

Mathematics 111, Calculus I

Fall 2015

Mathematics 111 is the first semester of introductory calculus. Course content includes: limits; continuity; the derivative; differentiation of algebraic, trigonometric, and the natural logarithmic and exponential functions; applications of derivatives; anti-derivatives; the definite integral; simple integration by substitution; and applications of the definite integral.

Mathematics 111 is a beginning course: no prior exposure to calculus is needed! However, a firm background in pre-calculus concepts (including algebra, logarithms and exponents, and trigonometry) is necessary to perform well in the course.

A list of specific topics by day is provided at the end of this syllabus.

Goals:

By the completion of this course, the student should be able to:

- (1) Evaluate limits and interpret the results in relation to the graph of a function.
- (2) Define the derivative and relate this definition to the graph of a function and to the concept of "rate of change."
- (3) Give proofs of some of the basic theorems, those that require only elementary algebra, geometry, and induction.
- (4) Differentiate algebraic, trigonometric, logarithmic and exponential functions.
- (5) Apply the derivative to the graphs of functions, to optimization situations and to related rate problems.
- (6) Define the definite integral and its relationship to area and volume.
- (7) Evaluate definite and indefinite integrals using algebraic techniques and the method of substitution.
- (8) Write mathematics clearly and cogently.

In general, each student should be able to calculate derivatives, to evaluate limits and to evaluate integrals (both definite and indefinite). Students should be able to apply appropriately their calculations and evaluations. In addition, students should understand the concepts of limit, continuity, derivative, anti-derivative, and have a beginning understanding of proof. The primary purpose of this course is to provide a solid foundation for success in Mathematics 112; Mathematics 111 and 112 provide the student with a year of college calculus.

Text Material:

Handouts and Notes are located at the Blackboard online course site. James Stewart's *Single Variable Calculus: Early Transcendentals 7th edition* is suggested as a reference.

Class Attendance:

The student is responsible for the course material discussed in class; therefore, the student is expected to attend all classes. Generally, students who attend class on a regular basis achieve better grades than those who elect to be absent occasionally. Students accumulating an inordinate number of absences will be referred to the assistant dean of academic services.

Electronics:

No electronics of any sort will be permitted during assessments. During lectures, students are encouraged to use devices responsibly: large-screen devices (e.g. laptops and tablets) may be used to access electronic copies of the text and lecture notes; small-screen devices (e.g. cell phones) should be used sparingly, if at all. Research seems to indicate that taking notes with pencil and paper is more effective than recording them electronically; if you feel the need to have an electronic copy of your notes, it is suggested to initially record them the old-fashioned way in class and type/write them on your device of choice after class. Calculators will not be used in this course.

Grading:

The student's final course grade will be determined as follows:

Major tests (3 @ 120 points)	360 points
Quizzes (6 out of 9 @ 35 points)	210 points
Graphing Portfolio	130 points
Gateway Exam	50 points
Final Exam	<u>250</u> points
TOTAL	1000 points

In general, letter grades will be determined as follows, based on points each student earns:

- A: 900 or more points
- B: 800-899 points
- C: 700-799 points
- D: 600-699 points
- F: fewer than 600 points

Grades of A-, B+, B-, C+, C-, D+ may be assigned for sums of points near the above cut-off totals. For example, a B+ could be assigned for a sum of 890 points. Ultimately, the assignment of plus and minus is dependent on the overall course distribution of sums of points.

Homework:

Homework assignments included in the handouts are for the student's benefit and will not be collected; however, these are considered a mandatory component of the course! It is important that each student thoughtfully complete most of the problems assigned. **The student will need to spend at least 8 good hours of study each week, not counting time spent reviewing for tests.** Merely looking over a solution is no replacement for actually working it through for yourself; worse yet, trying to memorize a solution is almost always a waste of time and effort.

Students should keep current with the course material. Cramming for calculus tests often results in poor grades and forgotten material; this course builds on previous work and so it is vital to regularly practice both new and old material. Students should get at least 6 hours of good rest prior to taking a calculus test; otherwise, the law of diminishing returns kicks in and students will lose more than they retain. Marathon studying does not work in calculus! Students who have had some calculus previously sometimes fail to study appropriately.

