasks using the planner feature.
- Create, study, and share flashcards, notes and resources with every student taking the course.
- Provide anonymous weekly course feedback to share with me and the class what you are struggling with and what questions you have and you can help each other resolve those questions.

The expectation is that students will engage with their classmates each week on CircleIn. For those students needing help, use it to ask questions, and for those students willing to help others, please,

check it often to look for questions that have not been responded to yet. CircleIn is a leaderless student community where each student is stronger together, particularly when students engage. The instructor will get regular updates on how the class is doing on CircleIn.

Lastly, CircleIn is paid for by USC, so students will never see advertising, students will not be asked for a credit card or banking info and students can communicate with any other student directly through CircleIn, so students do not have to give out any personal contact information to set it up. Please, take advantage of it today.

To get started:

- Download the App (http://CircleInApp.app.link) and visit the CircleIn's Web Version (PC or MAC) (https://app.circleinapp.com/).
- Search for the University of South Carolina
- Enter your school log-in credentials.
- Select authorize and get started!

You may also use the QR-code below:

CircleIn Grade Component
Students will required to participate in the course using CircleIn. This is to help students support their own learning as well as the learning of others. Therefore, a total of 5% of the course grade is based on students CircleIn participation. This participation consists of two components: weekly feedback and CircleIn Study Actions. Each Thursday at the end of class, students will be asked to fill out a five-question survey about the class. This will help the instructor and others understand where the class is as a whole and to provide support when needed. The survey can be submitted anonymously or with the students name attached depending on whether the student wishes to remain anonymous. Finally, each student is required to complete at least 10 CircleIn Study Actions throughout the semester. These actions can consist of sharing a resource, e.g. course notes, creating flashcards, asking a question, answering a question, etc. Moreover, students can perform even more of these activities each week to earn points through the CircleIn app to redeem for gift cards or win other awards. For more information on these possible rewards, see the CircleIn Rewards page (https://support.circleinapp.com/rewards) and the CircleIn Points Breakdown page (https://support.circleinapp.com/points).

Check-Ins

There will be a check-in *every* class. Check-Ins are meant to be short and simple. These check-ins serve more as a method of gauging whether you are keeping up with the material. It is important

that if you are late that you obtain a copy of the check-in immediately. Check-In solutions will often be discussed following the check-in. Because check-in solutions will often be discussed in class, no make-up check-in will be given except under extraordinary circumstances determined on a case-by-case basis at the discretion of the instructor. Unless otherwise instructed, there are no calculators, computational devices, notes, or outside assistance of any kind allowed on check-ins.

Labs

Learning Calculus requires students to actively engage with course concepts. Furthermore, real-world applications of Calculus (and beyond) will require some level of programming skills. To address both these issues, students will be given a number of labs across the semester. These sessions will occur nearly weekly and be located in the Math Lab in LeConte Hall. Each lab is a series of guided problems using SageMath. SageMath is a free, open-source mathematics software system licensed under the GPL. It is built using Python and can be built on top of many existing open-source packages, e.g. NumPy, SciPy, etc. This serves as a free, open-source alternative to other mathematics software, e.g. Mathematica, MATLAB, Maple, Magma, etc.

Nearly every week, students will have a lab to complete using SageMath. These labs will help engage them with the material and learn some basic programming skills. Students will not need to get their own copy of SageMath—even though it is free and open-source. Each computer in the Math Lab has a copy of SageMath already installed. However, students may install their own copy or use an online version of SageMath through *Binder*. Instructions for uploading a lab file to Binder can be found in the corresponding course 'Reference Guide' and links to open labs in Binder immediately are provided in the third column of the table where the lab downloads are provided. If a student wants assistance obtaining a personal copy of SageMath, they can see the course 'Accessing Sagemath' guide or make use of the technical resources available to them at the university. You may also find more information about this on the Accessing SageMath webpage (https://sc.edu/study/colleges_schools/artsandsciences/mathematics/my_mathematics/undergrads/calculus_labs/accessing_sagemath.php).

The complete list of SageMath labs for the semester can be found on the Math 141 Labs webpage (https://sc.edu/study/colleges_schools/artsandsciences/mathematics/my_mathematics/undergrads/calculus_labs/math_141_labs.php). While not necessarily encouraged, students may complete these labs in advance. However, whether a lab was completed in advance or not, students are still expected to attend their assigned lab. This is because the dates for labs may shift, other material may be addressed during labs, surveys may be given out during labs, and students should mostly only expect lab help during their assigned lab period. If a student completes a lab in advance, they can use the lab period for other homework, studying, or trying to write their own SageMath programs to answer other course problems. Each SageMath lab should be able to be completed during the assigned lab period. However, if a student does not complete their lab during this time, they are still expected to complete and submit the lab on time. This will likely mean the student will need to return to the Math Lab when it is open during their own time to complete the lab, complete the lab using binder, or use their own copy of SageMath to complete the lab. Do not hesitate to ask for help with these labs. Because the submission for these labs will likely be done electronically, do not wait until the last minutes or seconds to submit an assignment—anticipate unanticipated problems. Do not expect to have a late lab be accepted, certainly not without a grade penalty. Acceptance of late labs or any grade penalties incurred will be decided on a student-by-student basis at the discretion of the instructors.

