Teaching Portfolio

Subhadip Chowdhury

Chapter 1

Teaching Experience and Reflections

§I. The College of Wooster

My time as a Visiting Assistant Professor at the College of Wooster has been one of the most important highlights of my Teaching Career so far, as I found the opportunities and had the prerequisite experience to experiment with new pedagogical techniques (such as discovery based learning, and alternate grading methods) and improve upon my own practices. Besides designing my own course curriculum, planning lectures and worksheets, designing and grading assessments, holding office hours etc., I also supervised Independent Studies (Senior Thesis) and Summer Research projects. In particular, I got to make significant contribution in redesigning the Calculus sequence; and personally create the syllabi for (and teach) two new courses being offered by the Mathematical and Computational Studies department over the last semester and the next. Brief description and reflection on each of the courses I have taught so far, are listed below.

I.I. Transition to Advanced Mathematics, Math 215

- **Meeting Schedule** - Spring 2021, Fall 2021 - 3 hours per week
- **Class Size** - 18 (FA21), 17 (SP21)

End of Semester Reflection based on student feedback: For context, Math 215 is a Proof-based transition course that is required for all Math majors (and as of 2021, only Math majors). It is also a ''Writing'' course, where students learn how to read, understand, and write mathematical literature.

This course differs greatly from any previous Mathematical experiences a student may have had. One of the many differences is that students cannot learn how to construct logical arguments by listening to lectures, they must try it themselves. As such, the class was taught in a semi Inquiry-Based Learning format where students spent most classes working on problems themselves first. They were provided new definitions and theorems only when they needed them during the process of solving a new problem or for generalizing and emphasizing a certain technique. Most classes started with a wrap-up of the previous class for 15-20 minutes followed by hands-on active learning through provided worksheets for about 30 mins, the process repeated. I believe this method worked very well for this class and I hope to make the in-class discussions more student-led in future semesters.

The second time I taught the course, the aspect that I improved upon was the Expository Paper writing requirement. By providing plentiful and transparent instructions on the various steps of writing a paper, and giving a detailed rubric from the beginning of the semester helped students learn how to read and understand new proofs instead of whether or not they were able to just write notes on it. The peer review was preceded by short in-class video presentations where the audience gives immediate feedback, first verbally and then in writing.

As a part of this course, students are expected to learn how to communicate their mathematical ideas in a way that is understandable by peers and logically infallible. At the same time students must be allowed the freedom and time to come up with original ideas themselves as well. Unfortunately this does present a time management issue of how long I can let the students explore ideas, against how much of study material we need to cover. I believe a restructuring of the course material proved helpful in this regard, where the 'alphabet' (set theory) and the 'grammar' (logic) of Math were taught side-by-side and not one after another. This way, I could start talking about proof techniques a bit earlier, without having to go into too much technicalities. In fact, in future I might cut down on some of the end-semester topics in favor of exploring more proof reading and writing practice.

The homework was mostly a source of practice problems where students collaborated together in writing the solutions. A specific collection of problems selected for a "Proof Portfolio" were specifically designated as independent exercise. Students were given a chance to redo these assignments, and the EP based on feedback from me. The content based questions were turned into Moodle multiple-choice quizzes, while retaining the technique based ones as homework. This way I was able to replace the traditional "two midterm and a final" system into a collection of weekly quizzes instead. A modified form of Specification Based Grading was used to ensure that all of these different aspects of the course are given equal attention by all students, while allowing a variety of ways to assess their growth over the semester. A detailed syllabus of the course, along with the IBL style entire work book is available on my website HERE.

1.2. Theory of Differential Calculus, Math 115

- **Meeting Schedule** - Fall 2021, 2nd half - 4.5 hours per week
- **Class Size** - 31 (two sections)

End of Semester Reflection: This is my personal reflection on how the semester went since the student evaluations are not available yet.

For context, this course, along with another half semester course titled "Applied Differential Calculus" cover the content of a standard Calculus I sequence. The rationale behind the half semester breaks were to ensure that the students who are taking the second half are only the ones interested in becoming a STEM major that goes beyond calculations, and cares more about justifications. This overall increased student quality and performance and at the same time allowed me to talk about the theoretical aspects of Calculus in more details.

Most of the classes were taught using some form of active learning with one day of the week dedicated to problem solving only. Lectures were never more than 5-10 minutes in a row, before we did practice problems or group exercises. Students were expected to interact during lectures to fill in the steps of a proof or a calculation. The course was graded using Mastery based grading and I felt both very comfortable and satisfied in this form of assessment having used it in the past. Student grades were based on portion of the learning targets completed fully instead of accumulated partial works. Students were given 5 or more chances per learning target to show evidence of continued proficiency. Since most feedback were formative, and I did not have to worry about partial credits while grading, the workload was fairly manageable with weekly take-home checkpoint quizzes. Homework deadlines were generous, these were a source of online and repeatable practice problems that were due by the end of the semester, but only 90% or above counted for any credits. Students were allowed to use tokens to extend deadlines on quizzes or other exceptions.

The shortcoming of a half-semester course however was that students who were not used to Mastery Based Grading did not have too much time to get comfortable with this form of assessment and this lead to a multitude of reassessment requests closer to the end of the semester. Although I took time to explain the methodology in the first class, in future I will need to have another session clarifying the system around half-way through the course.

I also did not get to cover as many real-life extension problems on the course content as I would have liked compared to a full semester as the course overall felt a bit rushed. I will need to think about how to incorporate more 'fun' problems in a theory based class to keep students more engaged.

1.3. Differential Equations, Math 221

- **Meeting Schedule** - Fall 2020 - 3 hours per week
- **Class Size** - 32

End of Semester Reflection based on student feedback: For context, this was one of the first courses I taught at the College of Wooster, during a semester which presented significant challenges for both instruction as well as learning due to COVID-19. I had taught this class twice before at my previous institution, so I felt confident about my ability going in. However, the student evaluation provided incomplete and contradictory data, so I decided to reflect on my own experience, with feedback from the students, rather than evaluating solely based on the feedback, and have set the bar for myself accordingly.

This course being an applied Math course, included a collection of group projects to work on during the semester where the students used the results learned in class to real life problems. Most students liked these assignments, even more than the lectures or the exams. I spent significant amount of time curating examples from Environmental Science, Epidemiology, Engineering, Physics and Chemistry. I am happy to say that the effort did pay off. For groups, I decided to divide the students based on their time zones, which seemed to work best. I do not foresee changing anything regarding this part of the course.

The responses on in-class worksheets and in-class lectures were mixed. Initially I thought a flipped classroom model made more sense during a semester where most students are online. But I quickly learned that it doesn't work without me actively pushing the agenda in person during the first few weeks. I also misjudged the academic background and mathematical maturity of the students during the first couple of weeks. During the first weeks of classes, I assumed that the students would be able to read some of the basic study materials ahead of time (having already seen the material in Calculus II), and then discussing what they had read during class time. But a significant number of students had difficulty in following the directions, having never done such a thing before, or just having forgotten their previous coursework. This led to a situation where only a handful of students (who just remembered things from last semesters) had anything significant to contribute. At this point, as some of the feedback suggests, students felt hesitant to participate as they found my expectations were perhaps a bit too high, and the discussion style environment felt less welcoming than a regular lecture-based class. I eventually switched back to regular lecture-based model, and students found that more comforting and helpful. Having taught both Calc I and Calc II since then, I feel like I have a better idea of the student body now than I had before and can see myself setting my expectations more reasonably the next time I teach this class, slowing down further and providing more concrete guidelines for the students.

I do still however believe that an applied Math class should not be heavily lecture based. A partial remedy would be to make sure that this course has appropriate prerequisites. As it was brought up during our department meeting, this course will benefit from being divided into two separate half courses (applied and theoretical). In particular, I believe that the theoretical half should require either Linear Algebra or Multivariable Calculus as a prerequisite for this course. In absence of that, the course often feels disjointed and disorganized when the students have to frequently learn ideas from other courses (such as a vector field, or eigenvalues, or Jacobian) to learn new techniques in DiffEq. Also, this will ensure that the students who take the theoretical half, would have significant motivation in learning the why as well as the how. Regarding the applied half, I need to make sure to reiterate that with the modern development of technology, learning a lot of tricks and techniques for solving Diff Eq have become mostly obsolete. So, students who hope to take the class only to learn how to solve their DiffEq in other STEM fields, may find that the numerical and analytical techniques are not what they might expect.

One other thing the evaluation led me to think about was how homework problems should be assigned. It had been usually the case (according to previous instructors of the course) that homework problems are assigned but not due; it is the students' responsibility to ensure that they work on the practice problems. This doesn't work when students are online and isolated, and feel that they have less accountability due to loss of peer interaction. Some students felt that the group projects were not sufficient homework assignments. In future I should be clearer on where exactly they could find more practice problems to work on if they wanted.

In conclusion, I was happy to see that the students felt challenged, while also enjoying and having fun with the material. They were pushed out of their comfort zone, and led to experience about a different style of Math course. The asynchronous students appreciated my availability at all times to help them with their understanding outside the classroom. Student felt that the class was equitable and unbiased, even if I may have once or twice come off a bit harsh. However, I do believe the frustration of not being able to properly communicate ideas online, or trying to decipher the verbal connotation without any visual cues added to more confusion. As I mentioned earlier, with more experience on the Wooster culture, I do not anticipate this being an issue moving forward. I very much look forward to teaching this course again if given a chance as this is one my most favorite courses to teach.

I.4. Calculus & Analytical geometry II, Math 112

- **Meeting Schedule** - Spring 2021 - 3 hours per week
- **Class Size** - 21 + 27 (two sections)

End of Semester Reflection based on student feedback: The following is a reflection is on the composite evaluations from both of the sections of Calculus II that I taught during Spring 2021.

Overall, I think this semester went better than my previous time (the first time) teaching a Math intro class at Wooster. There was definitely an improvement regarding the overall scores and general tone of the evaluations. This was the first time I implemented Mastery Based Grading for teaching any class, and most students seemed appreciative of the new method of learning. Besides rewarding productive failure, one of my main goal for implementing MBG was to grade the students based on amount of learning objectives fully completed instead of accumulated partial works. In that aspect, I believe I was successful. However, I need to emphasize this point more next time I use MBG so that students are more open to the idea of not having partial credits.

The main issue with MBG I had was in fact I may have provided too many opportunities for a particular Learning Target to be mastered! Students had on average 4 chances (+ office hour retakes) to pass a LT. This resulted in a backlog of grading - although I still managed to have a turnover rate of one week, I think this needs to be a half-week turnover for students to get faster feedback. By reducing this to 3 chances, along with office hour retakes, I should be able to manage the workload better. Alternately, I can be very strict with deadlines and post the solutions immediately after the LTs are due.

Most students liked the amount of examples we went over during class time and the repeated opportunities for testing their progress every week. On the other hand, the AEPs were not very successful. This I suspect, is mostly because they are best suited for group work, which was hard to implement in a hybrid class. I will be replacing these with DESMOS lab work (perhaps modeling examples) when we go back to in-person teaching next semester.

The initial time management seminar may have been helpful as almost no student complained about the amount of time they had to spend outside of class studying for this course. I additionally had a very generous time limit for Edfinity homework and AEPs. However, some students report that they found their classmates cheating on this, and I have to figure out how to prevent this.

1.5. Calculus & Analytical geometry I, Math 111

- **Meeting Schedule** - Fall 2021 - 3 hours per week
- **Class Size** - 27 + 25 (two sections)

End of Semester Reflection based on student feedback: For context, this was one of the first courses I taught at the College of Wooster, during a semester which presented significant challenges for both instruction as well as learning due to COVID-19. I had taught this class multiple times before at my previous institutions, and got to improve on my previous teaching techniques. The following is a reflection is on the composite evaluations from both of the sections I taught.

I was satisfied with most of the feedback received, as they fell within my expectations, despite an average score for overall performance. Students liked the in-class examples, review of previous problems, use of technology such as DESMOS and the Edfinity homework assignments. Most students liked working in breakout groups during labs and being able to watch recordings of the classes at their own pace. I plan to continue doing all of this in the future as well. One of reasonable points students asked for, which I have since implemented in the Spring semester, was to give more chances for productive failure. Students wished for a chance to be able to redo their homework problems if they make a mistake. Additionally, they wished for exam problems that are more closely related to in-class examples, and not be penalized to harshly for making mistakes on new ideas. I have since decided to teach Calculus classes using mastery-based-grading, as I have found it should take care of most of these complaints. I will hopefully learn more from the feedback received at the end of Spring semester.

I made it a point to call upon all students frequently to ensure online students participated and engaged fully during lectures. Even if this may be uncomfortable for first year college students, I believe it will be helpful in the long run for the students to improve their communication skills. On that note, I need to make it not feel like a chore, and despite my efforts to make the environment as welcoming as possible, sometimes the tone gets lost over a video call, which shouldn't happen in an in-person class. However, every single student did agree that they were treated equitably and respectfully, so I am happy with the outcome considering the extraordinary semester.

Students liked that they were able to apply the theoretical knowledge during the applied lab works. However, I have since found that I need to make the instructions clearer, with step-by-step breakdown regarding these projects. I should reduce my expectation regarding the ability of first year students to do exploratory work outside the regular study material. I have since then changed these assignments to a completion-based grading, with a chance for reassessment, so that students feel encouraged to participate, while not having to fear the unknown.

I should also reiterate the expectation regarding time commitment to first year students in college. Most students said that they spent less than 5 hours per week ion this class and only 'sometimes' actively seek help from me or the Math center. This semester for Cal II, besides making my expectations clear in the first class, I decided to have a Time Management seminar for the students from the Learning Center by Dr. Kate Gullatta within the first three weeks. I hope that these will help the students more actively be in charge of their own learning.

In conclusion, I am hopeful that with the knowledge I gained about the Wooster students during my first semester will be helpful moving forward as I continue to distill my best practices and endeavor to provide the best Intro Math class students can look forward to.

1.6. Introduction to Topology, Math 330

- **Meeting Schedule** - Fall 2021 - 1.5 hours per week
- **Class Size** - 4

This was a tutorial course that met once a week for 1.5 hrs which was taught using a seminar style. The students were senior Math majors interested in Grad school. The content covered most of Point Set Topology without going into technicalities of separation axioms, and ended with brief introduction to Fundamental groups and Covering Spaces. Students used office hours to get further help on their reading but it was a heavily independent project. Their performance was assessed through homework problems sets which they were allowed to resubmit after my feedback.

1.7. Putnam Seminar, Math 279

- **Meeting Schedule** - Fall 2021 - 1 hour per week
- **Class Size** - 7

This was 0.25 credit problem seminar course that met once a week as we discussed various problem solving strategies to prepare for the Putnam Exam, and how to set the correct mindset for solving 'hard' math problems in general. This included discussing how to decide what part of Mathematics to use to ''start'' solving a problem, and how to persevere with a difficult question, even when no goal might immediately be within your sights. Students were graded on a S/NC scale based on participation.

§2. Bowdoin College

The 2018-2020 academic years were my first experience teaching at a liberal arts institution. As a Visiting Assistant Professor, I was responsible for designing my own course curriculum, planning lectures and worksheets, designing and grading exams, holding office hours, and assigning individual homeworks and group projects. I also coordinated and mentored several graders, teaching assistant and study group leaders. Brief description of each of the courses I have taught are listed below.

2.1. **Ordinary Differential Equations, Math 2208**

- **Meeting Schedule** - Fall 2019, Spring 2020 - 3 hours per week
- **Class Size** - 20

This course, intended for Junior and Senior Math majors, is designed as a gateway course for students interested in Applied Math. I taught this course using a hybrid discovery method. This was the first applied course I had taught at Bowdoin college. I spent a significant amount of time carefully designing lecture worksheets that consisted of leading questions which helped students figure out the content for themselves. Although a part of the lecture was spent by me presenting on board, a lot of it was spent doing group work on blackboards and experimenting with software. Besides classical methods for solving differential equations, the main emphasis was on modern, qualitative techniques for studying the behavior of solutions to differential equations. We also worked on applications of ODEs in catastrophe theory, flow-kick regimen, resonance, market economy and auto-catalytic biochemical oscillations through multiple lab sessions and projects. Some of the projects and worksheets can be found in my website.

2.2. **Linear Algebra, Math 2000**

- **Meeting Schedule** - Spring 2019 - 3 hours per week
- **Class Size** - 11

This course is intended for Sophomores and Juniors and is designed as a gateway course for Mathematics and interdisciplinary majors. The students taking this course were not expected to have experience with writing proofs. As such, in an effort to make the course less dry, we spent a significant amount of time looking at various applications drawn from flight networks, cryptography, error correcting codes, population dynamics, Markov chains and Google page-rank algorithm, computer graphics, and optimization techniques using least-squares approximations. The students were assessed with multi-part in-class and take-home final exams. The goal was to make sure they are proficient in conceptual and numerical techniques as well as are able to apply their knowledge to practical applications. Some of the projects and exams can be found in my website.

2.3. **Multivariable Calculus, Math 1800**

- **Meeting Schedule** - Fall 2018, Spring & Fall 2019, Spring 2020 - 4.5 hours per week
- **Class Size** - 12 on average

This course is one of my most favorite course to teach. It's aimed towards mathematically inclined students, mostly Freshmen and Sophomores, who have learned differential and integral calculus, and would like to broaden their horizon. I have taught it several times over the last few years and usually the class size is smaller compared to other sections because of less favorable meeting times (three times a week). However the smaller class size allows me incorporate a lot of group discussion style techniques fairly regularly. I can easily keep track of every students' performance and struggles, and could create individualized work for them to catch up with the rest of the class. I have created and refined lecture notes, worksheets, labs, and group projects for this class over the year all of which create an ecosystem where the students learn higher dimensional abstract concepts with relative ease as they get to approach it from numerous viewpoints. Students learned applications of regression techniques in data science, an introduction to the Gradient descent method of optimization techniques used in machine learning, practical modeling of climate change evidences, the Normal probability distribution, and mathematics behind rotary engines and rocket propulsion. Students heavily relied on demonstrations using *Mathematica* and *Desmos*, both to visualize three dimensional pictures of surfaces, vector fields etc. as well as to learn numerical approximation techniques.

