

Math 110
Oxford College of Emory University
Spring 2017

Instructor: Dr. Fang Chen Office Hours: To be announced
Contact Information: fchen2@emory.edu 770-784-4639

Course Content: Mathematics 110 provides students with an integrative approach to Calculus I that includes the necessary precalculus topics: Review of algebra; functions; trigonometric, inverse trigonometric, logarithmic and exponential functions. Calculus topics include limits, continuity, the definition of the derivative, differentiation, extrema, antiderivatives and optimization problems.

Textbook: James Stewart, *Single Variable Calculus: Early transcendentals, 7th or 8th Edition*. Try to read the book before coming to class: believe us, this is a very useful habit.

Course Goals: Upon successful completion of Math 110 students will:

1. Be able to perform complex algebraic manipulations.
2. Be able to graph and compute with algebraic and transcendental functions.
3. Understand conceptually limits and their relationship to the graph of a function.
4. Understand conceptually the derivative and its relationship to the concept of “rate of change”.
5. Be able to calculate derivatives and evaluate limits.
6. Be well-prepared for Math 111.

Classes: The student is expected to attend all classes since the student is responsible for work covered and/or announcements made in class. An inordinate amount of absences will be handled in accordance with school policies. In addition to the regular class meetings, there will also be some tests scheduled on Tuesday or Thursday mornings.

Homework: Homework is assigned almost every day of class. Students should expect to spend at least 2 productive hours of study for each class session, or about 6 to 8 hours per week.

Students are encouraged to ask questions of the instructor about any problems with which they struggled in these assignments, usually during the instructor’s office hours and/or at the Math Center. These exercises usually will not be collected, but instead are for the benefit of the student. *However, the quizzes that are given may be based on the homework problems.*

Quizzes: Some number of in-class quizzes will be given and most of them will be unannounced. The student must be present in class to take each quiz. *No make-up quizzes will be given, regardless of the circumstances; however, the lowest two quiz grades will be dropped.*

Gateway Exams: In order to pass this course the student must pass an examination in algebra, graphs and transcendental (trigonometric, inverse trig, logarithmic and exponential) functions. The student will be allowed three chances to pass it. Each test will be different but very similar to the first test.

Tests: Three major tests will be given. All of the tests will be comprehensive. Calculators will **not** be allowed on tests. Each student is expected to take tests at the scheduled times. Any conflicts should be brought to the instructor’s attention as soon as possible. If a legitimate reason exists for missing a test - as determined by the instructor - then the test must be taken prior to the regularly scheduled date. In the unusual circumstance where taking the test early is not possible, *students should be aware that any make-up test given will be designed to be more difficult to offset the additional time given for study.* Students must provide written documentation in advance of any special accommodations required for testing. This includes additional time or other needs. The final exam cannot be rescheduled.

Final Exam: A cumulative final exam will be given in accordance with the schedule provided by the college.

Grading: Evaluation will be based on the following written work:

Quizzes	100 points
Gateway Exams	100 points
Tests (@ 100 pts.)	300 points
Final	150 points
Total	650 points

In general, letter grades will be determined as follows:

A: 91% and above; B: 81 – 90%; C: 71 – 80%; D: 61 – 70%; F: less than 60%

Grades of $A-$, $B+$, $B-$, $C+$, $C-$, $D+$ may be assigned for percentages near the above cut-offs.

Blackboard Website: There is a course website on the Blackboard: <http://classes.emory.edu>. Homework assignments, extra handouts, announcements, scheduled SI sessions, questions related to problems, and other material can be posted at any time. Students are responsible for checking the site every day and obtaining related information.

Note: *This class is using **Blackboard**, not Canvas!*

Supplemental Instruction/Help Sessions/Tutoring/Study groups: The supplemental instruction (SI) leaders will be announced. They schedule study sessions to review concepts, to help students discover how best to study. The SI is a student who has taken the course (or a similar course) before, has a good understanding of the material (but probably not as complete as the instructor), and knows how to be a successful student. Check the Blackboard for scheduled sessions.

Help sessions will be scheduled as there is demand for them. Attendance is optional.

Contact Christina Lee, Director of the Mathematics Center, for tutoring hours, most likely Mondays through Thursdays, 3–6 pm. Study groups, organized by students are highly recommended.