Gateways

There are two Gateway exams during the semester. The Gateway exams are 30 minute exams that will help students to achieve mastery over basic Precalculus (Gateway I) and differentiation (Gateway II) skills and help assure students that they are prepared for the future material. The Gateway exams are administered via an online system called WebWork—run through the Mathematical Association of America (MAA). Students will not need to create an account. Instead, students will access the Gateway exam in WebWork through their Blackboard account. Students will simply need to click the appropriate link on their course Blackboard page. The first Gateway exam is administered during the first two weeks of classes. The second Gateway exam will be open for three weeks around the approximate midpoints of the semester. *Students must complete and meet the minimum requirement for the Gateway exams to pass the course.*

Once a Gateway exam period has opened, students will have 'unlimited' number of timed sessions to achieve the minimum required grade for a Gateway exam before the Gateway exam period closes. There may be a time delay between each allowed attempt. However, a student must be proctored to take a Gateway exam. An opportunity to take each Gateway exam will be provided using one of the course's lab periods. If a student does not meet the required benchmark during this opportunity, they will need to visit the Math Lab at another time to be proctored by the individual(s) staffing the Math Lab at the time they visit in order to have additional attempts at a Gateway exam. Although the Math Lab is frequently open and staffed, students that miss the lab when the Gateway exam was offered or need additional attempts at a Gateway exam should not delay in visiting the Math Lab to meet the minimum Gateway exam score. There is more information on the Gateway exams posted to the course Blackboard page. Questions or issues with the Gateway exam should be addressed with the course instructor *immediately*. Completing each Gateway exam is worth 5% of the course grade—a total of 10% of the course grade.

Homeworks

The only way to learn Mathematics is to do Mathematics! Therefore, there will be weekly homework assignments. Homeworks will mostly be given and submitted using Pearson's MyMathLab. Therefore, students will need to purchase an access code to this system at http://www.mymathlab.com. Students can also purchase access to a digital copy of the textbook when they purchase an access code. The course code for Sections 17–20 is **mcwhorter36461** and the course code for Sections 21–24 is **mcwhorter17209**. There is more information about MyMathLab and how to get an access code on the course Blackboard page. If you have difficulties in accessing this system, getting an access code, or using the system during the semester, ask your instructor, teaching assistant, or other university technological consultant for assistance. Because homeworks will often be submitted electronically and students may experience difficulties with these systems, the internet, etc., do not wait until the last minute to begin or submit these assignments.

It is essential for students to complete all of the assignments for the course. Working on homework is the best way of engaging with course concepts and gauging one's mastery of the material. Moreover, homework is an essential portion of the course grade. Assignments should be started as soon as possible. Do not delay working through homework; it is easier to keep up than it is to catch up. Students may request extensions on homework assignments. Requests for extensions should be submitted to the instructor in a timely fashion—do not delay! However, do not simply assume that

you will be able to receive extra time on an assignment and plan your schedule carefully. Except in exceptional circumstances, homework extensions on topics included in an exam will not be granted beyond the exam date for that material. Any extensions, due dates, and grade penalties for late assignments will be determined by the instructor on a student-by-student basis.

You are encouraged to work with others on homeworks. Mathematics is a social activity! The purpose of working together on assignments is to engage with course topics, see different perspectives, ask questions, and have others look over your work. However, do not simply use others to do your assignments. You should also not allow other students to use you to complete their assignments. Of course, using online solutions is a violation of the university's academic integrity policies. If you are unsure of whether a particular resource is appropriate to use on an assignment, consult with your instructor first.

Homeworks may entail software or programming components. These portions may require a fair amount of independence on the part of the student. Should you have difficulty with these problems, ask your instructor for help! Be aware that many of your fellow students may be more technologically literate and ask them for help as well! Anticipate that there may be technological issues and always start problem sets early! Do not wait until the problem(s) are nearly due to try to complete or submit them. You are responsible for submitting solutions and any files for computer-based problems on-time and in the proper format. Always check the file(s) after submission. Failure to adhere to these guidelines may result in grade deductions or rejection of submissions. There is no guarantee that any late solution(s) or file(s) will be accepted. However, if you experience technical difficulties, document the issues thoroughly.