2.4. Differential Calculus, Math 1600

- **Meeting Schedule** - Fall 2018 - 4.5 hours per week
- **Class Size** - 32

This course was aimed towards Freshmen and Sophomores from various backgrounds as one of the introductory Mathematics courses offered at Bowdoin College. For a lot of the students, this was the first college Math course and I wanted to make sure they learn the proper way to think about Math from the very beginning. Building on the traditional course structure, one of my main focus in teaching this course was to make sure students are able to interpret and describe symbolic equations using words and conversely be able to transform practical examples and word problems into mathematical models. Over the semester, I created a number of lab sessions which also helped solidify the abstract ideas by doing numerical estimations through Mathematica, and by describing how to implement various algorithms e.g. the Newton-Raphson method.

2.5. Independent Study

In 2019-2020 academic year, I mentored two undergraduate student projects and independent studies.

- The first one on *Asset revenue modeling using differential equations and machine learning* followed the structure from the Machine learning course by Andrew Ng on Coursera; but was modified to include linear algebra and ODE justifications and proofs befit for a senior math major undergraduate student.
- The second IS project was on *Non-euclidean geometry and tiling*, and followed the content from the chapter on *Tile Invariants for Tackling Tiling Questions* by Hitchman M.P. (2017), in "A Primer for Undergraduate Research" (doi). The student learned necessary Group theory background in the context of tiling in planes to handle combinatorial problems.

§3. University of Chicago

Besides my liberal arts teaching experience, I was also fortunate to have the opportunity of being an instructor during and after my PhD at the University of Chicago.

3.1. Proof-Based Methods

- **Meeting Schedule** - Summer 2018 - 6 per week for six weeks
- **Class Size** - 16

After finishing my PhD in summer 2018, I had the unique experience of teaching an *Introduction to Proof* style class to a group of academically talented incoming first-year students at UChicago through the *Chicago Academic Achievement Program* Summer academy, conducted by the *Center for College Student Success*. This class was designed to expose the students to the academic rigor expected of them as they enroll into introductory Math courses at the college, as well as provide a support framework to help them navigate through the new social and cultural norms.

As a class designed essentially to develop Math reasoning, we covered ideas and problem solving strategies from a broad area of topics such as Number Theory, Combinatorics, Graph Theory, Sequences, and limit Calculus. Besides the final exam, the students also were required to give a presentation in front of their peers which I believe helped them with their Mathematical writing and interaction skills. I tried to keep the atmosphere of the class as casual as possible so that they do not get overloaded with too much expectation. The syllabus for this class is available in my website.

3.2. Linear Algebra, Math 196

- **Meeting Schedule** - Summer 2017 - 6 hours per week for 5 weeks
- **Class Size** - 18 on average

This course was offered through the *Graham School of Continuing Liberal and Professional Studies* for computational linear algebra, intended primarily for students in the social sciences who have completed single and multivariable calculus sequence. However, the students weren't expected to have much experience with writing proofs and as such, we spent a lot of time working on examples from many disciplines, in particular ones that relate to their primary fields of interest.

3.3. Mathematical Methods for Social Science, Math 195

- **Meeting Schedule** - Fall 2017, Fall 2018 - 3 hours per week
- **Class Size** - 18 on average

The course consists of topics that are important for students who are planning to become majors in Economics, Political Science, Mathematical Linguistics etc. As such we covered vectors and multivariable calculus up to optimization, but instead of talking about Green's theorem, we covered linear programming next and finally sequences and series with the goal of learning Taylor approximations.

3.4. Independent Study

During Fall 2018, I mentored two interested talented students in my Math 195 course via an independent study of Game Theory and a project on *Least Unique Bid Auction*, where we discussed the usage of Lagrange Multipliers for finding complicated Probability estimates.

3.5. Standard Calculus Sequence, Math 150's

- **Meeting Schedule** - 3 hours per week
- **Class Size** - 15-30

As a graduate student college instructor, I taught independent section of Calculus courses in 2014-2017. The yearlong rigorous one-variable and multi-variable *standard Calculus* sequence (taught thrice) is designed for science, economics and Math majors. As the instructor of record, I was responsible for designing my own course curriculum, planning lectures, designing and grading exams, holding office hours, and assigning homework. I also mentored teaching assistants, and coordinated junior tutors.

3.6. Elementary Functions and Calculus, Math 133

- **Meeting Schedule** - 3 hours per week
- **Class Size** - 6

I taught a quarter long course on Vector calculus titled 'Elementary Functions and Calculus' to non-science (mostly History, English, and Theater) majors. Teaching students with very little technical background was an unparalleled learning experience.

§4. Other Academic Service

4.1. Undergraduate Mentoring

At the College of Wooster, I am currently supervising two senior Independent Study (thesis) projects, one on *Cardinality and the Continuum Hypothesis* and one on *Estimating Lake Surface Water Temperature using Nonlinear Regression and ODEs*. Previously, at Bowdoin college, I mentored an Intermediate (Junior) Independent Study project on *Machine Learning.* At the University of Chicago, I mentored eight undergraduate students (during 2014-2017) through the *Directed Reading Program* (DRP) and the summer *Research Experience for Undergraduates* (REU) on a wide array of topics from geometry, linear algebra, topology, dynamics of group action etc. We usually met students once or twice a week for 1.5 hrs, where the students would discuss a paper they have read and any original work they have done, followed by me outlining the next possible direction of approach and available useful literature. In both cases, I also helped them learn mathematical writing and coached them for an end-of-quarter presentation or written paper. *The list of students and their papers are available in my CV* and on my webpage.

4.2. Math competitions and Problem Solving sessions

I co-organized a weekly Problem Solving Session at Bowdoin College where we work on Math 'puzzles'. The goal is on one hand to teach important mathematical strategies in a fun setting and on the other, train more enthusiastic students for the *Putnam Competition*.

4.3. As a Teaching Assistant and Grader

In 2013-2014 academic year, I worked with professor Eugenia Cheng as a teaching assistant for a year-long *Honors Calculus* sequence, and later worked as a grader for graduate courses on Algebraic Topology, Differential Topology, Differential Geometry, and Riemannian Geometry. Details on these are listed in my CV.

Chapter 2

Student Evaluations Numerical Summary

§1. The College of Wooster

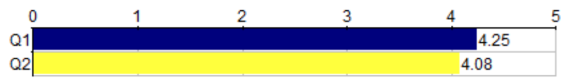
Numerical averages of all student responses for all the courses I taught at College of Wooster for Spring 2021 semester are attached below. Fall 2020 evaluations are not included as there weren't enough responses received. Fall 2021 responses will be added when they are received at the end of 2021. All of the evaluations in full are available on request.

1.1. Spring 2021

2021SP-R: EXP Core (Revised Spring 2021) Survey
2021SP

The College of Wooster
Wooster Ohio

Course:	MATH-21500 02 - Transition to Adv Mathematics	**Department:**	MATH
Responsible Faculty:	Subhadip Chowdhury	**Responses / Expected:**	12 / 17 (70.59%)



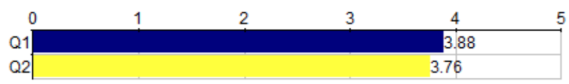
Core EXP Instructor		Subhadip Chowdhury						
		Responses					Individual	
		E	VG	G	F	P	N	Mean
Q1	I would rate the quality of instruction I received in this course as:	3	9	0	0	0	12	4.25
Q2	I would rate this course overall as:	3	7	2	0	0	12	4.08

Responses: [E] Excellent=5 [VG] Very Good=4 [G] Good=3 [F] Fair=2 [P] Poor=1

2021SP-R: EXP Core (Revised Spring 2021) Survey
2021SP

The College of Wooster
Wooster Ohio

Course:	MATH-11200 01 - Calc & Analytic Geometry II	**Department:**	MATH
Responsible Faculty:	Subhadip Chowdhury	**Responses / Expected:**	17 / 27 (62.96%)



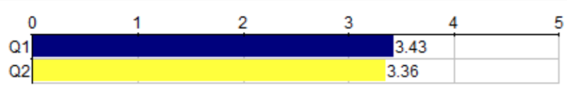
Core EXP Instructor		Subhadip Chowdhury						
		Responses					Individual	
		E	VG	G	F	P	N	Mean
Q1	I would rate the quality of instruction I received in this course as:	6	8	0	1	2	17	3.88
Q2	I would rate this course overall as:	6	6	2	1	2	17	3.76

Responses: [E] Excellent=5 [VG] Very Good=4 [G] Good=3 [F] Fair=2 [P] Poor=1

2021SP-R: EXP Core (Revised Spring 2021) Survey
2021SP

The College of Wooster
Wooster Ohio

Course:	MATH-11200 02 - Calc & Analytic Geometry II	**Department:**	MATH
Responsible Faculty:	Subhadip Chowdhury	**Responses / Expected:**	14 / 21 (66.67%)



Core EXP Instructor		Subhadip Chowdhury						
		Responses					Individual	
		E	VG	G	F	P	N	Mean
Q1	I would rate the quality of instruction I received in this course as:	4	4	2	2	2	14	3.43
Q2	I would rate this course overall as:	2	6	3	1	2	14	3.36

Responses: [E] Excellent=5 [VG] Very Good=4 [G] Good=3 [F] Fair=2 [P] Poor=1

§2. Bowdoin College

Numerical averages of all student responses for all the courses I taught at Bowdoin College last three semesters (Fall 2019, Spring 2019 and Fall 2018) are attached below. All of the evaluations in full are available on request.

How much did this course contribute to your education?

Name	Resp	Mean
Overall	34	4.48
Multivariate Calculus	14	4.71
Ordinary Differ Equations	20	4.25

How effectively did the instructor make use of class sessions to advance your learning?

Name	Resp	Mean
Overall	34	4.34
Multivariate Calculus	14	4.79
Ordinary Differ Equations	20	3.90

How helpful to your learning was the feedback you received in the course?

Name	Resp	Mean
Overall	34	4.06
Multivariate Calculus	14	4.07
Ordinary Differ Equations	20	4.05

Did you communicate with the instructor outside of class?

Name	% Yes	% No
Overall	88.24%	11.76%
Multivariate Calculus	78.57%	21.43%
Ordinary Differ Equations	95.00%	5.00%

How helpful to your learning were these communications with the instructor outside of class?

Name	Resp	Mean
Overall	30	4.74
Multivariate Calculus	11	5.00
Ordinary Differ Equations	19	4.47

How accessible was the instructor outside of class?

Name	Resp	Mean
Overall	34	4.95
Multivariate Calculus	14	5.00
Ordinary Differ Equations	20	4.90

What is your overall rating of the instructor as a teacher?

Name	Resp	Mean
Overall	34	4.33
Multivariate Calculus	14	4.71
Ordinary Differ Equations	20	3.95

How much did this course contribute to your education?

Name	Resp	Mean
Overall	21	4.33
Linear Algebra	11	4.36
Multivariate Calculus	10	4.30

How effectively did the instructor make use of class sessions to advance your learning?

Name	Resp	Mean
Overall	21	4.20
Linear Algebra	11	4.00
Multivariate Calculus	10	4.40

How helpful to your learning was the feedback you received in the course?

Name	Resp	Mean
Overall	21	4.38
Linear Algebra	11	4.45
Multivariate Calculus	10	4.30

Did you communicate with the instructor outside of class?

Name	% Yes	% No
Overall	85.71%	14.29%
Linear Algebra	90.91%	9.09%
Multivariate Calculus	80.00%	20.00%

How helpful to your learning were these communications with the instructor outside of class?

Name	Resp	Mean
Overall	18	4.84
Linear Algebra	10	4.80
Multivariate Calculus	8	4.88

How accessible was the instructor outside of class?

Name	Resp	Mean
Overall	21	4.71
Linear Algebra	11	4.82
Multivariate Calculus	10	4.60

What is your overall rating of the instructor as a teacher?

Name	Resp	Mean
Overall	20	4.05
Linear Algebra	10	4.20
Multivariate Calculus	10	3.90

How much did this course contribute to your education?

Name	Resp	Mean
Overall	38	3.77
Differential Calculus	30	3.53
Multivariate Calculus	8	4.00

How effectively did the instructor make use of class sessions to advance your learning?

Name	Resp	Mean
Overall	38	3.67
Differential Calculus	30	3.33
Multivariate Calculus	8	4.00

How helpful to your learning was the feedback you received in the course?

Name	Resp	Mean
Overall	37	3.64
Differential Calculus	29	3.41
Multivariate Calculus	8	3.88

Did you communicate with the instructor outside of class?

Name	% Yes	% No
Overall	81.58 %	18.42 %
Differential Calculus	83.33 %	16.67 %
Multivariate Calculus	75.00 %	25.00 %

How helpful to your learning were these communications with the instructor outside of class?

Name	Resp	Mean
Overall	31	4.29
Differential Calculus	25	4.08
Multivariate Calculus	6	4.50

How accessible was the instructor outside of class?

Name	Resp	Mean
Overall	38	4.41
Differential Calculus	30	4.20
Multivariate Calculus	8	4.63

What is your overall rating of the instructor as a teacher?

Name	Resp	Mean
Overall	38	3.60
Differential Calculus	30	3.33
Multivariate Calculus	8	3.88

§3. University of Chicago

A numerical average of all student responses for all the courses I taught at UChicago is attached below. All of the evaluations in full are available on request.

Chowdhury, Subhadip

Course Evaluations

#1: Instructor was organized
#2: Lectures were clear and understandable
#3: Lectures were interesting
#4: instructor exhibited a positive attitude towards the students
#5: Instructor was accessible outside of class
#6: I would recommend this instructor to others

Key of Values

5 - strongly agree
4 - agree
3 - neutral
2 - disagree
1 - strongly disagree

Quarter	Course Number	Section	Instructor (Last)	Instructor (First)	#Eval	#Stud	#1	#2	#3	#4	#5	#6	Overall
Winter 2018	19520	59	Chowdhury	Subhadip	9	10	4.38	4.25	4.00	4.75	4.43	4.38	4.36
Autumn 2017	19520	41	Chowdhury	Subhadip	20	27	3.90	4.10	3.63	4.50	4.56	4.05	4.12
Winter 2017	15300	45	Chowdhury	Subhadip	18	20	3.61	3.56	3.44	3.67	4.28	3.28	3.64
Autumn 2016	15200	45	Chowdhury	Subhadip	28	28	3.79	3.75	3.57	4.00	4.56	3.57	3.87
Spring 2016	13300	22	Chowdhury	Subhadip	6	6	4.17	4.33	3.67	4.50	4.67	4.17	4.25
Winter 2016	15300	48	Chowdhury	Subhaddip	7	8	4.43	4.43	4.43	5.00	5.00	4.71	4.67
Autumn 2015	15200	45	Chowdhury	Subhadip	14	16	3.50	3.64	4.21	4.36	4.50	4.00	4.04
Spring 2015	15300	41	Chowdhury	Subhadip	7	7	4.43	4.29	4.29	5.00	4.86	4.57	4.57
Winter 2015	15200	41	Chowdhury	Subhadip	23	27	3.70	3.61	3.35	4.00	4.50	3.43	3.76
Autumn 2014	15100	41	Chowdhury	Subhadip	22	23	3.32	3.32	3.32	4.18	4.67	3.55	3.72

Chapter 3

Professional Development Activities

§1. Faculty Mentoring Cohorts

Over the academic years 2018-2021, I have been part of various faculty mentoring cohort which involved professors from different departments visiting each others' classes and giving constructive feedback in an effort to gain new insights into teaching and students' learning. Although the process was not evaluative, it facilitated a reflective conversation with my colleagues regarding evidence of student learning and new techniques of student engagement.

The Math department at Bowdoin college organized weekly teaching seminars where we share our methods, coordinate reciprocal classroom visits, and get advice on handling unexpected issues in classroom from more experienced faculty members. I regularly participated in these and once led a discussion from the *MAA Instructional Practices Guide*. These meetings have been invaluable for my professional development.

§2. Pedagogy Conference

I have attended several pedagogy conferences and workshops organized by *Chicago Center for Teaching*, *Center for Leraning and Teaching* at Bowdoin and Bates College, the *Five Colleges of Ohio* consortium, and the *MAA mentoring network*. In summer 2021, I added a conference on Mastery Based Grading that helped me transition to alternate grading methods in my classroom that encourages productive failure and rewards perseverance. These conferences taught me about the ever changing role of Math professors in the face of modern technological advances and how the teaching process has evolved to be relevant with the modern day and age. I also learned about new ways of encouraging active learning and ways to encourage proactive student involvement.

Chapter 4

Future Teaching Goals

Building upon my current experience, I have many specific ideas that I plan to incorporate into my role as a future instructor.

- I intend to develop and introduce augmented reality or role-playing-games into the classroom, similar to RTTP, to innovate and transform STEM instruction with new forms of representation. In a parallel direction I advocate new forms of assignments (e.g. videos or experimental) consistent with modern advancement in technology and welcome any opportunity of employing digital and computational tools to enrich my teaching.
- I would like to teach using discovery learning method and experiment with bolder pedagogical ideas.
- My plans also include summer programs for incoming freshmen for a successful transition to college life, outreach programs such as Math Circles for K-12 students, and professional networking between different communities etc.
- I plan to apply for the Project NExT fellowship and hope to gain guidance from professors in the MAA Mentoring Network to help me navigate through potential difficulties that may arise, develop professionally and learn how to maintain a work-life balance while actively engaging in research and scholarship.

Finally, by bringing in a wide variety of perspectives, I hope to impact and get support from my peers in designing approaches towards broader, more widely applicable, and more memorable learning.

Chapter 5

Commitment to Diversity, Equity, and Inclusion

A diverse student population has different needs, faces distinct challenges, and confronts different fears in their journey to academic success. In my statement, I describe my motivation and efforts in mitigating these challenges, as well as my future plans dedicated to improving the recruitment and retention of diverse students in all stages of the academic pipeline.

