



UNIVERSITY OF South Carolina

MATH 142: Calculus II Sections 5 – 8 — Spring 2026

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Basic Course Information

Instructor & Teaching Assistant Information

Instructor Information

Name: Dr. Caleb McWhorter

Office: LeConte 345C

Phone: 803.777.7425

Email: cm264@mailbox.sc.edu

Office Hours: MWF 2:30pm – 3:30pm; TR 12:00pm – 1:00pm

Teaching Assistant Information

Teaching Assistant Sections 005–006

Name: Kosta Zigic

Office: TBD

Email: kzigic@email.sc.edu

Teaching Assistant Sections 007–008

Name: Aisensen (Bowen) Han

Office: TBD

Email: bh111@email.sc.edu

Meeting Times

Dates: January 12 – May 6

Time: Lecture, TR:

1:15pm – 2:30pm (Sections 005–006);

2:50pm – 4:05pm (Sections 006–007)

Recitation/Lab, MW:

1:10pm – 2:00pm (Section 005)

2:20pm – 3:31pm (Section 006)

8:30am – 9:20am (Section 007)

9:40am – 10:30am (Section 008)

Classroom: TR: LeConte 444 (All Sections);

MW: LeConte 101 (Sections 005–006), LeConte 122 (Sections 007–008)

Course Webpage: <http://coffeeintotheorems.com>

Final Exam: Thursday, April 30, 4:00pm (Sections 007–008)

Tuesday, May 5, 12:30pm (Sections 005–006)

Course Description

Methods of integration, sequences and series, approximations. Four classroom hours and one laboratory hour per week. *Prerequisites: C or better in MATH 141. Carolina Core: ARP*

Course Overview

This is a continuation of Math 141 — Calculus I. A working understanding of all the major topics from Math 141: limits, differentiation, integration, extrema, Fundamental Theorem of Calculus, etc. These topics are essential for success in Calculus II. There are four topic areas in this course:

- I. Techniques of Integration: Integration-by-parts, trigonometric substitution, etc.
- II. Applications of Integration: Volumes of rotation, arclength, surface area, etc.
- III. Sequences and Series: convergence tests, Taylor series, etc.
- IV. Polar Calculus: polar coordinates, polar integrals, etc.

This course emphasizes both the mastery of specific course topics as well as the understanding of the development of these course topics from previous results from the course, Calculus I, and Precalculus.

Course Objectives

A student who successfully completes Calculus II (MATH 142) should be able to...

- Demonstrate the ability to approach problems from a conceptual viewpoint.
- Demonstrate the ability to utilize more than one idea in a single problem.
- Demonstrate the ability to apply appropriate Calculus skills to problems in context.

- Demonstrate mastery of concepts and skills needed to solve problems related to:
 - (i) Techniques of Integration: u-substitution, integration-by-parts, trigonometric integrals, trigonometric substitution, partial fractions, etc.
 - (ii) Improper integrals
 - (iii) Applications of integration, e.g. areas, volumes of rotation, arclength, surface area, work, etc.
 - (iv) Convergence of sequences and series: sequences, series, divergence test, comparison and limit comparison test, alternating series test, conditional convergence, ratio/root test, etc.
 - (v) Power series and their convergence
 - (vi) Taylor series and their applications
 - (vii) Polar coordinates and their applications to 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, students are not required to purchase a copy of the textbook and no specific reference will be made to the textbook.

MyOpenMath. Students will complete homework and possibly other course assignments using a homework system called MyOpenMath. This is an online assessment system through the non-profit MyOpenMath and will be integrated into the course through Blackboard. This system is free for students and students will not have to setup an account. The link to the homeworks can be found in the 'Homework' folder on Blackboard.