Exams

There will be three exams in this course, each worth 15% of the course grade, for a total of 45% of the course grade. There will also be a final exam worth 20% of the course grade. Together, all exams are worth 65% of the course grade. The final exam grade will be used to replace the lowest of the three exam scores—assuming the final exam score is greater than this lowest score. The schedule of the exams can be found in the 'Course Schedule' section of the syllabus. However, these exam dates are subject to change. Students should not make plans to leave campus or otherwise have conflicts on/before that date on/before class on November 21st for the Thanksgiving Break nor December 9th/13th for the final exam. Exams will typically focus on that portion of the course's material. However, any course topics may appear on any exam. The final exam is cumulative and will cover the topics from the entire semester. Students should be present, seated, and prepared for a scheduled exam before the exam begins. Students who are late should not expect extra exam time. Furthermore, students who miss an exam should not expect to receive a make-up exam. There will be no make-up exams except under extraordinary circumstances, e.g. in the case of an emergency. However, determinations for make-up exams or other substitutions, with possible grade deductions, are made at the discretion of the instructor on a case-by-case basis. Unless otherwise instructed, no devices or materials other than those provided by the instructor are allowed on any exam. Exams may involve out-of-class portions, which will be submitted at a time and manner specified in lecture. Furthermore, it may be possible that any exam will be a take-home exam. In this case, the exam procedure and schedule will be announced in advance during lecture.

Respect Policy

Learning requires a healthy academic environment. A key component to this is respecting everyone's time, especially giving everyone time to fail, ask questions, and learn—including yourself! Therefore, everyone should abide by the following respect policies:

The instructor will respect student's time:

- They will come prepared to help you understand the course material and prepare students for quizzes/exams.
- They will listen to student feedback on how to best help them succeed.
- They will return assignments, respond to emails, and give feedback in a timely fashion.
- They will be patient during the student learning process and will treat all students fairly.

Students will respect the instructor's time:

- They will be on time to class. Moreover, they will come prepared and pay attention during class.
- They will ask for help and communicate with the instructor in a timely fashion.
- They will keep track of assignments—completing them on time and to the best of their ability.
- They will read and follow course policies.

Students will respect each other's time:

- They will not be disruptive in class. If you need to call or text someone, take it outside of the classroom.
- They will work with each other to find solutions and understand course material. However, they will not simply solve problems.
- They will allow each other to make mistakes, ask questions, and participate in the learning process.
- They will use respectful language when speaking to or about one another.

Email Policy

All email communication in this course should be done using your university email account. Similarly, any digital course access and file submissions should be made using your university email account. Abiding by federal guidelines, emails coming from a non-university email may not receive a response. Emails should be properly written: contain appropriate subject line, possess an opening and closing address, be understandable and contain appropriate language, be grammatically correct, have appropriate font style and size, etc. Emails which do not follow these guidelines may not receive a response.

Electronic Device Policy

Students are expected to complete the course without the use of calculators or other computational devices on assignments, quizzes, exams, etc., unless otherwise instructed. Any unauthorized use of such devices are considered a violation of the academic integrity policies. During the course, http://www.wolframalpha.com/, https://www.symbolab.com/, and Mathematica may be used to demonstrate concepts give students an opportunity to be able to check work. However, these should only be used as instructed, and never during a quiz or exam unless instructed. All electronic devices should be turned off and put away during class unless otherwise instructed or given specific permission. Use of such devices can result in dismissal from class.

Faith/Tradition Observances Policy

The instructor recognizes the diversity of faiths and traditions represented in the campus community. Students should have the right to observe religious holy days according to their faith and traditions. Accordingly, students may notify their instructor, no later than the end of the second week of classes, of any classes that they will be missing due to religious or traditional observances. Students following this guideline will be excused from these classes. Under this policy, students should have an opportunity to make up any examination, study, or work missed due to these observances or have an equitable and appropriate substitution made. All policy and procedural decisions are made at the discretion of the instructor on a student-by-student basis.

Use of Student Work

In compliance with the federal Family Educational Rights and Privacy Act (FERPA), registration in this class is understood as permission for assignments prepared for this class to be used anonymously in the future for educational purposes.

Course Materials Policy

All course materials (defined to include, but not limited to, course handouts, video/audio lectures, assignments, quizzes, exams, etc.) are the intellectual property of the instructor or the university, unless the copyright is already explicitly held by some other individual, group, or other entity. Therefore, course materials are protected by United States copyright law, see Title 17 USC. Students in this course are permitted to download some course materials for personal use.

However, students are not permitted to (in print, digitally, or otherwise) share, distribute, sell, or publish course materials, either in part or in whole, without the instructors explicit written and signed permission along with a personal usage code. Unauthorized reproduction or distribution of course materials is a violation of intellectual property law, and is a violation of the student code of conduct. The instructor, or agent acting on behalf of the instructor with written and signed permission, also reserves the right to delete or disable any link to any course materials. In enrolling in the course, the student agrees to abide by this course materials policy in perpetuity.