§1. My Background in India

I come from an average middle-class family in rural India. Of my closest relatives, very few went to college, no one has a degree in a STEM field, and no one has a doctorate. Growing up, there was a distinct lack of higher academic resources; I remember taking public transportation to the nearest university two hours away to get photocopies of library books. I was lucky to have parents who tried their best to provide me with the most decent schooling they could afford and I attribute my academic success to their encouragement and support; as well as to the guidance of the mentors I found along the way through various math competitions and summer camps. My personal experience plays a crucial role in my familiarity with the problems faced by low-income communities and students with disadvantaged backgrounds and has helped me build a toolkit for mentoring others who face similar challenges.

§2. Efforts in Outreach, Mentorship, and Service

My first experience with a diverse student body was as a member of the cultural committee and as an editor of a monthly art magazine at the Indian Statistical Institute, my undergraduate institution. Catering to the needs of people from all the different parts of India, with different languages, cultures, and customs, was a demanding but heavily rewarding experience. At the same time, I presented in student seminars at nearby high schools and mentored students in the *Indian National Mathematics Olympiad* training camps. Through these, I felt satisfied to have contributed productively to the younger generation of mathematicians, opening fresh minds to a new world full of exciting ideas.

Later as a grad student and as a professor, I have continued to regularly give invited talks in student seminars and organize weekly *Problem Solving Seminars* (at Bowdoin and Wooster), where, by exploring nonstandard arguments and strategies in a more 'fun' setting, I have tried to make mathematical contents more accessible to a general audience. At my last institution, I had the unique opportunity of supervising the *Career Exploration Program* of a high school student. I believe my efforts have helped demystify what math education entails and helped encourage a portion of the student body to pursue higher-level math courses.

I am fortunate to possess several formative experiences of mentoring groups of academically talented incoming first-year students at UChicago through the *Chicago Academic Achievement Program*, and later in the *Bowdoin Science Experience*, most of whom were first-generation college students from underrepresented or low-income communities. Apart from the regular orientation with coursework, I helped them with navigating and managing new expectations, integrating more actively with the college culture, and exploring ways of utilizing various campus resources. I also helped them learn mathematical writing and coached them in improving their presentation skills in front of their peers.

I had been an active member of the *Association for Women in Mathematics* for four years as a graduate student. During that time, I co-organized several colloquia and seminars inviting women speakers; conducted climate surveys that highlighted issues of conscious and unconscious bias in the department; led study sessions and social events specifically geared towards participation from women and minorities. At Bowdoin College, I was one of the organizers of a weekly *Study Group for BIPOC students* in Math, CS, and Physics that invited underrepresented students to meet in an informal setting and helped them build a support network in college. At College of Wooster, I worked with two international students to develop *Guides for incoming students in STEM* at Wooster (with support from a GLCA Internationalization grant) and helped design the departmental mission statement regarding DEI issues (to be included in course syllabi). As part of the *BIPOC Employee Caucus* at Wooster, I have also actively participated in promoting antiracist agenda with the college administration -- helping diversity hiring search committees, attending town hall meetings to discuss concerns raised by AAPI students, and endorsing students who have spoken up against instances of racism, bias, discrimination and systemic inequality on campus. All of these experiences have shaped how I approach DEI issues in both my scholarship and in the classroom.

§3. Supporting Diversity in Classroom

Throughout my career as a professor or a graduate student, I was fortunate to find supportive environments that encouraged diversity among the student demographic. Having found myself in front of a large student body with distinct backgrounds and expectations, it was important for me to set an inclusive tone from the first day of class. Introducing myself informally through an online forum helped break down the barrier of intimidation faced by a lot of students early in the semester and created a welcoming environment where they felt more comfortable sharing their goals and experiences with fellow students and me in a less-demanding setting. By incorporating daily group work and collaborative projects in the syllabi, I have tried to build rapport among student communities that appreciate each other's strengths, are receptive to new perspectives, and are confident in contributing to discussions. To ensure a civil and constructive environment during team activities, I kept a close watch to discourage any classroom incivility or micro-aggression (e.g., repeated use of incorrect pronouns), and ensured that students actively recast any negative criticisms for their peers. Throughout the semester, I also made sure to invite students to move around and work with different partners to avoid any stagnant social dynamic and encouraged them to take advantage of my office hours so that I could engage with every one of them on a personal basis and understand their needs.

Every person learns at a different pace, so it is also important to me that each student is treated as an individual, that multiple perspectives, experiences, and identities are valued and promoted, and that each one of them is allowed reasonable academic freedom to pursue the study material at their own pace. This has led me to create multiple ways of delivering content -- visually via slide presentations, graphically via math software and web applets, and practically via projects and video examples that highlight applications of abstract ideas. Other efforts include spending extra time with students with disabilities or English language learners (and helping them connect with the appropriate resources on campus), creating examples in-class notes and worksheets that are more heterogeneous in nature, that relate to the personal experiences of students, and using online LMS such as Moodle to organize the syllabi and give a concrete structure to courses. In recent years, I have switched completely to alternate grading systems that are more equitable in nature, emphasize more formative assessments, and reward persistence and growth. Finally, it has meant being mindful of my language and rhetoric in the classroom so that it portrays my spirit of open-mindedness and goodwill.

§4. Self Improvement and Future Goals

Seeking opportunities to learn from others with different viewpoints, I have attended regular professional development seminars and workshops through the *STEM Faculty Learning Community* at Wooster, through *Center for Learning and Teaching* at Bowdoin, the *Five Colleges of Ohio* consortium, and *Chicago Center for Teaching*. I have participated in DEI workshops from the college and learned about *Antiracist*, *Anti-bias*, *and Culturally Responsive Practices* using case studies, and how to handle *Classroom Incivilities* using scripts. Equally important, collecting regular *anonymous student feedback* (open throughout, but specifically requested at mid and end-semester) has helped me keep track of the classroom climate and continually improve myself based on students' suggestions.

Under-representation of groups such as women, ethnic minorities, LGBTQ communities, and people with disabilities in Mathematical Sciences remains one of the most challenging and critical problems facing us as a field. Building upon my current experience, I have many specific ideas that I wish to incorporate to help fight this issue. For example, these include creating summer programs for incoming freshmen for a successful transition to college life, outreach programs such as Math Circles for K-12 students, professional networking support for student communities with disadvantaged backgrounds, etc. I hope my desire and responsibility as an educator to actively support the diverse environment of STEM fields resonates with my institution's commitment to DEI, as I continue and expand my inclusion efforts, both in my personal and professional life.

Appendices

The appendix section includes a small collection of sample assignments, worksheets, projects, labs, and exams I have written for students over the years. Most of the contents for all of my courses starting in 2018 are available through my webpage and my github page.

Appendix A

Sample Assignments and Projects

MATH 221 - Differential Equations

Project 2: Mathematical Epidemiology 101: The SIR Model and COVID-19

Fall 2020 | **Subhadip Chowdhury** | **Sep 25-29**

On December 31, 2019, the Chinese city of Wuhan reported an outbreak of a novel coronavirus (**COVID-19**) that has since killed over **979,000** people. As of Sep 23, 2020, over **32,000,000** infections* - spanning **215** countries [1] - have been confirmed by the World Health Organization (WHO). In this project, we try to understand the infectious disease models, exploring how the WHO and other groups are characterizing and forecasting the COVID-19 pandemic.

§A. What is the SIR model?

Epidemic spread can be modeled by a system of differential equations. Such models include the **SIR** model and its variations. The SIR model is a **compartmental disease model** describing the dynamics of infectious diseases. The letters in **SIR** represent the three compartments of the total population:

- **Susceptible** - Susceptible individuals have no immunity to the disease (immunity can come from prior exposure, vaccination, or a mutation that confers resistance). Susceptible individuals can move into the Infectious compartment through contact with an infectious person.
- **Infectious** - The group of infectious represents people who can pass the disease to susceptible people and can recover after a specific period. Note that it does not represent the *infected* people.
- **Removed** - People who recover from the disease get immunity so that they are not susceptible to the same illness anymore. Many SIR-based models assume that a recovered person remains immune (which is often appropriate if immunity is long-lasting, e.g., chicken pox or the disease is being modeled over a relatively short time period). As a matter of convenience, we include the group of people who do not recover but die in the 'Removed' group -- since they too can no longer contract the disease.

We assume that at any given moment, a person must be in exactly one compartment. However, because people can move between compartments, the number of people in each compartment changes over time. The SIR model captures population changes in each compartment with a system of ordinary differential equations (ODEs) to model the progression of a disease.

§B. Derivation of the Model

As the first step in the modeling process, we identify the independent and dependent variables. The independent variable is time t, measured in days. We are going to make the following simplifying assumptions:

Assumption I.

Assume that the total population size $\mathbf{N}(t)$ is a constant. This is reasonable if for example, a city is on lockdown. We also do not consider the effect of the natural death or birth rate because the model assumes the outstanding period of the disease to be much shorter than the average lifetime of a human.

*Interesting (macabre?) **Note:** When I wrote this project last semester, the data was as follows: "...has since killed over **170,000** people. As of April 20, 2020, over **2,480,000** infections - spanning **210** countries..."

In our closed population of **N** individuals, say that **S** are susceptible, **I** are infectious, and **R** are recovered. Let

$$s = \frac{\mathbf{S}}{\mathbf{N}}, \quad i = \frac{\mathbf{I}}{\mathbf{N}}, \quad r = \frac{\mathbf{R}}{\mathbf{N}}$$

denote the fraction in each compartment.

■ Question 1.

1 point

Explain why, at each time t, we have

$$s(t) + i(t) + r(t) = 1. \tag{0}$$

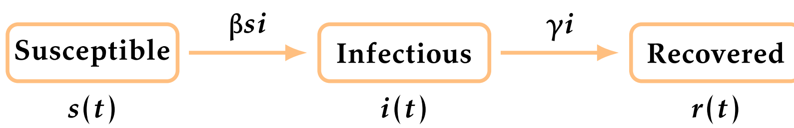
End of Question 1

The complete SIR model is given by the following three dimensional system of ODEs:

$$\frac{ds}{dt} = -\beta si \tag{1}$$

$$\frac{di}{dt} = \beta si - \gamma i \tag{2}$$

$$\frac{dr}{dt} = \gamma i \tag{3}$$



Below we will explain how to derive each of the three equations.

Assumption II.

We assume that the population is well-mixed. This means any infectious individual has a constant probability of contacting any susceptible individual. This is often the most problematic assumption, but is easily relaxed in more complex models by taking averages.

Assumption III.

We assume that the time-rate of change of $\mathbf{S}(t)$, the number of susceptibles, depends on four things:

- the number of individuals currently susceptible,
- the number of individuals currently infectious,
- the amount of contact between susceptibles and infectious, and
- the transmissibility of the disease.

In particular, suppose that each infectious individual has a fixed number of contacts per day and each contact has a fixed probability to transmit the disease. Not all these contacts are with susceptible individuals. Let's assume that on average, each infectious individual generates $\beta s(t)$ new infectious individuals per day. The constant β depends on the last two factors.

Question 2.

The Susceptible Equation, (1+1+1) points

The rate of change of **S** over time is given by $\frac{d\mathbf{S}}{dt} = -\beta s(t)\mathbf{I}(t)$. Explain carefully how each term in the differential equation follows from assumptions II and III.

(a) Why is the factor of $\mathbf{I}(t)$ present?

(b) Where did the negative sign come from?

(c) Explain how this leads to the equation (1)

$$\frac{ds}{dt} = -\beta s i$$

End of Question 2

Assumption IV.

Infectious individuals are assumed to recover with a constant probability at any time, which translates into a constant per capita recovery rate that we denote with γ. For example, if the average duration of infection is three days, then, on average, one-third of the currently infectious population recovers each day.

Question 3.

The Recovered Equation, 1 point

Explain how the corresponding differential equation (3) for $r(t)$,

$$\frac{dr}{dt} = \gamma i$$

follows from the last assumption.

Question 4.

The Infectious Equation, 1 point

Explain how we can use equations (1) and (3) together to conclude equation (2)

$$\frac{di}{dt} = \beta s i - \gamma i$$

Which assumption about the model did you use to get this?

§C. Determining Outcomes: Graphical Representations

A common goal for modeling is to understand likely outcomes in the short term and the long term. These outcomes may be visualized via solutions to the differential equations, or via the differential equations directly. Before moving forward with further calculation, let's try to make some initial observations directly from the set of equations (1)-(3).

■ Question 5.

3 points

Below are six graphs from the SIR model for a theoretical outbreak of COVID in a population of **3000** people. At the start of the outbreak, there is one Infectious person, and everyone else is Susceptible. There is one graph for each of the following: $s(t)$, $i(t)$, $r(t)$, ds/dt, di/dt, and dr/dt. Which is which? How do you know? Consider shapes of graphs, values on the vertical axis, and other information you believe to be relevant. In particular, two graphs look nearly identical. One is a derivative graph (ds/dt, di/dt, or dr/dt) and one is a solution graph ($s(t)$, $i(t)$, or $r(t)$). Reason through which graph is which. Explain your logic. **You are not allowed to use any technology for this part.**

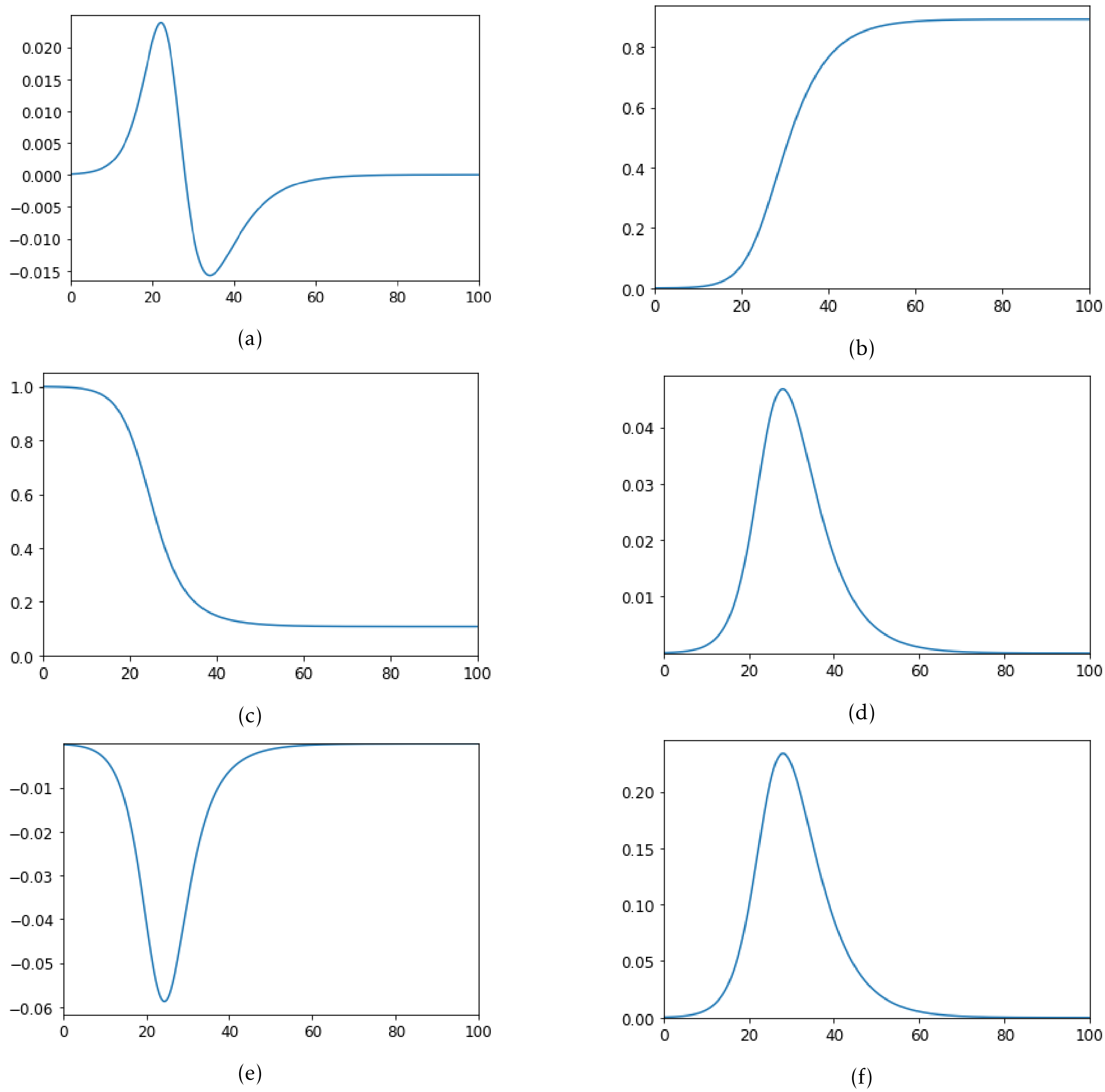


Figure 1

§D. Basic Reproduction Number $\mathbf{R_0}$

Definition D.1

The **basic reproduction number**, $\mathbf{R_0}$, also known as the **contact number**, is defined as the expected number of secondary cases produced by a single infection in a completely susceptible population.