Gateway Exam:

In order to pass this course, **the student must pass a timed examination on derivatives.** All 50 points will be given for a perfect paper on the Gateway Exam. There will be three opportunities for the student to earn all 50 points with a perfect paper. If the student has only one mistake, the student may choose to keep a score of 35 points. More than one mistake will receive a score of zero. Students making at least 35 on Gateway Exam 1 will receive a bonus of 20 points. Students must take each scheduled gateway exam until one is passed. Students may re-test for a better score with no penalty. Passing the Gateway Exam is a requirement for passing this course (Goal 4).

Previous Gateway Exams are available on Blackboard. The Gateway Exam will be given during class on **September 21** and **October 5**; a third exam will be given outside of class later in October. Any student not passing one of the scheduled Gateway Exams *and who attempted all three exams* may petition the instructor to take a fourth Gateway Exam during the last week of classes.

Quizzes:

All quizzes are announced on the syllabus. A student must be present in class to take the quiz. There is no provision for making up quizzes since many will be dropped. **The Student Honor Code applies to the taking of these quizzes.** In particular, the content of these quizzes should not be discussed until after they are graded and returned to you.

Each quiz will be graded on a basis of 35 points although some quizzes may contain bonus points. A minimum of nine quizzes will be given; the best two from each set of three quizzes will be used as part of the grade determination for this course. **Quiz problems will be similar to problems from the notes and handouts, including the homework assignments.**

Graphing Portfolio:

Computing derivatives of functions and determining what they tell us about the original function are key components of this course. Each student will use software to create images using functions similar to those encountered in class. Two or three of these images will be technical in nature, exhibiting data produced by derivatives, while the remaining images will be thematic, artistic in style and linked by a common theme. Detailed instructions for this assignment will be provided in class and on Blackboard.

Major Tests:

Tests will be given on *Friday afternoons* on **September 25, October 23, and December 4**. The final exam will be given according to the exam schedule and will be comprehensive.

Students are expected to take tests at the scheduled times. Conflicts, problems and emergencies will be handled on an individual basis. For reasons deemed legitimate by your professor, arrangements may be made for a student to take a test prior to the testing time. Arrangements must be made several days in advance.

Any student requiring special accommodations must present their letter of accommodation provided by the college; the student must make arrangements for these accommodations several days in advance of the scheduled assessment.

Responsibilities

Of the Student

As far as this course, each student needs to attend class regularly, to actively participate in the learning process both during class and outside of class, and to use the available support services in order to reach the expected competence level required in this course.

Each **student** has the following responsibilities:

1. Come prepared and on time to every class.
2. Complete all work on time with proper thought.
3. Consider that adequate understanding of a concept may not always occur by the end of the lecture. Use your outside help (office hours, SI sessions, online course material).
4. Treat the instructor and peers with respect.
5. Ask questions. Asking questions is a sign of maturity, not ignorance, as long as the student thinks clearly before asking.
6. Understand that the instructor is not trying to "nit pick" when grading and remember that grading is the responsibility of the instructor. Accuracy is important in this class!

Of the Instructor

As far as this course, the instructor is a facilitator of student learning and as such, should provide materials and the environment to enable students to learn what is expected.

The **instructor** has the following responsibilities:

1. Come prepared to every class.
2. Design each class so students can accomplish the cognitive objectives listed in the syllabus.
3. Provide advice for studying and study materials as appropriate.
4. Establish and foster a mutually respectful classroom environment.
5. Return tests and quizzes in a timely manner so that students will know their grade.
6. Grading, as far as possible, is to be consistent and impersonal even though students might not agree with the decisions concerning partial credit.

Support Services:

Students are expected to use the following:

Office hours will be posted on Blackboard. Students should use this time to come by and ask specific questions related to this course. There is a study area outside Pierce 122 for you to use.

There is a **Blackboard online course**, Fall 2015 Math 111. Students should consult Blackboard frequently for announcements about office hours, SI sessions, tutoring, handouts, class notes and homework assignments. These handouts provide problems and explanations for the material being studied. Students may pose individual questions on the discussion boards.