Python & Jupyter. To help students engage with the course topics and learn some fundamental programming principles, students will complete a series of labs using Python through Jupyter Notebooks throughout the semester. Python is a dynamic, interpreted programming language that is widely used in industry. Jupyter Notebook is an open-source application allowing one to easily create and group various coding language outputs. Lab computers will have Python and Jupyter easily accessible. Students will also be given instructions how to setup Python and Jupyter on their own computers. Both are freely available. Instructions will also be given on how to create and submit their labs to Blackboard as PDFs.

Calculators. Basic graphing calculators will not be allowed during the course, unless otherwise instructed, nor will any calculator be required or allowed. 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. Meetings on Tuesday and Thursday will focus primarily on lectures addressing the course material. Lectures will begin with a short checkin followed by 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 Monday and Wednesday 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 Python 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:

| | |
|---------------|-----|
| Check-Ins | 5% |
| Labs | 10% |
| Gateway Exams | 10% |
| Homework | 20% |
| 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. *Five 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.

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 Python and common Python packages, e.g. NumPy, SciPy, etc., in a Jupyter Notebook.

Python is a free dynamic, interpreted language that is widely used in industry and academia. Students will use Jupyter Notebook for their Python programming. Jupyter Notebook is an open-source application allowing one to easily create and group various coding language outputs. Both Python and Jupyter are free and open source. Lab computers will have Python and Jupyter easily accessible. Instructions for installing or using Python and Jupyter Notebooks on a student's personal computer can be found in Blackboard. While students complete labs using a Jupyter Notebook, they are to be submitted to Blackboard as a PDF. Instructions on creating, completing, and submitting the lab as a PDF to Blackboard can be found in the lab instructions on Blackboard. Students may be able to find additional information on the departmental website: https://sc.edu/study/colleges_schools/artsandsciences/mathematics/my_mathematics/undergrads/calculus_labs/.

The complete list of Python labs for the semester can be found on the [Math 142 Labs webpage](https://sc.edu/study/colleges_schools/artsandsciences/mathematics/my_mathematics/undergrads/calculus_labs/math_142_labs.php) (https://sc.edu/study/colleges_schools/artsandsciences/mathematics/my_mathematics/undergrads/calculus_labs/math_142_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 Python programs to answer other course problems. Each Python 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 might mean the student will need to return on their own time to the Math Lab when it is open 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 help ensure students have achieved mastery over the basic Calculus I (Gateway I) and Calculus II (Gateway II) skills required to succeed in future course material. Gateway I focuses on prerequisite material from Calculus I, i.e. limits and differentiation, while Gateway II focuses on the early integration techniques from Calculus II. Each Gateway exam is worth 5% of the course grade. 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.

Each Gateway exam is graded on an ‘all-or-nothing’ scale—either students achieve the minimum required score and earn 100% or fail to achieve the minimum required score and earn 0%. However, students have an ‘unlimited’ number of attempts to pass each Gateway exam; that is, a student can take the exam repeatedly until a passing score is achieved. But a student *must* be proctored to take a Gateway exam. Students can be proctored by their teaching assistant or by one of the staff in the Math Lab. Once a student has earned the minimum passing score on an attempt, they *do not* have to make any subsequent attempts (though these may temporarily appear as a 0% until the *final* 100% for the exam is processed after the Gateway exam period has closed). Students that fail to pass Gateway I are *highly* encouraged to enroll in MATH 152, which is a 1-credit hour support course called Calculus Workshop II. This is a pass/fail class designed to allow for more practice with the course material. Students who do not pass Gateway I, enroll in MATH 152, and pass MATH 152 will not receive the 5% penalty to their course grade. There are limited spots for MATH 152, so students wanting to enroll—whether they have failed Gateway I or not—should enroll as soon as possible. Students not able to enroll in MATH 152 *may* be offered an opportunity to earn back their Gateway I score. These opportunities are offered on a student-by-student basis.