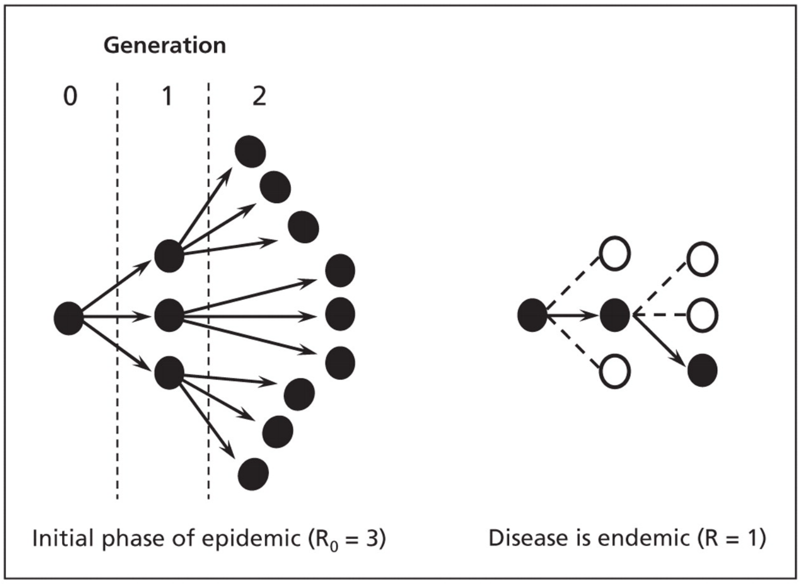


Figure 2: $\mathbf{R_0 > 1}$ is epidemic, $\mathbf{R_0 = 1}$ is endemic

$\mathbf{R_0}$ is a combined characteristic of the population and of the disease, it measures the relative contagiousness of a disease. It is important to understand that $\mathbf{R_0}$ is a dimensionless unitless number and not a rate. We can define

$$\begin{aligned}\mathbf{R_0} &= \underbrace{\underbrace{\left(\frac{\text{infection}}{\text{contact}}\right)}_{\text{transmissibility of disease}} \times \underbrace{\left(\frac{\text{contact}}{\text{time}}\right)}_{\text{average rate of contact}}}_{\beta} \times \underbrace{\underbrace{\left(\frac{\text{time}}{\text{infection}}\right)}_{\text{duration of infectiousness}}}_{\frac{1}{\gamma}} \\ &= \beta \times \frac{1}{\gamma}\end{aligned}$$

We have used assumption IV here: γ is roughly equal to the reciprocal of the number of days an individual is sick enough to infect others. Although γ is directly observable from patients, there is no direct way to observe β. Fortunately, there is an indirect way of calculating $\mathbf{R_0}$ that doesn't require us to know β beforehand.

§E. Qualitative/Analytical Approach

Note that the first two ODEs in the SIR system can be treated as a **2D** system by themselves, since they do not invlove a r variable. Then once we find $i(t)$ and $s(t)$, we can use that to find $r(t)$ (using equation 0). For a **2D** system, we can use PPLANE to draw the (s,i) phase portrait with s as the horizontal axis and i as the vertical axis. We only need to look at the range $[0,1]\times[0,1]$.[†]

Question 6. **(2+2+2) points**

For the two-dimensional system

$$\frac{ds}{dt} = -\beta s i, \qquad \frac{di}{dt} = \beta s i - \gamma i,$$

(a) find the equations of the nullclines and the equilibrium points.

(b) Using the nullclines or otherwise, explain why for an epidemic to occur (i.e. $i(t)$ increases from its initial value) we must have $s(0) > \frac{1}{R_0}$. This number $\frac{1}{R_0}$ is consequently called the **threshold value** of the model.

Question 7. **4 points**

Find a differential equation for $\frac{di}{ds}$ from equations (2) and (1). [**Hint:** $\frac{di}{ds} = \left(\frac{di}{dt}\right)\Big/\left(\frac{ds}{dt}\right)$.]

Solve it using separation of variables method and show that $i(s)$ has the general formula

$$i(s) = -s + \frac{\ln s}{R_0} + c \tag{4}$$

where c is some arbitrary constant. This is the equation of the general solution curve in the phase plane!

End of Question 7

Since the initial conditions are $(s(0), i(0)) \approx (1,0)$, we can use equation (4) to write

$$0 \approx -1 + \frac{\ln 1}{R_0} + c \implies c \approx 1$$

Now take limit as $t \to \infty$ on both sides of equation (4) and use the fact that $\lim\limits_{t\to\infty} i = 0$ (why?) to get

$$0 = \lim_{t\to\infty}\left(-s + \frac{\ln s}{R_0} + 1\right) \implies R_0 = \lim_{t\to\infty}\left(\frac{\ln s}{s-1}\right) \tag{5}$$

Thus we can find the numerical value of R_0 by collecting data about $s_\infty = \lim\limits_{t\to\infty} s(t)$ in real-life. For countries who have stabilised their COVID transmissions, this number can be found easily and we can consequently find approximate value of R_0. Unfortunately, in the USA we are not yet in the $t\to\infty$ part of the curve[2]; and so the R_0 value gets frequently updated.

Question 8. **2+1 points**

Use $\beta = 0.5, \gamma = 0.2$ in your PPLANE phase portrait. Draw a solution curve that starts approximately near $(1,0)$.

Attach a picture of the phase portrait with the solution curve.

[†] Strictly speaking, we should only look at the region $s+i\le 1$ since $s+i+r=1$.

Use the picture to estimate the value of s_∞. Use this value of s_∞ in the limit in equation (5) to find $\mathbf{R_0}$. Your answer should be approximately equal to $\frac{\beta}{\gamma}$.

End of Question 8

One of the most fascinating observation we can make about s_∞ from the phase portrait is that it's not equal to $\mathbf{0}$. Indeed, there is always a fraction of the population who never get infected! This is one of the fundamental insights of mathematical theory of epidemics.

Question 9. **2 points**

Assume $i(0) > 0$ and $\mathbf{R_0} > 1$.[‡] Show that $s_\infty = \lim\limits_{t\to\infty} s(t)$ is strictly larger than $\mathbf{0}$.

[**Hint:** First note that s_∞ has to be between $\mathbf{0}$ and $\mathbf{1}$ (why?), so it's positive. Why can't s_∞ be equal to zero?]

§F. Numerical/Qualitative Approach

You will need to save and attach your Python Output pictures for different questions of this section. So make sure to provide meaningful labels and titles in the pictures.

You can download and use the `ODE_2D_System.ipynb` file from Moodle as a reference. You will need to convert the code to be used for a 3D system. Alternately, you can use PPLANE.

Here is a neat trick: Copy all the pictures onto a single page of Word document and convert it into pdf!

Question 10. **6 points**

Write a program that draws the graphs of $s(t), i(t)$, and $r(t)$ vs. t for $0 \le t \le 100$, either together or separately. You should use different color for each curve. Use the following values for the parameters and the initial conditions:

- $\beta = 0.5$ and $\gamma = 0.2$
- $s(0) = 2999/3000$ and $i(0) = 1/3000$, i.e. we are assuming that is one in a 3000 person is infectious at time $t = 0$.
- $r(0) = 0$

Attach the picture(s). They should look like some of the curves from question 5.

Question 11. **(2+2+1 points)**

Use your plots to answer the following questions.

(a) What are the long term ($t = 100$) approximate values of $i(t)$ and $s(t)$? How does the long term value of $s(t)$ compare to your answer from question (8)?

(b) What is the maximum value of $i(t)$? Find the approximate value of t when it happens.

End of Question 11

For the rest of this section, we are going to focus our experimentation on the infectious-fraction, $i(t)$, since that function tells us about the progress of the epidemic. We are going to vary the parameters β and γ and find its effect on the solution curve $i(t)$ vs. t.

[‡] If $\mathbf{R_0} < 1$, on average, an infectious person infects less than one person. I.e. the disease is expected to stop spreading.

■ Question 12. (2+1) points

First let's experiment with changes in β when γ is fixed at 0.2.

(a) Plot the graphs[§] of $i(t)$ with β values $0.5, 0.7, 0.9, \ldots, 1.5$. Describe how changing β affects the graph of $i(t)$.

(b) Explain briefly why the changes you see are reasonable from your intuitive understanding of how β affects the epidemic model.

(c) **(BONUS 2 points)** Modify the program to plot all the graphs for consecutive values of β in a single picture and attach it. All the required code can be found in the Jupyter notebooks for 2D Systems and for one-parameter family of ODEs.

■ Question 13. (2+1+2) points

Now let's experiment with changes in γ when β is fixed to 0.5.

(a) Plot the graphs[¶] of $i(t)$ with γ values $0.2, 0.3, 0.4, 0.5, 0.6$. Describe how these changes affect the graph of $i(t)$.

(b) Explain the changes you see in terms of your intuitive understanding of how γ affects the model.

(c) There is a change in the behavior of the $i(t)$ graph for a certain value of γ in the given range. What is the change? What happens to $\frac{di}{dt}$ and $i(t)$ when γ is bigger than this particular value? Use equation (2) to justify your answer.

(d) **(BONUS 2 points)** Modify the program to plot all the graphs for consecutive values of γ in a single picture and attach it.

§G. Flattening the curve

■ Question 14. 4 points

In our planetary response to COVID-19, we have come up with many different ways to reduce the $\mathbf{R_0}$: via **social distancing**, via **quarantining the infectious**, or via **providing better treatment and healthcare**. Explain which of these correspond to changing β and which ones correspond to γ? Describe what the phrase "flatten the curve" means! Which curve are we talking about here? Why is it important to flatten the curve?

End of Question 14

So what happens to our model when we change β? While public health responses can reduce the value of β, a single social event on a college campus weekend may cause an increase in the value of β. Changes in β lead to changes in how many people become sick, and changes in the model provide a fascinating moment for building insight into the relationship between a differential equation and its solution.

As a first adjustment, consider $\beta = \beta(t)$ to be piecewise constant

$$\beta(t) = \begin{cases} 0.5 & \text{for } 0 \le t \le 20, \\ 0.2 & \text{for } t \ge 20 \end{cases}$$

This may represent suddenly changed health policies once authorities realize an outbreak has begun.

[§] You don't need to attach the pictures unless you want the bonus point from (c).

[¶] You don't need to attach the pictures unless you want the bonus point from (d).

■ Question 15.

3 points

Determine which graph is which below. The choices are $s(t)$, $i(t)$, $r(t)$, ds/dt, di/dt, and dr/dt.

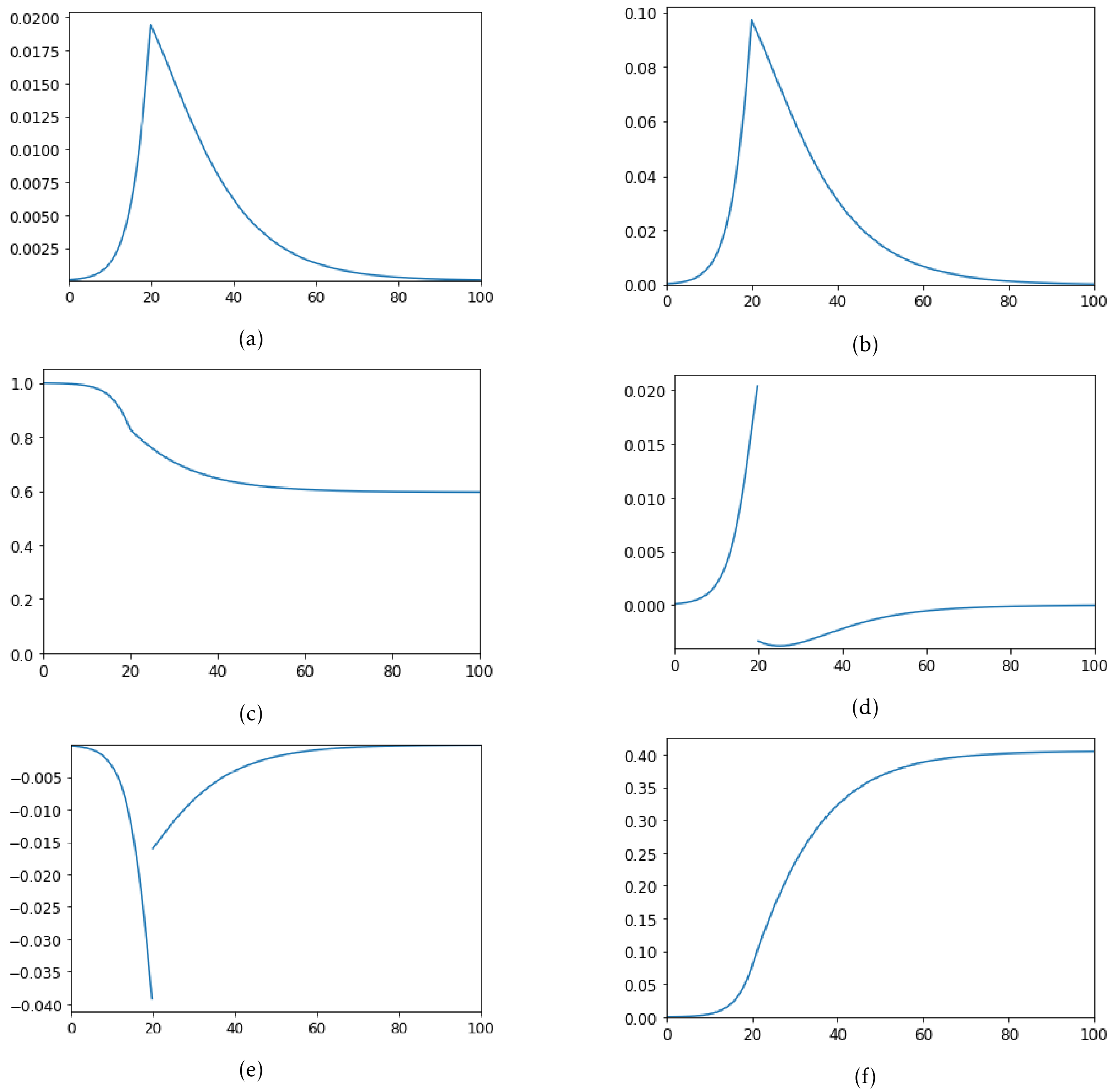


Figure 3

■ Question 16.

Optional, Bonus 6 points

Finally, try a more free-form approach.

- What would happen if $\beta(t)$ were constantly decreasing, that is, if $\beta(t)$ were a straight line with negative slope? (Be sure $\beta(t)$ remains nonnegative throughout the time of your outbreak.)
- What would happen if $\beta(t)$ were periodic? Can you construct a periodic function for $\beta(t)$, with a

period of seven days, to represent weekly variation in infectivity? Again, keep $\beta(t) > 0$.

- What other $\beta(t)$ functions could you consider?

In all variations, think through what the graphs of $s(t)$, $i(t)$, $r(t)$, ds/dt, di/dt, and dr/dt should look like. Reason through the answers first, and explain your reasoning carefully. Then, use Python to test your claims by creating the graphs. Ask me if you are unsure how to code variable β in Python.

§G. **References**

[1] https://www.worldometers.info/coronavirus/

[2] https://covid19.healthdata.org/united-states-of-america

[3] Meredith Greer (2018), "6-007-S-FunctionsAndDerivativesInSIRModels," https://www.simiode.org/resources/4884.

[4] David Smith and Lang Moore, "The SIR Model for Spread of Disease - The Differential Equation Model", https://www.maa.org/press/periodicals/loci/joma/the-sir-model-for-spread-of-disease-the-differential-equation-model

§H. COVID-19 (Optional)

Figure (4) gives an idea of how COVID-19 compares to other infectious diseases. Note that it is extremely hard to estimate $\mathbf{R_0}$ accurately, the picture below only provides a possible upper and lower bound for the value.

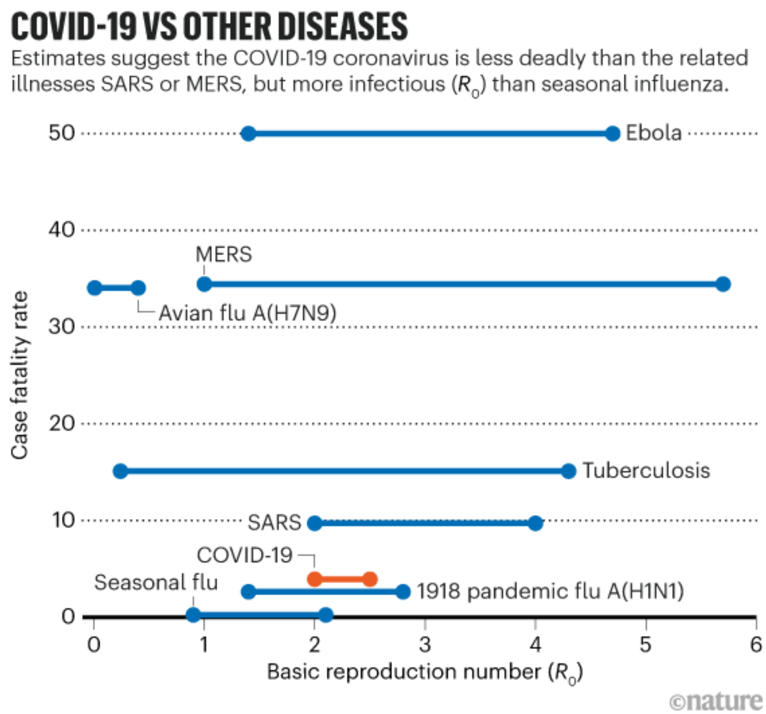


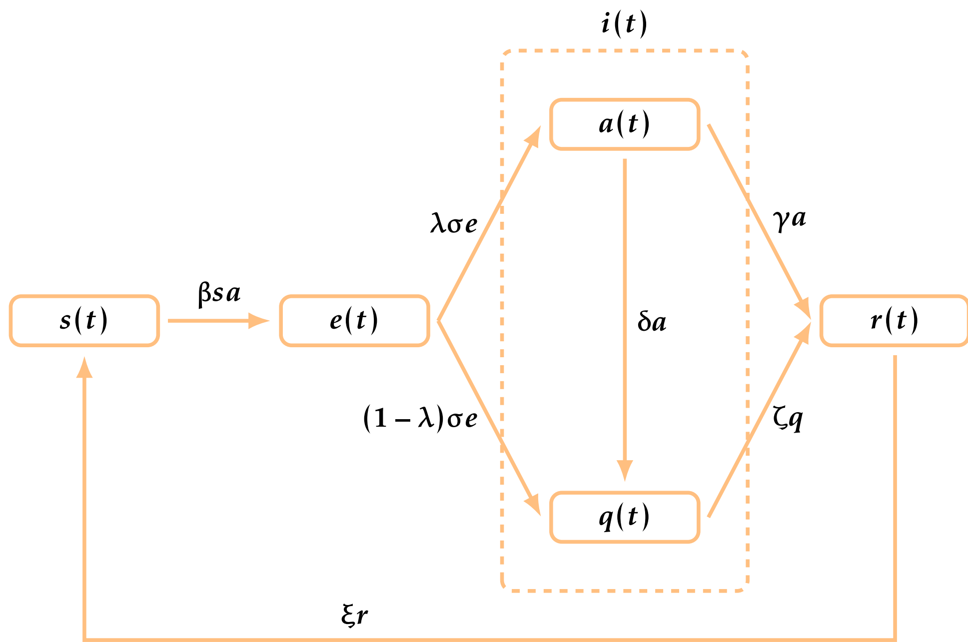
Figure 4: Source: Nature 579, 482-483 (2020)

The SIR model is fairly simplistic in nature and needs modification for complex diseases such as COVID-19. One of the more commonly used is the SEIR model, the E stands for **(Exposed)**. It takes into account the fact that some diseases (e.g. COVID-19) have a latent (or incubation) period, during which individuals have been infected but are not yet infectious themselves (i.e. cannot infect others). Another approach is to use a SIQR model, where the Q stands for **(Quarantined)**. There are also models where β varies over time.