Syllabus Policy

The instructor reserves the right to revise, including substantially revise, appropriate portions of the course syllabus at any time—with or without notification. By enrolling in this course, students agree to all the policies found in the syllabus. Wherever applicable, students also agree to follow syllabus policies in perpetuity, e.g. students may not provide unauthorized assistance, materials, etc. to students enrolled in future versions of this course.

Tips for Success

- Attend every lecture; it is easier to keep up than to catch up!
- Be proactive about your success in the course. Do not hesitate or delay in asking for help.
- Do not procrastinate! Begin your assignments and studying early!
- Address issues immediately. Ask questions during class, recitation, office hours, etc.
- Focus on problem solving and when studying do not *study* problem but rather *solve* them.
- Work on developing good problem solving skills, especially writing up problems in an organized manner with proper notation.
- Form a study group! Working together will help you and others better understand the course material as you can work through different difficulties and offer each other clarifications on concepts.
- Do problems! Reading through your notes is not enough. Seek out new problems and work through them carefully. When you are done, check your answer. If you are wrong, examine carefully what misunderstanding occurred and how to avoid it in the future. If you were correct, examine if there was a faster way, check to see if your solution 'flowed' and was easy to read, and think over what concepts/computations were used and what 'type' of problem was the exercise.

University Policies & Resources

Academic Integrity

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. Suspicions of alleged violations of Cheating—defined as "unauthorized assistance in connection with any academic work" and/or Falsification, which includes "Misrepresenting or misleading others with respect to academic work or misrepresenting facts for an academic advantage"—will be referred to the Office of Student Conduct and Academic Integrity (https://www.sa.sc.edu/academicintegrity/).

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation. The first tenet of the

Carolinian Creed is, "I will practice personal and academic integrity." Below are some websites for you to visit to learn more about University policies:

- Carolinian Creed (https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php)
- Academic Responsibility (https://www.sc.edu/policies/ppm/staf625.pdf)
- Office of Student Conduct and Academic Integrity (https://www.sa.sc.edu/academicintegrity/)
- Information Security Policy and Standards (https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/index.php)

Plagiarism
Using the words or ideas of another as if they were one's own is a serious form of academic dishonesty. If another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation.

Copyright Syllabus Language
Lectures and course materials (which is inclusive of my presentations, tests, exams, outlines, and lecture notes) maybe protected by copyright. You are encouraged to take notes and utilize course materials for your own educational purpose. However, you are not to reproduce or distribute this content without my expressed written permission. This includes sharing course materials to online social study sites like CourseHero and other services. Students who publicly reproduce, distribute or modify course content may be in violation of the university's Honor Code's Complicity policy.

Complicity
Assisting or attempting to assist (through intentional or unintentional action) another in any violation of the Honor Code. Other prohibited behaviors include:

1. Sharing academic work with another student (either in person or electronically) without the permission of the instructor.
2. Communicating (either in person or electronically) with another student(s) or other individual(s) during an examination without the permission of the instructor.

To best understand the parameters around copyright and intellectual property review ACAF 1.33 "Intellectual Property Policy" (https://sc.edu/policies/ppm/acaf133.pdf).

Collaboration
Your grades should represent the extent to which you have mastered the course content. You should assume that you are to complete course work individually (without the use of another person or un-cited outside source) unless otherwise indicated by the instructor. It is your responsibility to seek clarification if you are unclear about what constitutes proper or improper collaboration.

Reusing Course Materials
The use of previous semester course materials is not allowed in this course without explicit written permission from your instructor. This applies to homework, projects, quizzes, tests, and other course assignments (graded or ungraded). Because these aids are not available to all students within the course, their use by any individual student may undermine the fundamental principles of fairness and disrupts your professor's ability to accurately evaluate your work. Any potential violations

will be forwarded to the Office of Student Conduct and Academic Integrity (https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/index.php) for review.

Academic Success

Student Success Center
In partnership with USC faculty, the Student Success Center (SSC) (https://sc.edu/about/offices_and_divisions/student_success_center/index.php) offers a number of programs to help you better understand your course material and to support your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

- **Peer Tutoring:** You can make a one-on-one appointment with a Peer Tutor (https://sc.edu/about/offices_and_divisions/student_success_center/study-smart/tutoring/index.php). Drop-in Tutoring and Online Tutoring (https://sc.edu/about/offices_and_divisions/student_success_center/study-smart/tutoring/dropin_tutoring/index.php) may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.
- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the Student Success Center regarding your progress, which indicates your instructor is concerned about your progress in this course. If contacted by the Student Success Center, please schedule a Success Consultation right away. Referrals are not punitive, and any information shared by your professor is confidential and subject to FERPA privacy laws. Student Success Center services are offered to all USC undergraduates at no additional cost. Please call 803.777.1000, visit Student Success Center (https://sc.edu/about/offices_and_divisions/student_success_center/index.php), or come to the Student Success Center in the Thomas Cooper Library (Mezzanine Level) to check schedules and make appointments.