There are **Supplemental Instruction (SI) leaders** for Math 111. Our student SI leaders will schedule review sessions each week, the topic for which will be posted on Blackboard. Each student is encouraged to attend regularly. Even though these sessions are optional, students who regularly attend SI sessions generally do better in the courses for which there are SI leaders.

Student tutors are available (schedule to be posted as soon as it is finalized). Tutors may be found in the Mathematics Center in Pierce Hall.

Study groups organized by students are highly recommended. For these to be profitable, the meetings should be part of a regular weekly routine.

Written Style/Neatness:

Neatness is one way of showing pride in individual work and courtesy toward the instructor!

Remember that thoughts in mathematics are expressed in sentences, such as " $1 + 1 = 2$." There is a subject " $1 + 1$ ", a verb "=", and a predicate " 2 ". Note that "=" should not be treated as a comma ",". When using an equality symbol, make sure that both sides of the equation are equivalent.

For all work, each student should strive to make a neat and logical presentation while using mathematical symbols appropriately. Taking time to be neat while working mathematical problems has been shown to eliminate many careless mistakes and to allow the student to focus on conceptual misunderstandings.

Organizational Guidelines for students:

- (1) As soon as you get your syllabi from your courses, put important dates on a single calendar, clearly labeled.
- (2) Stay current in each of your courses by setting aside 8 to 10 hours per week per course to study and really grapple with the material. You may need more time in some subjects. Spread your per-subject time out over the week. Marathon studying, especially in mathematics, does not work well! So, make a schedule and keep to it! Be flexible enough to make changes in your schedule but don't schedule marathon studying.
- (3) Plan ahead so that you get enough sleep before a test so you will be able to think clearly and logically.
- (4) Take advantage of the available outside help for each of your courses. Schedule at least one SI session per week for Math 111.
- (5) Plan ahead for all your papers and projects so that studying for tests is not compromised. Create and schedule mini-goals to attain the major goal of completion on time.
- (6) Have needed supplies for each course. Make sure you get copies of the handouts from Blackboard prior to the class for which they are needed.
- (7) Follow each syllabus carefully. For Math 111, your homework is provided in the notes and handouts for each class meeting. Reading the handout before coming to class will help your understanding.

Summary of Important Dates:

September 7	Labor Day
September 21	First Gateway Exam
September 25	Test 1
October 5	Second Gateway Exam
October 12 & 13	Fall break
October 16	Last Day to Withdraw
October 23	Test 2
November 13	Last Day for Freshman Withdrawal
November 25-27	Thanksgiving Break
December 4	Test 3
December 8	Last Class Day

Notes to the serious student:

1. **How much to study:**

Calculus, to some, is a hard subject. It may be your most challenging course this semester. You should spend around 10 hours a week studying calculus, even if you have "seen it before." Don't assume you know the material! Extra time is needed to complete quizzes and the projects. If you cannot make this level of time commitment this semester you will likely be better off taking calculus at another time.

2. **How to study:**

Students often find calculus texts hard to read. They are not to be read like a novel, or a history or even a biology text. Your text is a reference book. After class, read your notes and/or handouts obtained from the online course and the textbook, as needed. Don't expect to understand fully much of what you've read until you start working on the exercises. In fact, you should spend most of your study time working problems, thinking about those problems, and discussing problems. When you get stuck, go back and re-read your notes, handouts, and/or the textbook, studying the examples and derivations long enough to find how to proceed.

3. **Homework:**

Work lots and lots of problems. When you finish the current section, you should go back and work review problems. Furthermore, you have not completed the homework just because you have the right answers, you must understand **why** your methods worked. If all you are doing is blindly applying formulas and mimicking examples, get extra help: the problems should make logical sense to you. You must get to the point where you are able to work problems correctly, from start to finish, without having "to flip" back to the answer or to previous work. Taking time to reflect on your work helps to build confidence, speed, and retention.