We are going to consider a SEAQRS model. The 'A' stands for **(Asymptomatic)**.

- When someone first contracts the disease they go from S to E.
- Once the incubation period is over, people move from E to I at a rate σ approximately equal to the reciprocal of the duration of incubation.
- We are breaking I in to two parts: people who show their symptoms go to Q, people who don't move to A. People can move from A to Q but not conversely.
- Both I and Q lead to R.
- Some part of R individuals return to S status due to loss of immunity.

I have provided a graphical representation below. There are more underlying assumptions as before that I am not going to list here. You are encouraged to think about what some of those could be to make this model more accurate. I have purposefully made the model a bit over-complicated to give you an idea of what a general model looks like. Some questions that you could consider are:



- what does λ represent?
- why does the arrow between s and e says $\beta s a$?
- why is γ and ζ different? Note that ζ is usually bigger than γ.

Here are some stats for COVID-19. The average incubation period has been approximated to have a median of 5.1 days. So $\sigma \approx \frac{1}{5}$. According to a NYT article, $\lambda \approx \frac{1}{4}$. The majority of individuals that contract COVID-19 resolve symptoms within two weeks, so we can take $\zeta \approx \frac{1}{14}$.

■ Question 17. Optional, Bonus 4 points

Write down the system of ODEs corresponding to this model.

■ Question 18. Optional, Bonus 6 points

Use the Python file to draw the $i(t)$ vs. t graph, where $i = a + q$. Discuss how the peak of i changes with respect to β and ζ. Use them to demonstrate the effectiveness of quarantine.

Theory of Differential Calculus

Application/Extension Problem 1

Fall 2021 **Subhadip Chowdhury** **Math 115**

§A. What this AEP is about

In mathematics and computing, a **root-finding algorithm** is an algorithm for finding roots of continuous functions. A **root** of a function $f(x)$ is a number x such that $f(x) = 0$. In general, if the function $f(x)$ is not overly simple, the roots of $f(x)$ cannot be computed exactly, nor expressed in closed form. So we might ask, how does your calculator (or a computer) find roots of functions or solutions of equations in general?

Below we will describe two such algorithms your calculator might use to provide **approximate answer** when it solves for a root. Note that most root-finding algorithms apriori assumes that a root exists. The algorithm itself does not guarantee that it will find any or all the roots. In particular, if such an algorithm does not find any root, that does not necessarily mean that a root does not exist!

§B. Prerequisites and tech requirements

Before starting this AEP, you should

- know what a continuous function looks like,
- know what it means to have a root of a function,
- know the conclusion of Intermediate Value Theorem and how it is applied,
- understand the interpretation of derivative as slope of tangent,
- know how to find equation of the tangent line to a given curve $y = f(x)$ at a point $(a, f(a))$.
- be comfortable using `DESMOS` to evaluate a function repeatedly at different values.

Please come talk to me if you are not comfortable with any of these topics.

§C. Submission Instructions and Grading criteria

To submit this AEP:

- Create a handwritten or typed document with your solution. Convert the document/picture of the document to JPG or PDF format using an app or software. Please do not submit MS Word documents.
- Upload the file to the appropriate AEP assignment link on Moodle.

This AEP will be graded based on the EMPX rubric. You can check your Moodle gradebook to see your grade and and view feedback left by the professor. These appear as text annotations on your PDF submission or as general comments next to the grade. Grades of **E** or **M** may not have much feedback. Grades of **P** or **X** always have feedback, so please look carefully for this.

In order to earn an **E** or **M**, your submission must:

- show all of your work neatly and in a ordered manner.
- back up any claim you make with sufficient proof.

- explain your reasoning in a way that could be understood by a classmate who understands the mathematical concepts but has no familiarity with the particular problem being solved.

In short, readers of your work should not have to fill in any details or guess your thought process.

> **Important Note.** There will be one chance to revise and resubmit this AEP within a week from when it is first graded and returned to you.

§D. Learning Targets covered

Besides regular PE credits, getting an **E** or **M** in this AEP will also earn you an 'S' in learning target L3 (IVT).

§E. **AEP Task**

Consider the polynomial $P(x) = x^3 + 3x - 1$. Your goal is to find a zero of this function: i.e., a number a so that $P(a) = 0$. Although there is an algebraic technique for finding a zero of a cubic polynomial, we are going to approximate a zero.

Goal: We want to manually find an approximate value for a within 10^{-2} of the actual value of a.

Feel free to use DESMOS or a calculator throughout this AEP to calculate the value of $P(x)$ as needed. Note however that this AEP is describing how a computer or calculator finds a root of polynomial. So if you just copy the root from DESMOS, that defeats the purpose of the exercise.

First Algorithm: Bisection Method

■ Question 1. □

To begin, show that the equation $P(x) = 0$ has at least one solution in the interval $[-1, 1]$. You must give a good justification that such a solution exists.

Our goal is find the location of the root. One way to approximate the root is to **bisect** the interval $[-1, 1]$ (i.e. break it into two equal halves). Then we can aks which one of those halves is the root in.

■ Question 2. □

(a) Determine whether $P(x) = 0$ has a solution in $[-1, 0]$ or $[0, 1]$ (as you did in the previous step), and

(b) then repeat the process with the new interval containing a solution (i.e. bisect it again).

Note that each time you bisect the interval, you get an interval half the length of the previous one.

■ Question 3. □

How many times do you need to repeat the bisection process to have a sufficiently accurate (see the goal) answer? Don't just give a number here; write down and show the steps.

What's your final approximation? Your answer should look like a fraction of the form $\frac{a}{b}$, and not like a decimal expansion.

Second Algorithm: Using Derivative

Calculus gives us another way to perform the search. We are going to use the interpretation of derivative as the slope of tangent at a point.

■ Question 4. □

(a) Let $y = f(x)$ be a function of x. What is the slope of of the line L tangent to the graph of f at $(x_1, f(x_1))$?

(b) What is the equation of the line L?

(c) Suppose the tangent line L intersects the x–axis at x_2. Find x_2 in terms of x_1 and f. See fig. 1 for a picture.

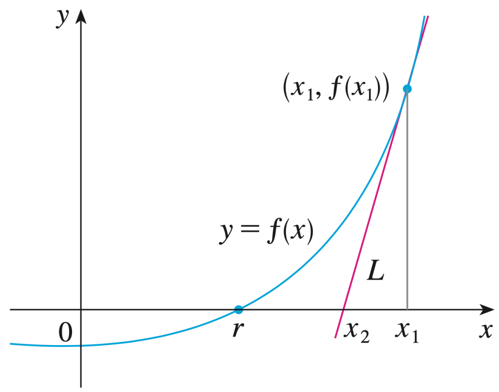


Figure 1

The main idea behind the second algorithm is that this new x-intercept will typically be a better approximation to the function's root than the original guess, and the method can be iterated.

Let's return to the original problem of $P(x) = x^3 + 3x - 1$. We will begin with one of the end points of the original interval; this is your original guess a.

Let $x_1 = 1$.

Question 5.

(a) *Apply the operation in the previous step, obtaining the x-intercept of the tangent line at $(a, P(a))$ as a new guess, which hopefully is a better approximation to a solution of the equation $x^3 + 3x - 1 = 0$ than the end point you started with.*

What is x_2?

(b) *Is this answer within the desired margin of error (i.e. within 10^{-2}) from the answer you obtained using the bisection method?*

(c) *When you get an answer within the margin of error you may stop. Otherwise, repeat the operation, this time beginning with your latest guess x_2 as the new a and find $x_3, x_4, \ldots$ so on.*

Comparison

Question 6.

Compare the two techniques for finding a solution.

(a) *Which is easier to understand in your opinion? Why?*

(b) *Which is faster; that is, which leads to an answer within the desired degree of accuracy in the fewest number of iterations?*

Calculus and Analytical Geometry II

Application/Extension Problem 1

Spring 2021 | **Subhadip Chowdhury** | **Math 112**

§A. What this AEP is about

This AEP introduces Fourier coefficients and Fourier polynomials of simple functions to illustrate an important application of integrals that uses the technique of integration by parts and properties of definite integrals.

§B. Prerequisites and tech requirements

Before starting this AEP, you should have a solid understanding of Integration by Parts, and the summation notation. You should also have some knowledge of how the graphs of basic trigonometric functions look like and how to use `DESMOS` to plot functions.

§C. Grading criteria

This AEP will be graded based on the EMPX rubric (see the 'Assessment' document for details). You can check your Moodle gradebook to see your grade and and view feedback left by the professor. These appear as text annotations on your PDF submission or as general comments next to the grade. Grades of **E** or **M** may not have much feedback. Grades of **P** or **X** always have feedback, so please look carefully for this.

In order to earn an **E** or **M**, your submission must:

- show all of your work neatly and in a ordered manner.
- back up any claim you make with sufficient proof.
- explain your reasoning in a way that could be understood by a classmate who understands the mathematical concepts but has no familiarity with the particular problem being solved.

In short, readers of your work should not have to fill in any details or guess your thought process.

> **Note:** Completing questions 1-4 correctly will earn you an M. You must additionally complete question 5 correctly to earn an E.

§D. AEP Task

Suppose we have a continuous function $f(x)$ on the interval $[-\pi, \pi]$. Then for each integer $i = 0, 1, 2, \ldots$, we can define the i^{th} **Fourier coefficients** of the function f by the formulae:

$$a_i = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\cos(ix)\,dx \qquad \text{and} \qquad b_i = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\sin(ix)\,dx$$

For $N = 1, 2, \ldots$, we define the N^{th} **"Fourier polynomial"** of $f(x)$ to be

$$P_N(x) = \frac{a_0}{2} + \sum_{i=1}^{N}\left[a_i\cos(ix) + b_i\sin(ix)\right]$$

> **Note:** The Fourier Polynomial is not actually a polynomial function!

Fourier coefficients and polynomials are named for the French mathematician Joseph Fourier. In a speech for the French Academy of Sciences in 1807, **Fourier proposed that these polynomials could be used to approximate arbitrary functions on the interval $[-\pi, \pi]$.** He was led to study these polynomials and make his bold statement by studying heat flow.

Unfortunately, the great French mathematicians of the time did not agree and did not take his ideas seriously. They were wrong. Today, the ideas introduced by Fourier are used to study phenomena that exhibit wavelike (periodic) behavior, such as sound and light. These ideas have been used in physics, engineering, and even economics. This problem is an introduction to some of Fourier's work.

■ Question 1. □

(a) Let $f(x) = x$. Use integration by parts to find the first six sets of Fourier coefficients $a_0, b_0, a_1, b_1, \ldots, a_5, b_5$.

(b) Do you see any pattern in your answers? Write down a general formula for a_i and b_i, in terms of i if necessary.

(c) Write down the first three Fourier polynomials P_1, P_2, and P_3, P_4, and P_5 associated to f in expanded form (i.e. not using the sigma notation). Use `DESMOS` to plot the function $f(x)$ and these five Fourier polynomials.

Include a screenshot of the `DESMOS` plot with your submission. This can be attached as a separate image file if necessary.

■ Question 2. □

(a) Suppose f is an odd function (look up the definition of an odd function if necessary), continuous on the interval $[-c, c]$. Use the area interpretation of definite integral to explain why

$$\int_{-c}^{c} f(x)\,dx = 0$$

(b) In question 1(b), something special happened because the function, $f(x) = x$, is an odd function on $[-\pi, \pi]$. What pattern did you notice? In general, if f is any odd function on $[-\pi, \pi]$, what can you say about the Fourier coefficients a_i of f?

Question 3.

(a) Another special collection of functions on an interval $[-c, c]$ is the even functions. After thinking about what happens for the odd functions, make a guess about the Fourier coefficients b_i of an even function.

(b) Let $f(x) = x^2$; check whether your guess is correct or not using this even function. Explain why your guess should be true for any even function.

Question 4.

Why did Fourier think this would be a good technique for approximating **periodic** functions?

This process of taking a periodic function and approximating it as a sum of sinusoidal functions is called **Fourier Transform**. File formats such as MP3, JPEG all depend on splitting up a function into its component sine waves! Click here to visit an interactive website where you can get a visual idea of what Fourier transform does.

Consider a periodic function $g(x)$ of period 2π, i.e. it repeats after every 2π. Between $[-\pi, \pi)$, the function is defined as

$$g(x) = \begin{cases} -\pi, & -\pi \le x < 0 \\ \pi, & 0 \le x < \pi \end{cases}$$

So the graph of the function for all Real numbers looks like the following picture,

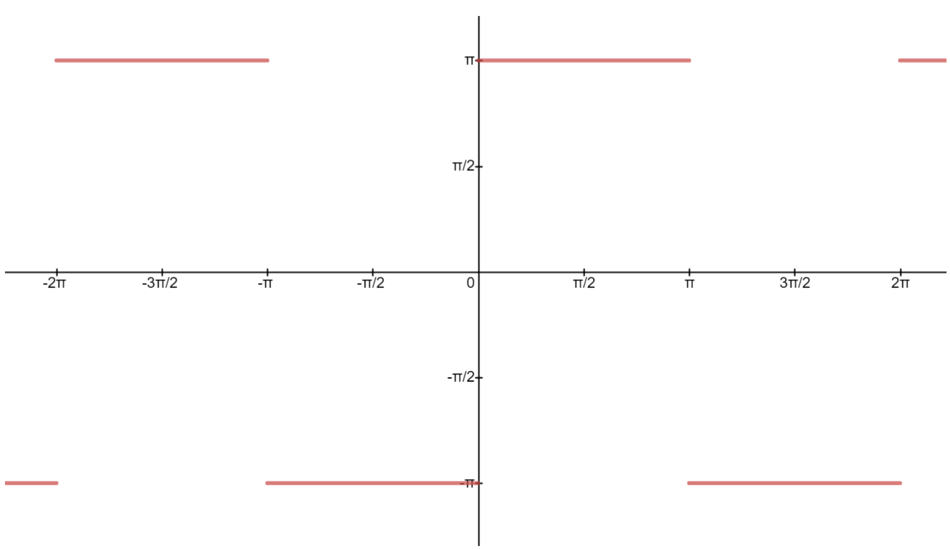


Figure 1: Graph of $g(x)$

and it repeats on both ends. We will call it the **Square Wave Function**.

If you have checked out the website linked above, you know that this function can be approximated as a sum of sinusoidal functions. The approximations are the Fourier Polynomials! Let's find out mathematically what the coefficients are.

Question 5.

□

(a) Find a formula for the i^{th} Fourier coefficients a_i and b_i for $g(x)$, in terms of i. Note that $g(x)$ is an odd function, so your work is essentially halved.

(b) Graph the fifth Fourier polynomial P_5 associated to g using `DESMOS`. Include a screenshot of the graph with your submission.

HINT: P_5 for g should be sum of three sine functions.

(c) What happens when we plot higher order Fourier polynomials? Would they approximate the Square Wave function better?

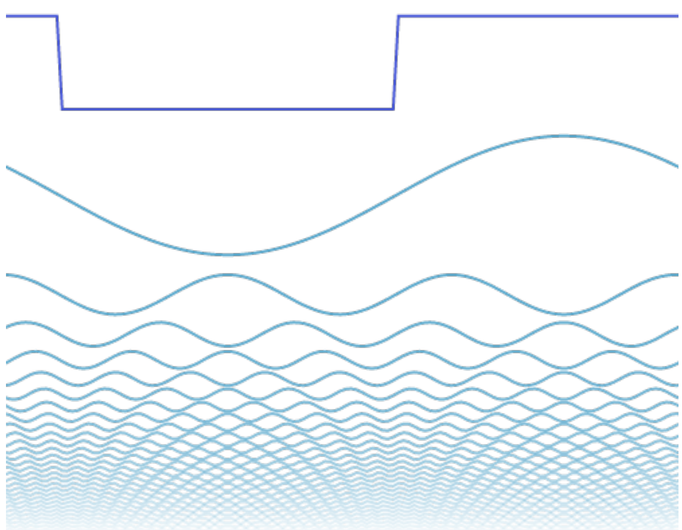


Figure 2: Splitting the Square Wave into Sinusoidal Components

Math 2000 Project 5: Markov Chains, the Perron-Frobenius theorem and Google's PageRank Algorithm*

Subhadip Chowdhury

- **Purpose:** To analyze Markov chains and investigate steady state vectors.
- **Prerequisite:** Eigenvalues and eigenvectors.
- **Resources:** Use Mathematica as needed. You might also want to take a look at http://setosa.io/ev/markov-chains/ and http://setosa.io/markov/index.html

Web Surfing

Definition 1. A **Stochastic matrix** (aka Markov Matrix) is a square matrix, all of whose entries are between 0 and 1 (inclusive), and such that the entries in each column add up to 1.

We can think of the matrix entries as probabilities of different events happening. For example, consider the matrix

$$A = \begin{bmatrix} 0.7 & 0.1 & 0.2 \\ 0.2 & 0.4 & 0.2 \\ 0.1 & 0.5 & 0.6 \end{bmatrix}.$$

(Note that the entries in each column add up to 1.) We can use this matrix to make a *very very* simple model of the internet, as follows.

Pretend there are only 3 domains on the internet: reddit.com, google.com, and instagram.com (Hereafter referred to as Domains 1, 2, and 3, respectively.) In every five-minute period, say, the people surfing this web have some probability of switching to another domain. For example, let's say that, in a given five-minute period, out of all the people clicking around on Domain 1, 70% will remain on Domain 1, 20% will end up clicking on a link to Domain 2, and 10% will end up on Domain 3. Notice that these are precisely the numbers in the first column of A. I.e., the first column encodes what happens to the people surfing Domain 1. Similarly, the second and third columns tells the probabilities of what happens to the people on Domain 2 and Domain 3, respectively.