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 MyOpenMath. MyOpenMath is a non-profit that hosts the open source IMathAS online assessment software. This online assessment system that will be integrated into the course through Blackboard. So, students will not have to create an account to access the homeworks. Moreover, students will not have to pay to access the homeworks. The homeworks can be found in the corresponding ‘Homework’ folder in Blackboard. If you have difficulties in accessing this system 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. Furthermore, while AI can help students in solving homework problems, you should only use an AI system as a tutor and not as a cheating system. That is, if a student uses an AI, they should try to use the AI to help them understand steps, concepts, etc. and not have it solve problems for them. Students should exercise *extreme* caution using AI. Students that heavily rely on AI tend to have trouble memorizing required materials and recalling/understanding course concepts. Worse yet, students lose the experience in 'struggling' through problems. Some struggle is natural in learning Calculus—even important. This struggle is how students develop computation skills, learn problem solving skills, and build patience in problem solving—all extremely important skills for success in Mathematics. Using AI takes away the opportunity to learn from these experiences and build these mental 'muscles.' The instructor recommends avoiding AI use as much as possible for the best chance of success in the course. Using an AI system to complete entire problems or homework, lab, etc. sets will be considered an academic integrity violation. 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 10% of the course grade for a total of 30% of the course grade. There will also be a final exam worth 25% of the course grade. Together, all exams are worth 55% of the course grade. 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 class on Friday March 6th for Spring Break nor May 5th 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. Be sure to identify your class and section in your email. 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. Students *do not* have to attend SI sessions. Moreover, if students choose to attend SI session(s), they *do not* have to attend sessions run by the SI assigned to their section(s). Students may attend sessions for *any* SI assigned to their course.
- **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.

Attendance Policy

The University of South Carolina expects its students to commit to their educations by attending class and participating in course activities. In assessing student attendance and participation, the University aims to ensure the highest academic standards while recognizing that events occur beyond the personal control of students or faculty. Different courses demand different approaches to assessing student attendance and participation. Therefore, subject to certain limitations described on the University website, instructors of record are responsible for determining the attendance and participation policies appropriate to their individual courses. These policies apply to all courses offered by the University of South Carolina, including synchronous or asynchronous online courses.

While instructors are not required to take attendance, they are encouraged to do so. Federal law requires institutions to document the last day of participation for enrolled students who fail to complete a course. If an instructor intends to assign a grade penalty for absence or a grade for participation the instructor must: inform students in writing how attendance and participation will be measured, particularly as such measurement goes beyond recording students' mere presence in the classroom for all or part of a class session; maintain current, verifiable records; take care to apply attendance and participation policies consistently and fairly for all students; and recognize that failure to comply could constitute grounds for a grade appeal. Instructors requiring attendance as a component of a student's grade must distinguish between excused and unexcused absences in the written policy for the course. Excused absences may not be penalized in a student's grade, and the student must be permitted to make up coursework missed due to an excused absence or to complete an equivalent assignment agreed upon with the instructor. Online courses, whether synchronous or asynchronous, are not exempt from this rule. In all cases of excused absence, the instructor of record must engage in an interactive process with the student to determine reasonable make-up work.

Students are responsible for satisfying the requirements for attendance and participation for any class in which they are enrolled, including requirements for notification and documentation of excused absences. Whenever possible, and as specified by the University documentation is required in advance of any excused absence. Students that are absent from class should notify any instructors for the course and the university about the absence and the reason for the absence—whether the absence is excused or not. Students should submit their absence(s) and the reason to the Office of Student Advocacy at https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout_id=77. Instructors must allow comparable make-up work for excused absences. Instructors may also require make-up work to be completed within one week of returning to class. A list possible criteria for excused and unexcused absences are found on the University website.

The University recognizes that students may occasionally miss classes for legitimate reasons not rising to the level of a formal excuse. For this reason, course attendance policies may penalize unexcused absences in a student's grade only after a student's unexcused absences exceed a set percentage of the total classes that the student missed without excuse. Once unexcused absences exceed this set percentage, every unexcused absence may accrue a penalty to a student's grade. For traditional lecture-based, face-to-face classes, the minimum percentage of unexcused absences allowed must be at least 5% of total class meeting time—though there are exceptions described on the University website. Instructors have full discretion to set their own policy regarding the late acceptance of course work missed due to an unexcused absence. More information on the University Attendance Policy can be found at https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/our_services/class_absences/index.php and <https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text>.