4. **Studying for tests:**

Imagine an athlete who slacked off during the weeks before a big track meet, doing just enough so that their coach wouldn't get on their case; if they then stayed up running the whole night before the meet, they would get crushed by the competition! Many students prepare for tests by cramming: they procrastinate and then believe that they can "stuff in" what they need for success by staying up all night attempting to study. Your brain will not be in top shape by marathon studying; the right way to study is to do your work at a steady pace throughout the semester. There are a few facts and formulas you'll need to remember for a test; make note cards for those facts and formulas and "touch base" with them often. In order to think well, you need to rest sufficiently and exercise adequately. Remember that aerobic exercise circulates blood to the body, including the brain.

5. **Come to class and use your outside help:**

Many college students treat class attendance as optional. This may be fine for some classes; however, for calculus you can get way behind very fast. You should come to every class meeting unless you are seriously ill. Schedule at least one SI session per week. Stop by and see your instructor during office hours to ask pertinent questions. Take charge of your learning!

THE HONOR CODE OF OXFORD COLLEGE APPLIES TO ALL WORK SUBMITTED FOR CREDIT IN THIS COURSE. BY YOUR SIGNATURE ON SUCH WORK, YOU PLEDGE THAT WORK WAS DONE IN ACCORDANCE WITH THE RULES STIPULATED ON THE WORK OR IN THIS SYLLABUS.

TOPICS BY DAY
Mathematics 111, Fall Semester, 2015

NOTES:

- * Handouts, homework, class notes are on the Blackboard online course.
- * Refer to the online course for homework assignments.
- * Come to class ready to work problems, not merely to copy or to observe the instructor.
- * Read the syllabus carefully, you are responsible for the content.

Monday	Wednesday	Friday
	8/26: <i>First Day of Class</i> Introduction to Calculus; Diagnostic Exam	8/28: Limits
8/31: Continuity	9/2: Limits and Continuity; Intermediate Value Theorem	9/4: Definition of Derivative; Tangent Lines Quiz 1
9/7: <i>Labor Day</i> (No Class)	9/9: Basic Rules of Differentiation	9/11: Product and Quotient Rules; Higher Order Derivatives Quiz 2
9/14: Chain Rule	9/16: Continuity and Differentiability	9/18: Review of Differentiation Quiz 3
9/21: Implicit Differentiation Gateway Exam 1	9/23: Review	9/25: Test 1 (Afternoon)
9/28: Related Rates	9/30: Related Rates	10/2: Extrema on an Interval; Mean Value Theorem Quiz 4
10/5: Graphing Concepts Gateway Exam 2	10/7: Infinite Limits; Limits at Infinity	10/9: Graphing Rational Functions Quiz 5
10/12: <i>Fall Break</i> (No Class)	10/14: Graphs with Vertical Tangents; Other Graphs	10/16: Review Graphing (<i>Last Day to Withdraw</i>)

Monday	Wednesday	Friday
10/19: Review Graphing Quiz 6	10/21: Review for Test 2	10/23: Test 2 (Afternoon)
10/26: Optimization	10/28: Antiderivatives	10/30: Sums and Sigma Notation; Mathematical Induction Quiz 7
11/2: Mathematical Induction	11/4: Definite Integral & Area; Fundamental Theorem of Calculus	11/6: Integration by Substitution
11/9: Integration by Substitution Quiz 8	11/11: Introduction to Differential Equations; Separation of Variables	11/13: Area Between Curves (<i>Last Day for Freshman Withdrawal</i>)
11/16: Volumes of Revolution - Disk Method	11/18: Volumes of Revolution - Shell Method	11/20: Volumes of Revolution - Both Methods Quiz 9
11/23: Graphing Portfolio Exhibition Graphing Portfolios Due	11/25: <i>Thanksgiving Break</i> (No Class)	11/27: <i>Thanksgiving Break</i> (No Class)
11/30: Review for Test 3	12/2: Review	12/4: Test 3 (Afternoon)
12/7: <i>Last Class</i> Final Review	12/9: <i>Reading Day</i>	Final Exam Dates and Times: 12/16 at 2pm for Section 08A 12/10 at 2pm for Section 09A 12/14 at 2pm for Sections 12A & B 12/15 at 2pm for Section 01A