Another way to say the same thing: if we identify matrix entries in the standard way, where a_{ij} represents the entry in row i and column j, then a_{ij} here is the probability that someone surfing Domain j will end up on Domain i five minutes from now.

*Most of this project is made using or copied from Lay's Linear Algebra book and Interactive Linear Algebra by Dan Margalit, Joseph Rabinoff.

Definition 2. The matrix A is called the *Transition Matrix* of this system and the columns of A are called the *Transition Probability Vectors*.

By our definition, the transition matrix is a stochastic matrix. We will see more examples of stochastic matrices later.

Exercise 1

Draw a graph illustrating this situation: make a vertex(node) for each of Domain 1, 2, and 3, and draw arrows between the nodes, each labelled with the probability of moving from one bubble to the next. You might want to check out the links above for some pretty neat animations.

Suppose initially, at time $t = 0$, 50% of the surfers are on Domain 1, 30% are on Domain 2, and 20% are on Domain 3. Encode this by the vector

$$\vec{\mathbf{x}}_0 = \begin{bmatrix} 0.5 \\ 0.3 \\ 0.2 \end{bmatrix}.$$

Then $\vec{\mathbf{x}}_1 = A\vec{\mathbf{x}}_0$ tells us what proportion of the surfers are on each domain after one time increment. And $\vec{\mathbf{x}}_2 = A\vec{\mathbf{x}}_1$ tells us where the surfers are after two time increments. And so on.

Exercise 2

Compute $\vec{\mathbf{x}}_1$ and $\vec{\mathbf{x}}_2$.

Note that for each of $\vec{\mathbf{x}}_0$, $\vec{\mathbf{x}}_1$, and $\vec{\mathbf{x}}_2$, the entries add up to 1. This makes sense for $\vec{\mathbf{x}}_0$, since its entries are probabilities covering all the cases. But it's not so obvious for $\vec{\mathbf{x}}_1$ and $\vec{\mathbf{x}}_2$.

Exercise 3

Show in general that, given a Markov matrix M and a vector $\vec{\mathbf{v}}$ whose entries add up to 1, the entries of $M\vec{\mathbf{v}}$ also add up to 1.

Definition 3. The sequence of vectors $\vec{\mathbf{x}}_1, \vec{\mathbf{x}}_2, \vec{\mathbf{x}}_3, \ldots, \vec{\mathbf{x}}_n, \ldots$ is called a **Markov chain**.

It lets us track the evolution of this system, seeing where the populations end up over time. However, in order to find something like $\vec{\mathbf{x}}_{100}$, we would need to compute A^{100}. In other words, we need eigenstuff and diagonalization!

The first claim is that A (or any Markov matrix) always has an eigenvalue of 1. It's not trivial to find a $\vec{\mathbf{v}}$ such that $A\vec{\mathbf{v}} = \vec{\mathbf{v}}$ in general, but. . .

Exercise 4

Find an easy nonzero $\vec{\mathbf{v}}$ such that $A^T\vec{\mathbf{v}} = \vec{\mathbf{v}}$. This shows that 1 is an eigenvalue of A^T.
Hint: use the fact that, since we've transposed, the entries in each *row* of A^T add up to 1.

Recall that A and A^T have the same eigenvalues. Thus 1 is an eigenvalue of A as well.

Exercise 5

(a) Find the characteristic polynomial of A, and use the fact that we already know $(\lambda - 1)$ will appear in the factorization to find the other eigenvalue(s) of A.

(b) Find the eigenspace for each eigenvalue of A, and write down a nice eigenbasis for $\mathbb{R}^3$.

(c) Write down the diagonalization $A = BDB^{-1}$.

(d) Compute A^{100} and $\vec{\mathbf{x}}_{100}$.

(e) Find $\lim\limits_{n\to\infty} \vec{\mathbf{x}}_n$.

(f) In the long-term, what percentage of surfers end up on reddit.com, what percentage end up on google.com, and what percentage end up on instagram.com?

(g) Did it matter here what our particular initial distribution $\vec{\mathbf{x}}_0$ was? If 100% started at reddit.com, would we still end up with the same percentages on each domain over the long term?

Steady State and the Perron-Frobenius Theorem

The eigenvalues of stochastic matrices have very special properties.

Proposition 1. *Let A be a stochastic matrix. Then:*

(a) 1 is an eigenvalue of A.

(b) If λ is a (real or complex) eigenvalue of A, then $|\lambda| \leq 1$.

As we observed in the last section in exercise 4, we can prove that 1 is always an eigenvalue of a stochastic matrix. Let's prove the second part. We will restrict to the case of real eigenvalues for the sake of this project.

Exercise 6

1. Let λ be any real eigenvalue of A. Explain why we can always find a vector $\vec{\mathbf{x}}$ such that $A^T\vec{\mathbf{x}} = \lambda\vec{\mathbf{x}}$.

2. Let $\vec{\mathbf{x}} = [x_1 \quad x_2 \quad \dots \quad x_n]^T$. Choose x_j with the largest absolute value, so that $|x_i| \le |x_j|$ for all i. Explain the steps in the following chain of inequality

$$|\lambda| \cdot |x_j| = \left|\sum_{i=1}^{n} a_{ij} x_i\right| \le \sum_{i=1}^{n} \left(a_{ij} \cdot |x_i|\right) \le \left(\sum_{i=1}^{n} a_{ij}\right) \cdot |x_j| = 1 \cdot |x_j|$$

Hence we can conclude that $|\lambda| \le 1$.

Definition 4. We say that a matrix A is *positive* if all of its entries are positive numbers.

For a positive stochastic matrix A, one can show that if $\lambda \neq 1$ is a (real or complex) eigenvalue of A, then $|\lambda| < 1$. The $1-$eigenspace E_1 of a stochastic matrix is very important.

Definition 5. If A is a stochastic matrix, then a *steady-state vector* (or equilibrium vector) for A is a probability vector $\vec{\mathbf{q}}$ such that

$$A\vec{\mathbf{q}} = \vec{\mathbf{q}}$$

In other words, it is an eigenvector $\vec{\mathbf{q}}$ of A with eigenvalue 1, such that the entries are positive and sum to 1.

The Perron-Frobenius theorem describes the long-term behavior of such a process represented by a stochastic matrix. Its proof is complicated and is beyond the scope of this project.

Theorem 2 (Perron-Frobenius Theorem)**.** *Let A be a positive stochastic matrix. Then A admits a unique steady state vector $\vec{\mathbf{q}}$, which spans the $1-$eigenspace E_1. Further, if $\vec{\mathbf{x}}_0$ is any initial state and $\vec{\mathbf{x}}_{k+1} = A\vec{\mathbf{x}}_k$ then the Markov chain $\{\vec{\mathbf{x}}_k\}$ converges*[1] *to $\vec{\mathbf{q}}$ as $k \to \infty$.*

Why is this nontrivial? For two reasons:

- Apriori, we did not know whether all the entries of the eigenvector corresponding to the eigenvalue 1 are positive. We also did not know about the geometric multiplicity of the eigenvalue 1. P-F theorem tells us that in fact, $\dim(E_1) = 1$ and we can find a vector $\vec{\mathbf{q}} \in E_1$ such that all entries of $\vec{\mathbf{q}}$ are positive and sum to 1!

- If a Markov process has a positive transition matrix, the process will converge to *the* steady state $\vec{\mathbf{q}}$ *regardless of the initial state.*

[1]We say that a sequence of vectors $\{\vec{\mathbf{x}}_k\}$ converges to a vector $\vec{\mathbf{q}}$ as $k \to \infty$ if the entries in $\vec{\mathbf{x}}_k$ can be made as close as desired to the corresponding entries in $\vec{\mathbf{q}}$ by taking k sufficiently large.

Exercise 7

Let $A = \begin{pmatrix} .3 & .4 & .5 \\ .3 & .4 & .3 \\ .4 & .2 & .2 \end{pmatrix}$ be a stochastic matrix.

(a) Find the eigenvalues and corresponding eigenvectors of A.

(b) Using the eigenvector corresponding to the eigenvalue 1, find the steady-state vector $\vec{\mathbf{q}}$ of A.

Let's try to give a visual interpretation of the linear transformation defined by the matrix above. This matrix A is diagonalizable; we have $A = CDC^{-1}$ for

$$C = \begin{pmatrix} 7 & -1 & 1 \\ 6 & 0 & -3 \\ 5 & 1 & 2 \end{pmatrix} \quad D = \begin{pmatrix} 1 & 0 & 0 \\ 0 & -.2 & 0 \\ 0 & 0 & .1 \end{pmatrix}$$

The matrix D leaves the $x-$coordinate unchanged, scales the $y-$ coordinate by $-1/5$, and scales the $z-$coordinate by $1/10$. Repeated multiplication by D makes the $y-$ and $z-$coordinates very small, so it *sucks all vectors into the $x-$axis.*

The matrix A does the same thing as D, but with respect to the coordinate system defined by the columns $\vec{\mathbf{u}}_1, \vec{\mathbf{u}}_2, \vec{\mathbf{u}}_3$ of C. This means that A *sucks all vectors into the $1-$eigenspace*, without changing the sum of the entries of the vectors.

Google's PageRank Algorithm

In 1996, Larry Page and Sergey Brin invented a way to rank pages by importance. They founded Google based on their algorithm. Here is how it works (Roughly). Each web page has an associated importance, or *rank*. This is a positive number. If a page P links to n other pages $Q_1, Q_2, \ldots, Q_n$, then each page Q_i inherits $\frac{1}{n}$ of P's importance.

Definition 6. Consider an Internet with n pages. The Rank matrix is the $n \times n$ matrix A whose i, j-entry is the importance that page j passes to page i.

Observe that the rank matrix is a stochastic matrix, assuming every page contains a link: if page i has m links, $m \leq n$, then the ith column contains the number $\frac{1}{m}$, a total of m times, and the number zero in the other entries.

The goal is to find the steady-state rank vector of this Rank matrix. We would like to use the Perron-Frobenius theorem to find the rank vector. Unfortunately, the Rank Matrix is not always a positive stochastic matrix.

Here is Page and Brin's solution. First we fix the rank matrix by replacing each zero column with a column of $\frac{1}{n}$s, where n is the number of pages.

So for example,

$$A = \begin{pmatrix} 0 & 0 & 0 \\ 0 & 0 & 0 \\ 1 & 1 & 0 \end{pmatrix} \quad \text{becomes} \quad A' = \begin{pmatrix} 0 & 0 & 1/3 \\ 0 & 0 & 1/3 \\ 1 & 1 & 1/3 \end{pmatrix}$$

The modified Rank Matrix A' is always stochastic.

Now we choose a number p in $(0, 1)$, called the damping factor. (A typical value is $p = 0.15$.)

Definition 7 (The Google Matrix)**.** Let A be the Rank Matrix for an Internet with n pages, and let A' be the modified Rank Matrix. The *Google Matrix* is the matrix

$$G = (1 - p) \cdot A' + p \cdot B \quad \text{where} \quad B = \frac{1}{n}\begin{pmatrix} 1 & 1 & \cdots & 1 \\ 1 & 1 & \cdots & 1 \\ \vdots & \vdots & \ddots & \vdots \\ 1 & 1 & \cdots & 1 \end{pmatrix}$$

Exercise 8

Show that G is a positive stochastic matrix.

If we declare that the ranks of all of the pages must sum to one, then we find:

Definition 8 (The 25 Billion Dollar Eigenvector)**.** The PageRank vector is the steady state of the Google Matrix.

This exists and has positive entries by the Perron-Frobenius theorem. The hard part is calculating it: in real life, the Google Matrix has zillions of rows.

Transition to Advanced Mathematics

Expository Paper

Fall 2021 | **Subhadip Chowdhury** | **Math 215**

Writing an expository paper is the biggest writing assignment of Math 215 course, and I want you to choose something that interests you. You will be presenting a self contained discussion of a mathematical topic, with your peers as the intended audience, including at least one proof involving appropriate sophistication, complete with an annotated bibliography.

You will be given the opportunity to conduct a thorough drafting process for this paper by participating in peer reviews. That is, each of you will help your classmates by reviewing your final drafts leading up to final paper submission. I will also help you throughout the process by having regular check-ins.

I have included some project ideas at the end of this document, the topics were chosen to include areas that we do not normally get to discuss in traditional mathematics courses. This is by no means an exhaustive list. If you have an idea for a topic that is not on the list, please discuss it with me. Note that you may not choose a topic on which you have previously written a paper for another course or experience.

§A. Learning Objectives

- Find online or offline resources to research on a particular topic.
- Distinguish academic, peer-reviewed, and authentic references from incomplete or misleading ones.
- Read a proof beyond the level of introductory Mathematics and understand the notations and the logic behind it.
- Show that you understand the proof by explaining it in your own words, on paper and verbally through class presentations.
- Explain how your chosen topic relates to other ideas in 'advanced' mathematics and put it in context.
- Give constructive feedback to your peers' presentations and incorporate others' suggestion into your own work.

§B. The Timeline

Step 1. Topic Choice

You have an option of either **working on one topic by yourself** or **working together in a group of two on two separate topics**. In either case, no topic may be repeated, and as such, topics will be assigned on a first come, first served basis.

On **Monday, Oct 18** I will post a sign-up link in Moodle. Please indicate your choice by choosing the topic you wish to write about. If you wish to add/change a topic, discuss it with me beforehand, and then choose 'other' from the list. *If you do not choose a topic by the end of that week, you will fail the course.*

Step 2. Summary and Discussion

You will need to have a short meeting (5-8 minutes) with me between **Monday, Oct 18** and **Friday, Oct 29** to discuss your topic. *You should come prepared to this meeting with at least one source, and a few ideas* about what you would like to include in your paper. Ideally, You should prepare about half a page summary of what your plans are before the meeting, but you do not need to submit anything in Moodle.

> **Note:** Wikipedia is *not* a valid source, but there is often a list of valid sources at the bottom of an article. You should find a book or peer-reviewed journal as a reference before the meeting.

Step 3. Outline and Annotated Bibliography

The next step is to submit an LaTeX outline of your paper along with an annotated bibliography. **In your outline, you need to highlight the main theorem you wish to prove in your paper.** You can change your choice later, but talk to me first if you plan to do so. The deadline for this step is **Friday, Nov 5**.

The entries in an annotated bibliography give all of the bibliographic information about the book, article, or webpage, as well as a brief description of the source.

- Your bibliography must include at least two sources, *at least one of which should be an academic journal or (text)book.*
- In order to write your annotated bibliography, you will have to do more than just find your sources. You will also have to describe how and why you used your source.

Below is an example of an entry in an annotated bibliography:

> Laura Taalman. *Taking Sudoku Seriously.* Math Horizons, pages 5--7, September 2007.
>
> This is an introductory article that gives an overview of the Sudoku puzzle, complete with concise terminology and the rules of the puzzle. It discusses the number of possible Sudoku boards and puzzles, as well as remaining open questions and generalizations of Sudoku. This article provides most of the introductory material needed for the paper.

Step 4. Full First Draft and Presentation

A full first draft (doesn't need to be final version, can have grammatical mistakes etc.) is due by the end of the Thanksgiving week, **Friday, Nov 26**. In the week following that, you will be required to give a short (5 min) presentation of your topic in front of your peers.

What will be the format of the presentation? You should create a slideshow or screen recording (e.g. on a tablet) of **at most 5 min length** that will be played during class. You must upload this video recording (or a link to the video) to the "EP Presentations" channel in our class Team on MS Teams. If you record on Teams, your video is saved on MS Stream, get that link.

Make sure that your video is playable after you upload it. If you believe your video needs subtitles, you should add them. If you record on Teams, subtitles are automatically generated.

What to Include in your presentation? You may include in your presentation any compelling/relevant material. You will not have time to give all of the details of a proof. So only provide an outline or important key ideas.

The presentations should be understandable to the class who have never seen the material before, so majority of your time should spent on describing the terminology. This may require pictures or tables. See the rubric to check what to focus on.

If creating a slideshow, keep the number of slides low, and make sure your slides are not too dense with information. Your audience should learn about your topic mostly by listening, not by reading the slides. However, there should be still enough keywords in the slides to follow the train of thought. As a general rule of thumb, avoid writing full English sentences in your slides and only write phrases.

One of your primary goals is to engage your audience! It may be the case that you do not get to talk about the proof of the main question at all. Instead, you should give enough context to the problem so that the audience finds it something to care or be excited about.

Step 5. Peer Review

During the presentation week, you will be required to review the draft and presentation of two of your peers. Obviously, for you to give and receive meaningful feedback, you will need to have a full first draft of your own paper submitted before the start of the presentation week.

Since your partners will rely on your feedback in order to improve their papers, you will need to complete your review of their papers in a timely manner. The deadline for this step is **Wednesday, Dec 8, 5PM EST**.

You will be provided an assessment form for each of your partners' papers you are reviewing. You do not need to assign a numerical score. Note that you are not grading or being graded by your classmates. Instead, I will be grading how meaningful your feedbacks to your partners are. You will receive full credit for this phase of the expository paper if you provide a meaningful review of your peers' paper during the workshop.

Step 6. Response to Peer Review and Final Submission

The last phase of the EP writing process is to submit the final version of your EP after you have made any necessary adjustments according to any feedback you received.

Your submission packet will consist of the following files:

- Your responses to the peer reviews you received.
- The final version of your EP.

The deadline for this step is **Wednesday, December 15, 5PM EST**.

§C. Grading

The grading for the final presentation and the expository paper will be according to the rubric on the following page.