University Libraries Resources
The University has a number of university library resources (https://sc.edu/about/offices_and_divisions/university_libraries/find_services/index.php) available to you during your studies.

- University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, assistance is available at Ask a Librarian (https://sc.edu/about/offices_and_divisions/university_libraries/get_research_help/index.php)!
- Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies—everything) you must cite the source in MLA (or other appropriate and approved) format.

Writing Center
This course has may have writing assignments. The University Writing Center (http://artsandsciences.sc.edu/write/university-writing-center) is an important resource you should use! It is open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

Accommodating Disabilities

The Student Disability Resource Center (SDRC) (https://sc.edu/about/offices_and_divisions/student_disability_resource_center/index.php) empowers students to manage challenges and limitations imposed by disabilities. In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803.777.6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations. Once registered, students with disabilities are encouraged to contact me (within the first week of the semester) to discuss the logistics of any accommodations needed to fulfill course requirements.

Amending the Syllabus or Policies

Amendments and changes to the syllabus, including evaluation and grading mechanisms, are possible. The instructor must initiate any changes. Changes to the grading and evaluation scheme must be voted on by the entire class and approved only with unanimous vote of all students present in class on the day the issue is decided. The lecture schedule and reading assignments (daily schedule) will not require a vote and may be altered at the instructor's discretion. Grading changes that unilaterally and equitably improve all students' grades will not require a vote. Once approved, amendments will be distributed in writing to all students via Blackboard.

Artificial Intelligence Policy

The use of artificial intelligence (AI) tools, e.g. ChatGPT, DALL-E, Wordtune, Symbolab, Photomath, WolframAlpha, etc., has the potential to transform student learning at the university level—providing students with tools to enhance their learning. However, these same tools also have the potential to destroy student learning opportunities when used improperly (especially in violation of university codes) or by providing incorrect, misleading, or information. Students and Instructors are expected to exercise caution, to use critical judgement, and to abide by university policies when using these tools.

Prohibition on Unauthorized AI Use
Students are strictly prohibited from using AI tools to complete or assist in any graded or ungraded coursework without the explicit permission of the course instructor. This includes, but is not limited to, using AI to generate content, answer questions, provide summaries, or modify existing work (whether the student's work or the work of others). Unauthorized use of AI tools in the preparation, completing, or submission—in whole or in part—of course assignments (graded or ungraded), e.g. discussions, homeworks, labs, projects, papers, exams, may be considered a violation of this policy.

Prohibition on Academic Misrepresentation
Students using, presenting, or submitting AI-generated content as their own work without permission or citation is a serious violation of the university honor code and policies on academic integrity. Students may not submit AI-generated content as their original work, nor should they use AI tools to modify their work in a way that could misrepresent their own efforts and understanding. Such actions are considered academic dishonesty and will be subject to disciplinary action as outlined in the university's academic integrity policy. If AI is used in student work, it should be clearly stated what tools were used, where the tools were used, and in what manner the tools were used. The use of AI tools must comply with the university's academic integrity policy. Misuse or abuse of AI tools will not be tolerated.

Instructor Guidance and Approval
If students wish to use AI tools for any aspect of their coursework, unless otherwise stated by the instructor, they must first seek and obtain written permission from the course instructor. The instructor may provide specific guidelines on acceptable AI use and will determine the appropriateness of such tools in the context of the assignment or course objectives. Students are encouraged to consult with their instructors if they have any questions regarding the appropriate use of AI tools in their coursework *before* using the tools. By adhering to this policy, students contribute to a culture of academic integrity and help to uphold the university's commitment to honesty and excellence.

Codes of Conduct

There are a number of codes of conduct with which students are expected to be familiar with and abide by while they are a student at USC. Each of these outline the respective relationships between the university, faculty, and students and detail the expectations, policies, and procedures—individually and collectively—for students while summarizing the rights and responsibilities of our students and list available services and programs that will make campus life more enjoyable for our students. All students are expected to know and follow all university policies and procedures. These include, but are not limited to, the following:

Code of Conduct
The Code of Conduct identifies for students prohibited conduct and outcomes for violations of prohibited conduct. It further outlines procedures and due process rights that the Office of Student Conduct and Academic Integrity wants all students who meet with us to know and have the opportunity to ask questions about in their meetings. Students may find the Code of Conduct (https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/code_of_conduct/index.php) on the University webpage.

Honor Code
To promote honesty and integrity in all academic work, the university must receive, investigate and adjudicate all alleged violations of the Honor Code. Students may find the Honor Code (https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/honor_code/index.php) on the University webpage.