CircleIn

What is CircleIn?

Students may use the CircleIn app to study and help themselves and other students succeed in the 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.

Students may 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. Note that good behavior and adherence to the academic code of conduct is expected on CircleIn. Inappropriate behavior or other violations can result in severe academic penalties.

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. It is possible to earn rewards by regularly engaging with CircleIn.

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:



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.

Freedom of Expression

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

- 01/19: MLK Day (No Classes)
- 01/20: Add/Drop Deadline
- 03/05: Midterm
- 03/07–03/15: Spring Break (No Classes)
- 03/30: Withdraw Deadline
- 04/27: Last Day of Classes
- 04/29–05/06: Final Exams (Including Saturday)

Students may find additional useful dates in the (https://sc.edu/about/offices_and_divisions/registrar/academic_calendars/2025-26_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, teaching assistant, 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.” Students *do not* have to attend

SI sessions. Moreover, if students choose to attend SI session(s), they *do not* have to attend sessions run by the SI assigned to their section(s). Students may attend sessions for *any* SI assigned to their course. 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) (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) (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) (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) (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) (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) (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) (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/](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) |
|-------|----------------------------------|--------|--|
| 01/12 | Recitation (Integration Review) | 03/05 | Absolute/Cond. Conv. & Ratio/Root Test |
| 01/13 | u -Substitution Review | 03/09 | Spring Break |
| 01/14 | Gateway I | 03/10 | Spring Break |
| 01/15 | Integration-by-Parts | 03/11 | Spring Break |
| 01/19 | MLK Day (No Classes) | 03/12 | Spring Break |
| 01/20 | Integration-by-Parts | 03/16 | Recitation (Series Tests) |
| 01/21 | Recitation (Integration Review) | 03/17 | Ratio/Root Tests |
| 01/22 | Trigonometric Integrals | 03/18 | Lab 5 |
| 01/26 | Recitation (Integration Review) | 03/19 | Exam 2 |
| 01/27 | Trig. Substitution | 03/23 | Lab 6 |
| 01/28 | Recitation (Integration Review) | 03/24 | Power Series |
| 01/29 | Partial Fractions | 03/25 | Recitation (Power Series) |
| 02/02 | Recitation (Integration Review) | 03/26 | Power Series |
| 02/03 | Improper Integrals | 03/30 | Recitation (Power Series) |
| 02/04 | Recitation (Integration Review) | 03/31 | Taylor Series |
| 02/05 | Integral Applications | 04/01 | Lab 7 |
| 02/09 | Recitation (Exam Review) | 04/02 | Taylor Series |
| 02/10 | Integration Review | 04/06 | Recitation (Taylor Series) |
| 02/11 | Lab 1 | 04/07 | Taylor Remainder Theorem |
| 02/12 | Exam 1 | 04/08 | Recitation (Remainder Theorem) |
| 02/16 | Lab 2 | 04/09 | Series Applications |
| 02/17 | Sequences & Series Introduction | 04/13 | Recitation (Series Applications) |
| 02/18 | Gateway II | 04/14 | Series Applications |
| 02/19 | Telescoping/Geometric Series | 04/15 | Lab 8 |
| 02/23 | Lab 3 | 04/16 | Exam 3 |
| 02/24 | Integral/Alternating Series Test | 04/20 | Lab 9 |
| 02/25 | Lab 4 | 04/21 | Parametric Functions |
| 02/26 | Limit Comparison Test | 04/22 | Recitation (Final Exam Review) |
| 03/02 | Gateway II | 04/23 | Polar Coordinates |
| 03/03 | Direct Comparison Test | 04/27 | Recitation (Final Exam Review) |
| 03/04 | Recitation (Series Tests) | Varies | Final Exam |