MATH 215: Presentation Grading Rubric

Mathematical Content	**/(2+2)**
• Did the speaker demonstrate adequate understanding of the content? (2=adequate, 1=marginal, 0=unsatisfactory) • Was the amount and sophistication of content presented appropriate for the task? (2=adequate, 1=marginal, 0=unsatisfactory)	
Presentation Style	**/(1+1+1+1+1+1)**
• Was the voice of the speaker of appropriate volume and clear? (1=yes, 0=no) • Was the pace of the presentation appropriate? (1=yes, 0=no) • Did the speaker make good use of the board and/or prudent use of media/slides? (1=yes, 0=no) • Was the time allotted for the presentation used judiciously? (1=yes, 0=no) • Did the speaker demonstrate sufficient preparation and practice for the presentation? (1=yes, 0=no) • Did the speaker engage appropriately with the audience? (1=yes, 0=no)	
Clarity and Organization	**/(1+1+1+1)**
• Was there a clear overall organization to the presentation? (1=yes, 0=no) • Were sufficient and clear examples given when appropriate? (1=yes, 0=no) • Was sufficient motivation for the mathematics given when appropriate? (1=yes, 0=no) • Were the explanations of terminology and the statement of theorems clearly presented as appropriate? (1=yes, 0=no)	
Total	**/14**

MATH 215: Final Paper Grading Rubric

Introduction	/(2+2)
• Is the topic introduced in a clear and compelling manner? (2=adequate, 1=marginal, 0=unsatisfactory) • Does the introduction provide a logical framework for the paper? (2=adequate, 1=marginal, 0=unsatisfactory)	
Background	**/(3+3)**
• Is an appropriate amount of background content (definitions, terminology, lemmas etc.) included for the reader to understand the paper? (3=strong, 2=adequate, 1=marginal, 0=unsatisfactory) • Are all the mathematical notation and terminology defined correctly and explained clearly? (3=strong, 2=adequate, 1=marginal, 0=unsatisfactory)	
Proof Structure	**/(1+2+1+3)**
• Does the paper contain at least one proof of a result pertinent to the topic? (1=yes, 0=no) • Is the result being proven clearly stated? (2=adequate, 1=marginal, 0=unsatisfactory) • Is the proof prefaced with a brief description of the proof strategy? (1=yes, 0=no) • Is the proof easy-to-read and written using the correct LaTeX environment? (3=strong, 2=adequate, 1=marginal, 0=unsatisfactory)	
Tables/Figures/Diagrams	**/(2+1+1)**
• Does the paper include sufficient figures, tables, diagrams, equations etc. to make the content clear? (2=adequate, 1=marginal, 0=unsatisfactory) • Are all the above properly labeled and captioned? (1=yes, 0=no) • Are all the above properly cited (if not the author's own)? (1=yes, 0=no)	
Examples	**/(1+2+1)**
• Does the paper include at least one example different from those in the author's sources? (1=yes, 0=no) • Is the choice of examples simple and illuminating enough to make the content clearer? (2=adequate, 1=marginal, 0=unsatisfactory) • Is the example written using the proper LaTeX environment? (1=yes, 0=no)	
Mathematical Content	**/(4+4+4)**
• Is the mathematical content correct? (4=E, 3=M, 2=P, 1=X, 0=N) • Does the author demonstrate a clear understanding of the mathematics? (4=exceptional, 3=strong, 2=adequate, 1=marginal, 0=unsatisfactory) • Is the sophistication of the mathematics discussed appropriately challenging for the course level? (4=exceptional, 3=strong, 2=adequate, 1=marginal, 0=unsatisfactory)	
Annotated Bibliography	**/(2+2)**

• Does the paper acknowledge external sources with appropriate citations? (2=adequate, 1=marginal, 0=unsatisfactory) • Does the bibliography have sufficient and appropriate annotations? (2=adequate, 1=marginal, 0=unsatisfactory)	
Writing and organization	**/(3+3+2+2+2+2)**
• Is the purpose of the paper and the topic clear and consistent throughout? (3=strong, 2=adequate, 1=marginal, 0=unsatisfactory) • Is the paper organized in a logical manner that makes it easy to read? (3=strong, 2=adequate, 1=marginal, 0=unsatisfactory) • Are there smooth transitions between paragraphs and sections? (2=adequate, 1=marginal, 0=unsatisfactory) • Does the paper provide some conclusion or applications of the main result? (2=adequate, 1=marginal, 0=unsatisfactory) • Does the paper use correct grammar, punctuation, and spelling? (2=adequate, 1=marginal, 0=unsatisfactory) • Is the paper of the appropriate length (5-7 pages in the provided template, without including tables, figures, bibliography etc.)? (2=adequate, 1=marginal, 0=unsatisfactory)	
Total	**/56**

§D. General Requirements

(a) The expository paper is to be roughly 5-7 pages in length (not including the annotated bibliography) and written for your fellow students in this class. If your paper contains many diagrams, adjust the length accordingly (i.e. the length increases).

(b) The paper has to be typeset in LaTeX. Use 12 pt. font, double-spacing, with margins of 1'' on the top, bottom, right, and left. (The spacing and margins are already set up for you in the LaTeX template that has been posted on Moodle.)

(c) Your paper should be expository, combining lots of mathematical content (not necessarily new mathematics) with some interesting (but minimal) historical notes.

(d) **Follow the guidelines in "Mathematical Writing Practices"** (Appendix C in the lecture notes). For example, any time you define a concept, introduce a variable, state a result, or present a proof, it should be done clearly and typeset so it is easy to find. Be sure to proof-read your paper many times before turning it in!

(e) The paper must contain the following components:

- **A title and an introduction, in which you explain what the paper is about and why the reader should continue reading.**

  For example, this can include some background information on the problem you are studying. Who has studied the problem? Which mathematicians have contributed to the solution? Why is this problem interesting/important? Are there any connections to history, politics, culture? How are the mathematical conventions of other cultures/times relevant? **Be sure to focus on the Math, not the Mathematician.**

  The prompts vary in the type of background information that is most appropriate. I don't expect you to give an exhaustive account of all mathematical connections. I want you to tell me a compelling story. Give me a reason to care about the problem, or demonstrate that some prominent mathematical figures were interested in the math.

- **Appropriate background material, including notation, terminology, and definitions.**

  Remember that this is not talking about historical background. Rather, in this section, you need to introduce and explain the tools you plan to use in your proof.

- **One or more proofs of some results pertinent to the topic, prefaced by a short descriptions of the basic proof strategy.**

  You must give a complete, clear, and understandable proof. **You don't need to come up with the proof on your own;** you should be able to find references that explain the math. But make sure you understand the logic behind the proof and can present it clearly to the audience.

  For some projects it's more obvious what to prove than others. However in some other topics, there are some options as far as which proofs to include. You should look through several references and decide which math is most related to the class/would be best to discuss.

  > **An Important Note:** You will be graded based on whether or not your choice of proof is of an appropriate difficulty level for this class. Talk to me before you begin.

- **Appropriately labeled and captioned mathematical tables/diagrams (at least one), properly cited if not your own.**
- **Appropriate examples (at least one), different from those in your sources.**

  Motivate the math by working out simple and illuminating examples in detail. Try to find examples that demonstrate key aspects of the proof that you will write down abstractly. The abstraction will make more sense if you ground it in concrete numbers.
- **A conclusion.**

  This might include some applications or further reading instructions, generalizations of the results etc.
- **An annotated bibliography**

  Your work should be well cited. See above for details.

(f) Your final submission will include your written response to peer reviews and the final paper. This way it will be clear how you incorporated feedback into the final paper.

§E. EP Topic Ideas

This document is being provided ahead of time so that you can do a little research before deciding on a project! Wikipedia is a good starting place. From there, you should look for any mathematical connection that you could expound upon.

Be careful when choosing a topic, some of these projects are harder than others, and may require additional preliminary ideas from combinatorics, linear algebra, group theory, analysis etc. I will help you with resources and can help you in office hours, but it will be mostly up to you to understand them (think of it as a mini IS). If you are interested, you may choose to work on a variation or only part of the prompt. Please discuss your ideas with me during the 'Summary and Discussion' week if you wish to do so.

Cantor Set and Fractals

Main Objective: How do we construct the Cantor Set? What is a self-similar set? What is the Box-Counting Dimension? How can we use box-counting to define the fractal dimension of the Cantor set? Give some other examples of Fractals and their fractal dimensions.

Further Exploration: What are some interesting properties of the box-counting dimension? What is an Iterated Function System and what does it have to do with fractals?

Lebesgue Measure and Vitali sets

Main Objective: What is Lebesgue measure? What are Vitali sets? How can we use Vitali sets to prove the existence of a nonmeasurable set?

Further Exploration: What is the Banach-Tarski Paradox? Why is it called a paradox? Is it really a paradox? How do we resolve the paradox? Optionally, read this article to get a rough overview of the topic.

Appendix B

Sample Worksheets and Handouts

Calculus & Analytical Geometry II

Lecture 10-11 Worksheet

Spring 2021 **Subhadip Chowdhury** **Math 112**

Just as we can use definite integrals to find area of specific regions, we can also use it to find the volume of three dimensional solids.

It is particularly straightforward when the cross sections of the solids have a consistent shape (e.g. a circle or square). So we will start with a type of solids known as **Solids of Revolution.**

§A. What is a Solid of Revolution

Start with a two dimensional region, e.g. the area under the graph of a function $y = f(x)$. Now revolve it around a straight line, e.g. the x–axis. The three dimensional solid you obtain this way is called a **solid of revolution**. The line around which you rotate is called the **axis of revolution.**

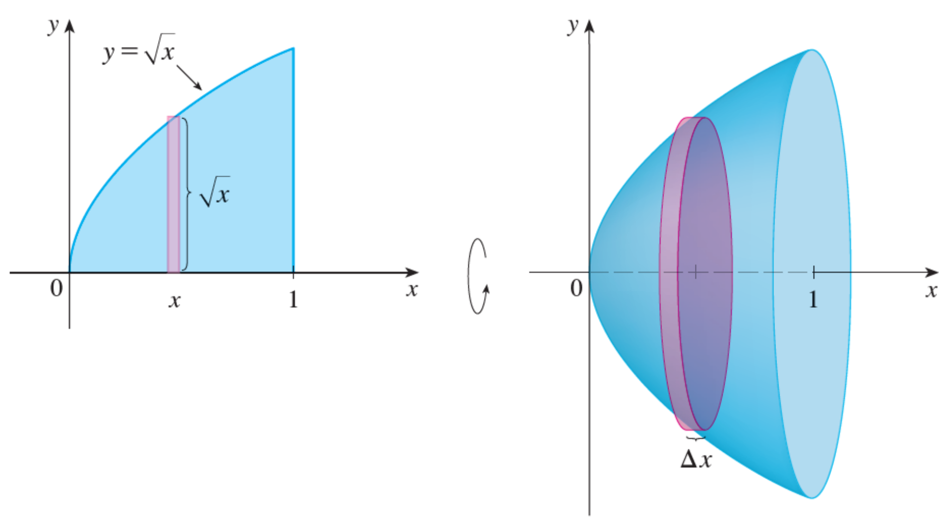
Example A.1

Suppose we wish to calculate the volume of the solid obtained by rotating the region under $y = \sqrt{x}$ about the x–axis for $0 \le x \le 1$.

- **Step 1. Visualize the Solid** Graph the function and the line it is to be rotated about. Label the curves. Make a 3-dimensional sketch of the solid.

  Go to this website to get a 3-D visual.

- **Step 2. Picture a slice** perpendicular to XY-plane. Each slice will produce a disk. Make a rough sketch of what a slice will look like.



(a) (b)

- **Step 3.Express the volume of each slice** as volume of a really thin cylinder. So the volume of the slice is the area of the face ($\text{A}(x) = \pi f(x)^2$, because it's a circle!) times its thickness (Δx). But the radius of the circle depends on the function.

In this example, the volume of each slice is

$$A(x)\Delta x = \pi(\sqrt{x})^2\Delta x$$

- **Step 4: Express the Volume of the Solid as an Integral and Solve.** The volume of the solid is the sum of the volumes of the individual disks. This is a **Riemann sum**, which becomes our integral! The limits of the integral are the boundary values of the variable of integration. Set up and evaluate the integral.

$$V = \int_a^b A(x)\,dx = \underline{\hspace{10cm}}$$

§B. The Disk and the Washer method

The process of calculating volumes of solids of revolutions as in the last example is called the **Disk Method**. Let's try some more examples to solidify (pun intended) the concept!

Question 1.

Calculate the volume of the solid obtained by rotating around the x-axis the region bounded by $y = x^3$, the x-axis, $x = 0$ and $x = 3$.

□

Question 2.

Calculate the volume of the solid obtained by rotating around the x-axis the region bounded by $y = \dfrac{1}{x+1}$, $y = 0$, $x = 0$, and $x = 4$. Give an exact answer.

□

Question 3.

Calculate the volume of the solid obtained by rotating around the x-axis the region bounded by $y = e^{-x} + 1$, $y = 0$, $x = 0$, and $x = 4$. Give an exact answer.

□

Rotating About y-axis

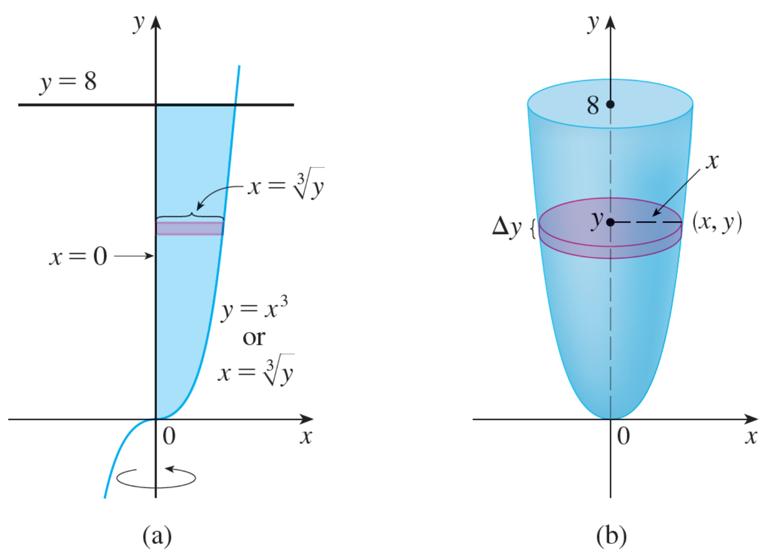
Each of the above problems had you computing the volume of a solid formed by rotating about the x-axis. But we can form a solid by rotating about the y-axis too! Let's work out an example first.

Example B.2

Find the volume of the solid obtained by rotating the region bounded by $y = x^3$, $y = 8$, and $x = 0$ about the y-axis.

- **Step 1.** Visualize the solid using the geogebra applet.
- **Step 2.** Slice the solid into disks **perpendicular to the axis of revolution.**

  Note that the radius of the disk is given by the value of x, as a function of y, So we will need to solve for x from the equation $y = x^3$. Thus the radius of the slice pictured below is $x = g(y) = \sqrt[3]{y}$.



- **Step 3.** The volume of the slice is given by $A(y)\Delta y = \pi g(y)^2 \Delta y = \pi (y^{1/3})^2 \Delta y$.
- **Step 4.** The total volume is the limit of the Riemann sum with bounds on y. Note that the upper and lower bound on the integral must be obtained from the picture using algebra. In this case, the lower bound of y is obtained when $x = 0$, i.e. when $y = 0^3 = 0$. The upper bound is given in the problem as $y = 8$. So the integral is

$$V = \int_0^8 \pi y^{2/3}\, dy = \underline{\hspace{10cm}}$$

Question 4.

☐

Calculate the volume of the solid obtained by rotating about the y-axis the region bounded by $y = \dfrac{1}{x+1}$, $y = \dfrac{1}{5}$, and $y = 1$.

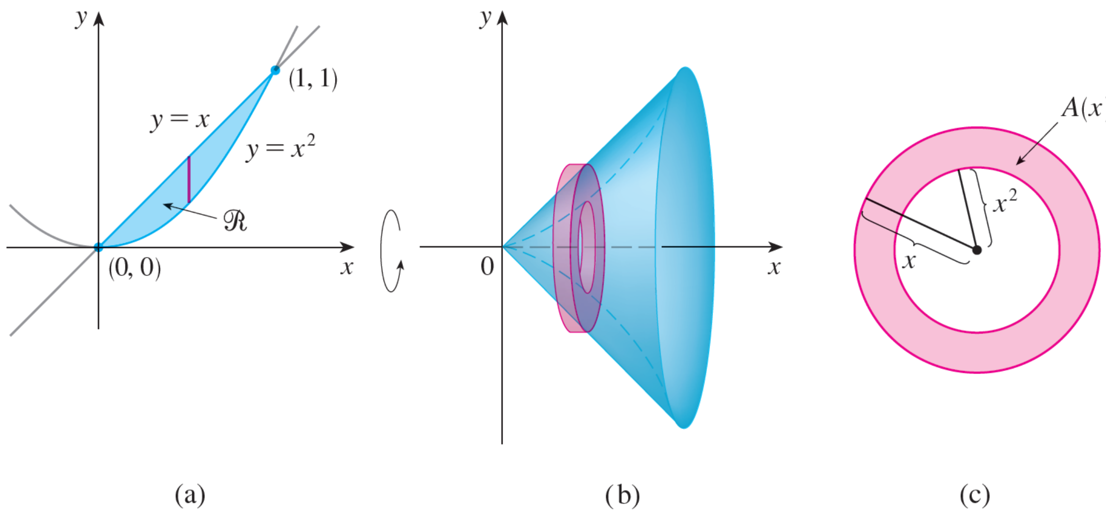
The Washer Method

The washer method is a modified version of the disk method for cases when we have a region bounded by two curves. Let's take a look at an example.

Example B.3

The region $\mathscr{R}$ enclosed by the curves $y = x$ and $y = x^2$ is rotated about the x-axis. Find the volume of the resulting solid.

- **Step 1.** First Visualize the region $\mathscr{R}$ and the then solid. This time, the solid of revolution looks like a 'container'. It's outer surface is formed by revolving the curve $y = x$, and the inner surface is formed by revolving the curve $y = x^2$.



- **Step 2.** Picture the slices perpendicular to the axis of revolution, in this case the x–axis. The cross-sections no longer look like full disks. Instead they have the shape of a *washer* (an annular ring) with an inner radius x^2 and an outer radius x.