Carolinian Creed
In 1990, the Carolinian Creed was established as the university's value statement. The Creed is an expression of our community's aspirations and reminds of the importance of civil discourse while

embracing mutual respect for everyone, even those we disagree with. It is not an enforceable code of conduct, nor is it intended to limit freedom of expression. The Carolinian Creed states that, *as a Carolinian. . .*

- *I will practice personal and academic integrity;*
- *I will respect the dignity of all persons;*
- *I will respect the rights and property of others;*
- *I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;*
- *I will demonstrate concern for others, their feelings, and their need for the conditions which support their work and development.*

Read more about the Carolinian Creed (https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) and freedom of speech on the University webpage.

Student Handbook
All USC students are expected to be familiar with and abide by the Student Handbook (https://sc.edu/about/offices_and_divisions/system_affairs/policies_and_procedures/system_manuals_and_handbooks/index.php)—both for the University and their respective school/program.

Expectations of the Instructor

The instructor is expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments, maintain adequate office hours, and treat students as they would like to be treated.

Expectations of the Instructor

The University is committed to fostering an environment in which the open exchange of ideas and information is valued, promoted, and encouraged. In context of the Carolinian Creed (https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php), all class members are free and encouraged to express thoughts, opinions, and beliefs in ways that are protected by law or University policy. Offensive language, personal attacks, threats, harassment, and other expressions that demean others are not conducive to a healthy learning environment and will not be tolerated in this class. Explore Free Speech on Campus (https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/free_speech/index.php) to discover how the university actively cultivates an atmosphere that values, promotes, and encourages the open exchange of ideas and information.

Important Dates

- 08/20: Add/Drop Deadline
- 09/20: Labor Day (No Classes)

- 10/14: Midterm
- 10/17–10/18: Fall Break (No Classes)
- 11/05: General Election (No Classes)
- 11/06: Withdraw Deadline
- 11/24–12/01: Thanksgiving Break (No Classes)
- 12/06: Last Day of Classes
- 12/09–12/16: Final Exams (Including Saturday)

Students may find additional useful dates in the 2024–2025 Academic Calendar (https://sc.edu/about/offices_and_divisions/registrar/academic_calendars/2024-25_calendar.php).

Inclusivity

In order to learn, we must be open to the views of people different than ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Incomplete Grades

You may be assigned an 'I' (Incomplete) grade if you are unable to complete a significant portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An incomplete grade gives you additional time to complete course assignments *ONLY IF* there is indication that the specified circumstances prevented you from completing course assignments on time. For more information, visit the University Registrar (https://sc.edu/about/offices_and_divisions/registrar/index.php).

Interpersonal Violence & Sexual Misconduct

Interpersonal violence—including sexual harassment, relationship violence, sexual assault, and stalking—is prohibited at USC. Faculty, staff, and administrators encourage anyone experiencing interpersonal violence to speak with someone, so they can get the necessary support and USC can respond appropriately. If you or someone you know has been or is currently impacted by interpersonal violence, you can find the appropriate resources at the Sexual Assault and Violence Intervention & Prevention (SAVIP) (https://sc.edu/safety/interpersonal-violence/index.php) website. You may also find policies and procedures related to Civil Rights & Title IX, prohibited consensual relationships, etc. on the Office of Civil Rights & Title IX website (https://sc.edu/about/offices_and_divisions/civil_rights_title_ix/policies_and_procedures/index.php).

As faculty, the instructor must report all incidents of interpersonal violence and sexual misconduct, and thus cannot guarantee confidentiality. Please know that you can seek confidential resources

(https://sc.edu/safety/interpersonal-violence/index.php). If you want to make a formal report, you can report interpersonal violence and sexual misconduct (https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout_id=25) or contact the institution's Title IX Coordinator, or one of the Deputy Title IX Coordinators listed on the SAVIP website. You can also file a police report by contacting USC Police at 803.777.4215.

Mathematics Help

Be proactive about your success in the course! If you need help, there are many resources available to help you. Your first primary contact for help is the instructor and/or supplemental instructors. If you are struggling, attend their office hours or send them an email. Do not wait to bring issues, course related or otherwise, to the attention of these instructors. While students may seek help from their instructors, teaching assistants, supplemental instructors, etc., especially during office hours, there are a number of resources available to you at the university. These resources include. . .

- **Math Tutoring Center:** The Math Tutoring Center (https://sc.edu/study/colleges_schools/artsandsciences/mathematics/study/tutoring/index.php) offers free help to all USC students taking 100-level Math courses. Talented graduate students are available to answer your questions. No appointment is necessary—just drop in during any of the hours listed on their webpage: https://sc.edu/study/colleges_schools/artsandsciences/mathematics/study/tutoring/index.php.

- **Drop-In Tutoring:** The Student Success Center satellite locations (https://www.sc.edu/about/offices_and_divisions/student_success_center/study-smart/tutoring/dropin_tutoring/index.php) offer free math tutoring in the evenings. These services are drop-in group tutoring sessions. The Student Success Center also offers help for MATH 111, 111i, 115, 122, 141, 142, 170, 174, 241, 242, 300, 544, and 574.