Written Style: Expressing complete thoughts and arguments require complete sentences. In mathematics, where clarity of thought is paramount, this is no less true. Granted, with mathematical symbols one can write these sentences very efficiently – but they are sentences nonetheless. Consider “ $1+1 = 2$ ”. This is a complete sentence (it has a subject “ $1+1$ ”, verb “ $=$ ” and predicate “ 2 ”).

To this end, your written work in this class should be in complete sentences. Use mathematical symbols wherever appropriate. Your work also needs to be neat and orderly to be intelligible. See the “Calculus Style Guide” on Blackboard.

Tips for Success: Calculus is hard, but it can be made easier by intelligent and efficient study habits. The famous mathematician *Carl Friedrich Gauss* said the purpose of calculation is insight. Insight is an understanding into why things work the way they do. This should be the goal of working out problems. Students should know *why* each step is correct and *why* each step was the right step to take. Note, this is more than knowing *that* each step is correct.

Although the homework exercises are not graded, it is important for the success of the student that they be completed as soon after covering the material as possible. Calculators may be used when appropriate, but the student should keep in mind that they are not permitted on the tests. While collaboration is encouraged, each student should be sure that he or she ultimately can *solve problems unaided by notes, the textbook, a calculator, or other people*.

Practice good style on homework. A clean style helps to clean up messy thinking.

In general the student should expect to study at least six good hours per week in addition to time spent

reviewing for tests.

Tests are performances, similar to those by athletes, musicians, and dancers. Prepare for them in similar ways. Begin practicing for them weeks in advance.

The topics we will cover are very useful and fundamental in the sciences, business and engineering, among other fields, and we want you all to succeed. However, success in the course will require your diligence and hard work. Be sure to keep up with the assignments and to attend class. Talk to your instructors as soon as you are having problems - don't wait until the week of a test. In addition to learning quantitative skills, it is important that you develop learning skills and study habits that will help you in calculus, in other courses, and in life beyond Oxford College.

You may always ask the instructors any question about an assignment. They will answer at their discretion.

Good luck and we hope this will be an enjoyable experience for all of you!

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

This syllabus is a guide for effective learning in this class; it is not a legal contract. The instructor reserves the right to modify the syllabus as needed.

A Word on Technology: Please leave all iPods, MP3 players, netbooks, etc. stowed and off for the duration of the class. Cell phones should be silenced or off.

Academic Accommodations: Access, Disability Services and Resources (ADSR) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, students must contact ADSR and complete the registration process. Faculty may not provide disability accommodations until an accommodation letter has been processed; accommodations are not retroactive. Students registered with ADSR who receive a letter outlining specific academic accommodations are strongly encouraged to coordinate a meeting time with their professor to discuss a protocol to implement the accommodation as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact Access, Disability Services and Resources for more information at (770) 784-4690 or adsroxford@emory.edu. Additional information is available at the ADSR website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Religious Holidays: Instructors are encouraged, not required, to accommodate students' academic needs related to religious holidays. Please make every effort to negotiate your religious holiday needs within the first two weeks of the semester; waiting longer may compromise your instructor's ability to extend satisfactory arrangements. If you need guidance negotiating your needs related to a religious holiday, the College Chaplain, Rev. Lyn Pace, ppace@emory.edu, Candler Hall 202, is willing and available to help.

***Please be aware that Rev. Pace is not tasked with excusing students from classes or writing excuses for students to take to their professors.*

Emory's official list of religious holidays may be found at:

http://www.religiouslife.emory.edu/faith_traditions/holidays.html.

THE HONOR CODE OF OXFORD COLLEGE APPLIES TO ALL WORK SUBMITTED FOR CREDIT IN THIS COURSE. TO RECEIVE CREDIT FOR WORK SUBMITTED YOU MUST PLACE YOUR NAME ON IT. BY PLACING YOUR NAME ON SUCH WORK, YOU PLEDGE THAT THE WORK HAS BEEN DONE IN ACCORDANCE WITH THE GIVEN INSTRUCTIONS AND THAT YOU HAVE WITNESSED NO HONOR CODE VIOLATIONS IN THE CONDUCT OF THE ASSIGNMENT.