- **Supplemental Instruction:** The Student Success Center (https://www.sc.edu/about/offices_and_divisions/student_success_center/study-smart/supplemental-instruction/si-schedule/index.php) also offers supplemental instruction offered for a number of Mathematics courses (and beyond). Supplemental Instruction (SI) sessions tend to focus on the most difficult content being covered in class. SI Leaders are assigned to specific sections of courses and hold three weekly study sessions that can serve as "built-in study time." The schedule is posted on the SSC website each week and will also be communicated by the SI Leader. See the Student Success Center website for the list and schedule for supplemental instruction offerings (https://www.sc.edu/about/offices_and_divisions/student_success_center/study-smart/supplemental-instruction/si-schedule/index.php).

- **Peer Tutoring:** The Student Success Center (https://www.sc.edu/about/offices_and_divisions/student_success_center/index.php) offers one-on-one sessions with a peer tutor. If a course is not on the semester's supported course list, there is a process for requesting assistance. The full schedule of days/times/locations for drop-in and Online Tutoring hours as well as additional study resources can also be viewed on the Student Success Center website (https://www.sc.edu/about/offices_and_divisions/student_success_center/index.php).

- **Private Tutors:** The Mathematics Department also maintains a list of private tutors for structured or intensive help. Visit the private tutor list (https://sc.edu/study/colleges_schools/artsandsciences/mathematics/study/tutoring/private_tutors.php) to find this list.

- **Final Exam Tutoring:** There are also mathematics tutors available during final exam periods. A list of tutors and times for this final exam help is posted to the Tutoring Center webpage (https://sc.edu/study/colleges_schools/artsandsciences/mathematics/study/tutoring/index.php) once the final exam period begins.

- **Peer Success Consultations:** The Student Success Center (SSC) offers one-on-one consultations with a peer consultant to work on developing study skills, setting goals, and connecting to a variety of campus resources. Your instructor may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by your professor is confidential and subject to FERPA regulations. SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at 803.777.1000, visit https://www.sc.edu/about/offices_and_divisions/student_success_center/index.php or go to the SSC in the Thomas Cooper Library (Mezzanine Level) to check schedules and make appointments.

Furthermore, the Student Success Center (https://www.sc.edu/about/offices_and_divisions/student_success_center/index.php) is a comprehensive one-stop-shop for academic support services on campus. The Student Success Center offers guidance, help, and tools for more than just Mathematics courses. All the programs and initiatives through the Student Success Center are free to students at the University of South Carolina. While there are immediate and drop-in services offered, many services from the Student Success Center, especially course help, will require a student to schedule an appointment (https://sc.edu/about/offices_and_divisions/student_success_center/about/make-appointment/index.php) (in-person or online).

Mental Health & Well-Being

The university offers Counseling and Crisis Services (https://sc.edu/about/offices_and_divisions/student-health-well-being/mental-health/counseling-and-psychiatry/index.php) as well as outreach services, self-help, and frequently asked questions.

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, then please reach out to any of USC's mental health resources. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out Student Health and Well-Being (https://sc.edu/about/offices_and_divisions/student-health-well-being/index.php) and the quick reference list below.

- Wellness Coaching can help you improve in areas related to emotional and physical well-being (e.g., sleep, resiliency, balanced eating and more)—schedule an appointment at 803.777.6518 or on MyHealthSpace (https://myhealthspace.ushs.sc.edu/)

- Access virtual self-help modules via Therapy Assistance Online (TAO) (https://us.taoconnect.org/register)—see TAO registration instructions (https://sc.edu/about/offices_and_divisions/student-health-well-being/mental-health/24_hour_online_support/index.php).

- Access additional articles and videos on health and wellness topics on the Wellness Hub (https:

//thriveatcarolina.com/) or by downloading the CampusWell (https://www.campuswell.com/) app and searching for University of South Carolina.

- Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at 803.777.5223 or on MyHealthSpace (https://myhealthspace.ushs.sc.edu/).
- Access the 24-hr Mental Health Support Line at 833.664.2854.
- Access an anonymous mental health screening program (https://www.uscscreening.org/welcome.cfm?access=website).

Technical Resources & Support

Some level of technical skills are required for this course. All students are expected to have basic technical skills, e.g. the ability to use copy/paste, create/download/organize/save/send documents, send/receive emails with and without attachments, follow simple technical instructions, locate information in a browser, use basic computer/internet security and privacy principles, etc. There are resources available to help you improve or develop these skills. If you struggle with these skills or skills like these, you should make your instructor aware as soon as possible. Do not delay in addressing these issues or beginning/submitting assignments if you believe that you will have or experience technical issues. Students are expected to and will use email and Blackboard regularly. Students should check these resources daily. Therefore, you must have consistent and reliable access to a computer and the internet. These resources are available to you at the university; however, accessing these resources may involve being mindful of time restrictions and planning ahead carefully. Therefore, do not delay in beginning or submitting electronic assignments. Students are responsible for submitting their work on-time and/or in a timely fashion. Do not wait until the last minutes/seconds to make digital submissions.

If you have questions or problems related to your computer, software, or need technical support (including Blackboard support), please contact the Division of Information Technology (DoIT) Service Desk at 803.777.1800, submit an online request through the Self-Service Portal (https://scprod.service-now.com/sp), or visit the Carolina Tech Zone (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/). The Service Desk is open Monday through Friday from 8:00 am until 6:00 pm (Eastern Time). If you have computer issues/problems, then there is a computer lab available at the Thomas Cooper Library and in certain campus classroom buildings. If you are not located in the Columbia, SC area, then most regional campuses and public libraries have computers for public use.

The PowerPoint lecture presentations, assignments, quizzes, and rubrics and links to articles may be located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need daily access to:

- The Internet and a computer which can be used at any time, controlled and configured as required for assignments, for access to resources, and for communication.
- A web browser, e.g.
  - MacOS™: Apple Safari, Google Chrome, Mozilla Firefox.

  - Windows™: Google Chrome, Microsoft Edge, Mozilla Firefox.

- Blackboard Learning Management System
- Microsoft Word as your word processing program
- Adobe 24 or DC; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

Microsoft Office 365 is available for free to all students. Students have access to the latest versions of Word, Excel, PowerPoint, OneNote, and much more. You can install Office 365 on up to five compatible devices, including five tablet devices. All work can be saved online in OneDrive so it can be accessed no matter which device is being used. You can use this Office 365 subscription for as long as you are a student at the University of South Carolina. To download Microsoft Office, go to https://portal.office.com/, log in with your email address and Network Username password, and then choose Settings, Office 365 settings, Software.

All computers that connect to a university network must have current, up-to-date antivirus software. Antivirus software is included with Microsoft Windows; however, it is not included on Macs. If your computer does not have antivirus software, the Carolina Tech Zone (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) can assist you.

If you have further questions or need help with the software, then please contact the Division of Information Technology Service Desk (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/service_desk/index.php).

Course Schedule

The following is a *tentative* schedule for the course and is subject to change.

Date	Topic(s)	Date	Topic(s)
08/20	Course Introduction	10/15	Recitation
08/21	Limit Introduction (§2.1–2.4)	10/16	IVT, MVT (§2.5, 4.2)
08/22	Gateway I	10/17	Fall Break (No Class)
08/26	Limit Rules (§2.2)	10/21	Exam Review
08/27	Recitation	10/22	Exam Review
08/28	Gateway I	10/23	Exam 2
08/29	Special Limits (§2.2, 2.6)	10/24	Lab 5
09/02	Labor Day (No Class)	10/28	Integral Introduction (§5.1–5.3)
09/03	Recitation	10/29	Recitation
09/04	Review & Continuity (Ch. 2, §2.5)	10/30	Integral Introduction (§5.1–5.3)
09/05	Lab 1	10/31	Lab 6
09/09	Derivative Introduction (§3.1–3.2, 3.4)	11/04	Fund. Thm. of Calc. (§5.4)
09/10	Recitation	11/05	Election Day (No Class)
09/11	Derivative Rules (§3.3, 3.5, 3.8, 3.9)	11/06	Area between Curves (§5.6)
09/12	Lab 2	11/07	Lab 7
09/16	Derivative Rules (§3.3, 3.5, 3.8, 3.9)	11/11	u-substitution (§5.5–5.6)
09/17	Recitation	11/12	Recitation
09/18	Interpreting Derivatives (§4.1, 4.3, 4.4)	11/13	u-substitution (§5.5–5.6)
09/19	Lab 3	11/14	Lab 8
09/23	Linearization/Differentials (§3.11)	11/18	Exam Review
09/24	Exam Review	11/19	Exam Review
09/25	Exam 1	11/20	Exam 3
09/26	Lab 4	11/21	Lab 9
09/30	Implicit Differentiation (§3.7)	11/25	Thanksgiving Break (No Class)
10/01	Recitation	11/26	Thanksgiving Break (No Class)
10/02	Related Rates (§3.10)	11/27	Thanksgiving Break (No Class)
10/03	Gateway II	11/28	Thanksgiving Break (No Class)
10/07	Optimization (§4.6)	12/02	Volumes using Integration (§6.1–6.2)
10/08	Recitation	12/03	Recitation
10/09	Optimization (§4.6)	12/04	Volumes using Integration (§6.1–6.2)
10/10	Gateway II	12/05	Lab 10
10/14	l'Hôpital (§4.5)	12/9 or 12/13	Final Exam