Tentative Calendar:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Jan 9th	Jan 10th	Jan 11th <u>1</u> <u>§APC¹</u> Introduction: Optimization and calculus	Jan 12th	Jan 13th <u>2</u> <u>§“Handout A”²</u> Algebra Review
Jan 16th <i>No class</i> <i>MLK Day</i>	Jan 17th	Jan 18th <u>3</u> <u>§1.2</u> Polynomial and Rational Functions	Jan 19th	Jan 20th <u>4</u> <u>§1.1</u> Piecewise-defined Functions
Jan 23rd <u>5</u> <u>§1.3</u> Combining Functions	Jan 24th	Jan 25th <u>6</u> <u>§ NTF³ A</u> Trigonometric Functions	Jan 26th	Jan 27th <u>7</u> <u>§NTF B</u> Trigonometric Identities
Jan 30th <u>8</u> <u>§NTF C</u> Graphing Trigonometric Functions	Jan 31st	Feb 1st <u>9</u> <u>§NTF D</u> Solving Trigonometric Equations	Feb 2nd	Feb 3rd <u>10</u> <u>§NTF E</u> Inverse Trigonometric Functions
Feb 6th <u>11</u> REVIEW	Feb 7th Test 1 8am	Feb 8th <u>12</u> <u>§2.2</u> The Limit of a Function	Feb 9th	Feb 10th <u>13</u> <u>§2.3</u> Calculating Limits
Feb 13th <u>14</u> <u>§2.2</u> Infinite Limits	Feb 14th	Feb 15th <u>15</u> <u>§2.6</u> Limits at Infinity	Feb 16th	Feb 17th <u>16</u> <u>§2.5</u> Continuity
Feb 20th <u>17</u> <u>§2.5</u> Continuity	Feb 21st	Feb 22nd <u>18</u> <u>§NTF F</u> Exponential & Logarithmic Functions	Feb 23rd	Feb 24th <u>19</u> <u>§NTF G</u> Exponential & Logarithmic Equations

¹See section “A preview of Calculus” in the textbook.

²See Handout on Algebra on Blackboard

³See “Notes on Transcendental functions” on Blackboard.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Feb 27th <u>20</u> <u>§2.7</u> Introduction to Derivatives	Feb 28th	Mar 1st <u>21</u> <u>§2.7</u> Using the Definition of Derivatives	Mar 2nd Gateway Exam 1st try, 8am	Mar 3rd <u>22</u> <small>Last day to withdraw.</small> <u>§Notes</u> Trig Review; Sigma Notation
Mar 6th <i>Spring Break</i>	Mar 7th	Mar 8th <i>Spring Break</i>	Mar 9th	Mar 10th <i>Spring Break</i>
Mar 13th <u>23</u> <u>§Notes</u> Binomial Theorem	Mar 14th	Mar 15th <u>24</u> REVIEW	Mar 16th Test 2 8am	Mar 17th <u>25</u> <u>§3.1</u> Derivative of Polynomials
Mar 20th <u>26</u> <u>§3.2</u> The Product and Quotient Rules	Mar 21st	Mar 22nd <u>27</u> <u>§3.3</u> Derivatives of Trigonometric Functions	Mar 23rd Gateway Exam 2nd try, 8am	Mar 24th <u>28</u> <u>§3.4</u> The Chain Rule
Mar 27th <u>29</u> <u>§3.6</u> Derivatives of Logarithmic Functions	Mar 28th	Mar 29th <u>30</u> <u>§Notes</u> Combining Derivative Rules	Mar 30th	Mar 31st <u>31</u> <small>Freshman withdrawal.</small> <u>§4.1</u> Maximum and Minimum Values
Apr 3rd <u>32</u> <u>§4.3</u> Increasing, Decreasing, and Concavity	Apr 4th Gateway Exam Last try, 8am	Apr 5th <u>33</u> <u>§4.9</u> Antiderivatives	Apr 6th	Apr 7th <u>34</u> <u>§5.5</u> <i>u</i> -substitution
Apr 10th <u>35</u> <u>§5.5</u> <i>u</i> -substitution	Apr 11th	Apr 12th <u>36</u> <u>§Notes</u> Mixed Antiderivatives	Apr 13th	Apr 14th <u>37</u> <u>§4.7</u> Optimization
Apr 17th <u>38</u> <u>§4.7</u> Optimization	Apr 18th <i>EVENING REVIEW</i>	Apr 19th Test 3 – Part I In Class	Apr 20th	Apr 21st Test 3 – Part II In Class
Apr 24th <u>39</u> <u>§FINAL REVIEW</u>	Apr 25th <i>Reading Day</i>	Apr 26th <u>40</u>	Apr 27th	Apr 28th <u>41</u>