- **Step 3.** The volume of a thin slice is the area of the washer times the thickness. Evidently, the area of washer cross-section by subtracting the area of the inner circle from the area of the outer circle:

$$A(x) = \pi x^2 - \pi(x^2)^2 = \pi(x^2 - x^4)$$

- **Step 4.** The bounds on the integral are obtained from the point of intersection of the two curves $y = x$ and $y = x^2$. Therefore we have

$$V = \int_0^1 A(x)\,dx = \int_0^1 \pi(x^2 - x^4)\,dx = \underline{\hspace{10cm}}$$

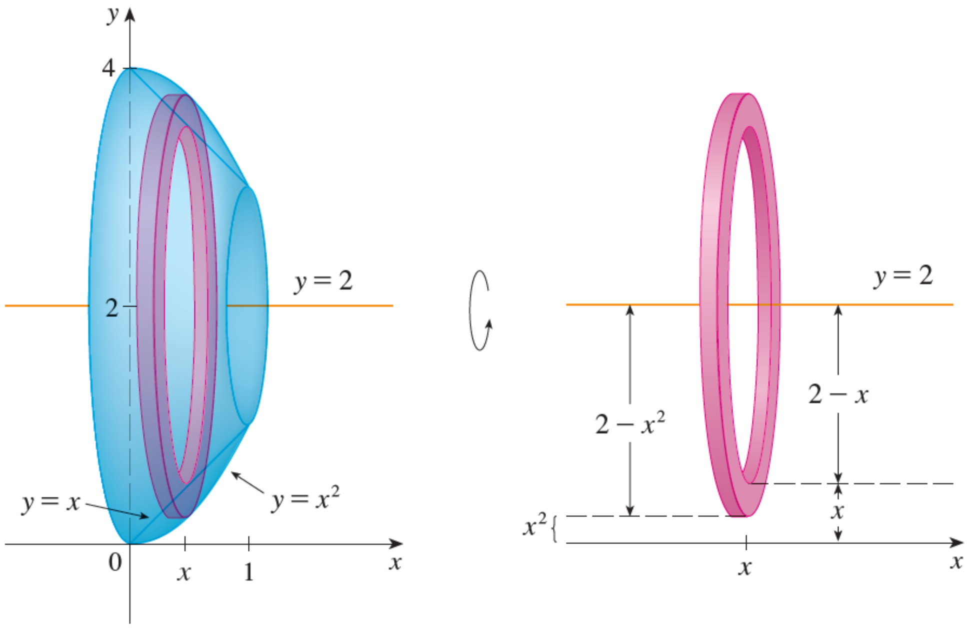
Rotating about other straight lines parallel to the axes

We don't have to necessarily rotate a region about the x-axis or y-axis to get a solid of revolution! Typically, this will result in a solid with a hole in it, thus utilizing the washer method. Give that a try in the next example, where we use the same region as the previous example, but rotate about a different line.

Question 5.

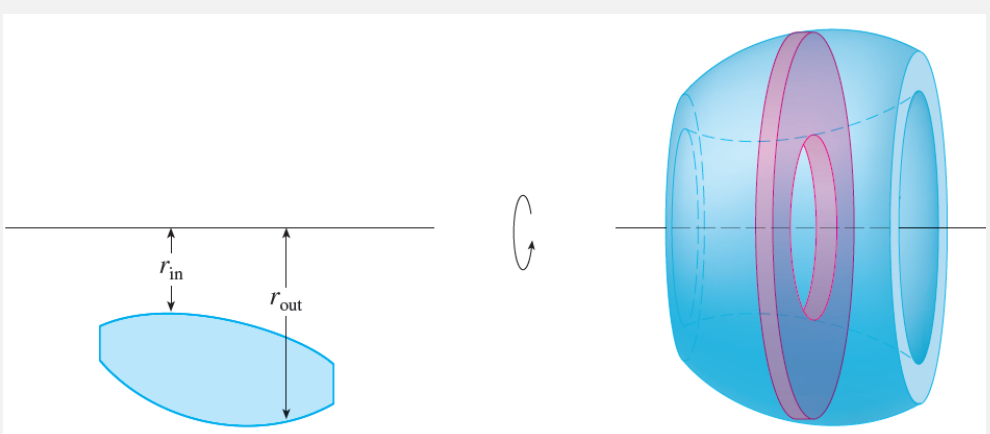
Find the volume of the solid obtained by rotating the region in example 3 about the line $y = 2$.

Here's a picture to help you get started.



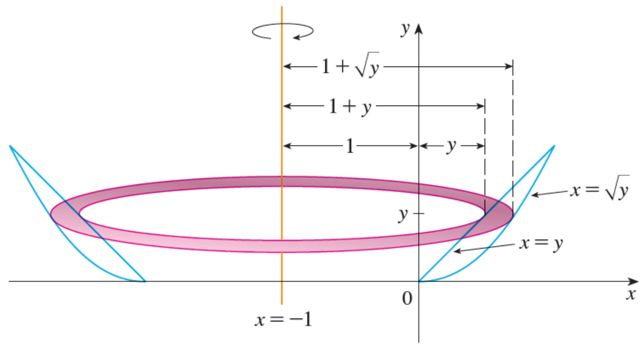
Note: In general if the cross-section is a washer, we find the inner radius r_{in} and outer radius r_{out} as the distance from the axis of revolution using a sketch and compute the area of the washer by subtracting the area of the inner disk from the area of the outer disk:

$$A = \pi(\text{outer radius})^2 - \pi(\text{inner radius})^2 = \pi\left(r_{out}^2 - r_{in}^2\right)$$



Question 6.

Find the volume of the solid obtained by rotating the region in example 3 about the line $x = -1$.



Question 7.

Set up the integrals needed to find the volume of the solid generated by revolving the region bounded by $y = 2x^2$, $y = 0$, and $x = 2$ about the given line. After you have set up all four, then you can evaluate (or leave the evaluating until after class, as setting these up is generally the trickiest part!).

(i) the y–axis

(ii) the x–axis

(iii) the line $y = 8$

(iv) the line $x = 2$

Question 8.

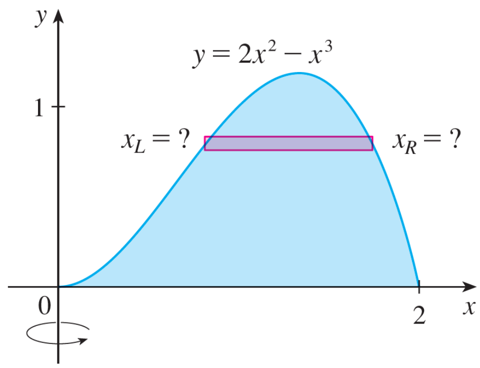
Set up the integrals needed to find the volume of the solid generated by revolving the region bounded by $y = e^x$, $y = 0$, $x = -1$, and $x = 1$ about the given line. Leave evaluating until after class.

(i) the line $x = 1$

(ii) the line $y = -5$

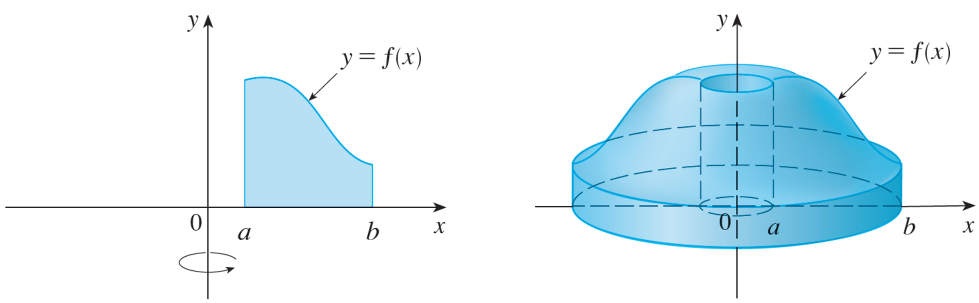
§C. The Shell Method

Some volume problems are very difficult to handle by the disk or washer method. For instance, let's consider the problem of finding the volume of the solid obtained by rotating about the y-axis the region bounded by $y = 2x^2 - x^3$ and $y = 0$.

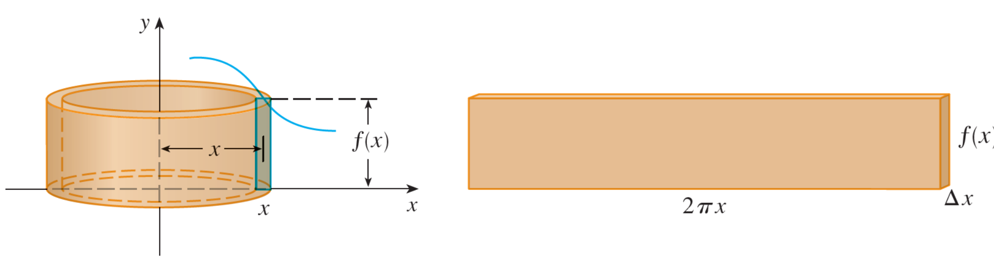


If we slice perpendicular to the y-axis, we get a washer. But to compute the inner radius and the outer radius of the washer, we'd have to solve the cubic equation $y = 2x^2 - x^3$ for x in terms of y; that's not easy. Fortunately, there is a method, called the method of cylindrical shells, that is easier to use in such a case. We will mention it briefly for the sake of completion.

Suppose we wish to find the volume of a solid S obtained by rotating about the y-axis the region bounded by $y = f(x)$, $y = 0$, $x = a$, and $x = b$, where $b \geq a > 0$.

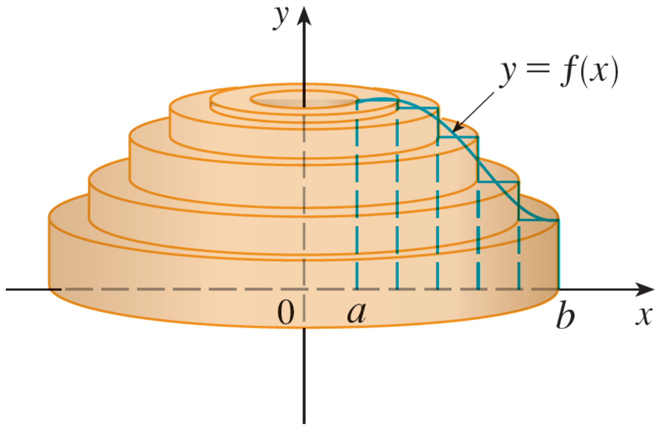


We are going to calculate this by dividing the region into thin rectangles (thickness=Δx) with height $f(x)$ and finding the volume of the cylinder formed by revolving it.



The volume of the cylinder is given by

$$\underbrace{2\pi x}_{\text{circumference}} \cdot \underbrace{f(x)}_{\text{height}} \cdot \underbrace{dx}_{\text{thickness}}$$



Then we sum up all this volumes, take a limit of the Riemann sum and voila! We have an integral formula

$$V = \int_a^b 2\pi x f(x)\,dx$$

Question 9.

Find the volume of the solid obtained by rotating about the y-axis the region bounded by $y = 2x^2 - x^3$ and $y = 0$.

Question 10.

Find the volume of the solid obtained by rotating the region bounded by $y = x - x^2$ and $y = 0$ about the y-axis.

Chapter 4 | Relations and Functions

We'll now a make a change in the focus of the course. Up to this point, our focus has been on learning techniques to write proofs. Along the way we've had to learn a few new concepts to have something new to write proofs about. The remainder of our time will be devoted to learning new math concepts, but these are still fundamental to all of mathematics. In this chapter, we focus on **Relations** and **functions**. You may be already familiar with some or both of these notions, but we will explore them in a more abstract and more rigorous way than you have (likely) ever done before. All the while we will, of course, write proofs and continue to focus on improving our writing.

§4.1 Relation on a Set

We first seek to motivate our upcoming definition for a **relation** by means of an example.

Question 183. □

(a) *Let's pretend that you're teaching an elementary school class and you need to teach the students how to properly use the less than symbol "<." To keep things simple, we'll focus entirely on the integers in the set* $A = \{1, 5, 7, 10\}$. *The students need to see some examples, so write down every possible correct use of the "<" symbol for elements in the set* A *(e.g.,* $5 < 7$ *is one example).*

(b) *Repeat the same process for the "=" symbol.*

In the question above, there's nothing particularly special about the "<" and "=" symbols. That is, the symbols themselves don't really have any meaning. It's the elements that we put the symbols between that really matter. To sum up: the only way to distinguish between two relations on a given set is to know an **ordered pair** that belongs to one of the relations but not to the other. Hence, when we talk of **relations**, we are really talking about Cartesian product of **sets**.

Definition 4.1.117

Let A be a set. Then a relation R on the set A is a collection of ordered pairs of elements of A; that is, a subset $R \subseteq A \times A$. If $(a, b) \in R$ we write aRb and say aloud "a is related to b". If $(a, b) \notin R$, then we write $a \not R b$.

Question 184. □

Let $A = \{0, 1, 2, 3\}$ *and consider a relation* $R \subseteq A \times A$ *defined by congruence modulo* 3*:*

$$xRy \iff x \equiv y \pmod 3.$$

Write out the relation R *as a set of ordered pairs.*

Here's a less numerical example.

Example 4.1.118

- Let P denote the set of all people with accounts on Facebook. Define a relation via $x \; y \iff x$ is friends with y. Then is a relation on P .
- Compare this to the set Q of all people with accounts on Instagram. Define via $x \; y \iff x$ follows y. Then is a relation on Q.

There is an interesting distinction between the two relations above. Observe that $x \; y$ automatically implies $y \; x$. But $x \; y$ does not necessarily imply $y \; x$.

We can often represent relations using graphs. Given a finite set A and a relation R on A, a **digraph** (short for **directed graph**) is a discrete graph having the members of A as vertices and a directed edge from x to y if and only if $x\mathrm{R}y$.

Example 4.1.119

Figure 4.1 depicts a digraph that represents a relation R given by

$$\mathrm{R} = \{(a,b),(a,c),(b,b),(b,c),(c,d),(c,e),(d,d),(d,a),(e,a)\}.$$

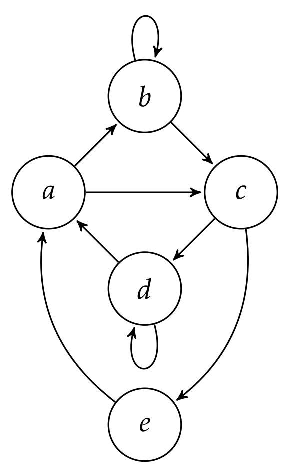


Figure 4.1: An example of a digraph for a relation R

■ Question 185.

Consider the digraph in fig. 4.2 below. Write the sets A *and* R.

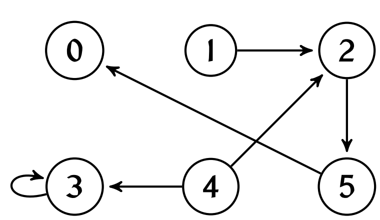


Figure 4.2: Digraph for Question 3

Example 4.1.120

When we write $x^2 + y^2 = 1$, we are implicitly defining a relation. In particular, the relation is the set of ordered pairs (x, y) satisfying $x^2 + y^2 = 1$. In set notation:

$$\{(x, y) : x^2 + y^2 = 1\}.$$

A picture depicting this relation (a set) in $\mathbb{R}^2$ is the standard unit circle.

Example 4.1.121

The ‘‘less than" relation $<$ on $A = \mathbb{Z}$ can be written in set-builder notation as:

$$\{(x, y) \in \mathbb{Z} \times \mathbb{Z} : y - x \in \mathbb{N}\}.$$

Note how we write the relation without referencing the symbol ‘$<$’ or ‘$>$’. We know from our algebra of numbers that, if $x < y$, then $0 < y - x$. Hence, we define the relation using only sets and arithmetic here.

■ Question 186.

Consider the relation $R = (\mathbb{R} \times \mathbb{R}) \setminus \{(x, x) : x \in \mathbb{R}\} \subseteq \mathbb{R} \times \mathbb{R}$. *What familiar relation on* $\mathbb{R}$ *is this? Explain.* □

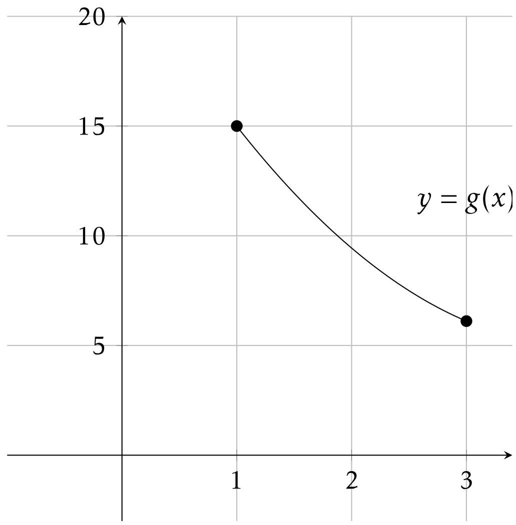
Chapter 5 | Application of Derivatives Part I - MVT and L'Hôpital's Rule

§5.1 Mean Value Theorem

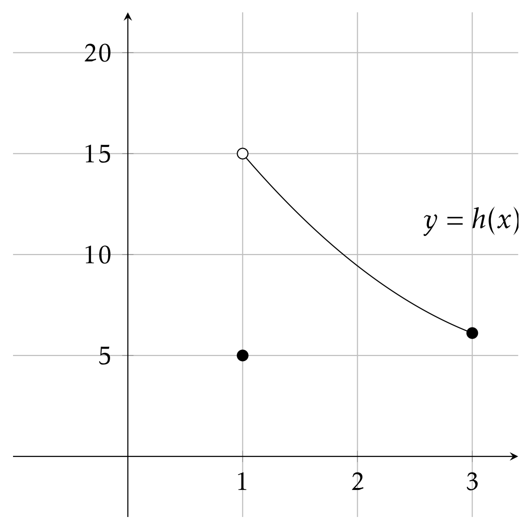
Question 70. ☐

Draw the secant line between the endpoints for the given interval $[a,b]$. Can you identify a point c, with $a < c < b$, such that the slope of the tangent line to the graph at $x = c$ is equal to the slope of the secant line between a and b?

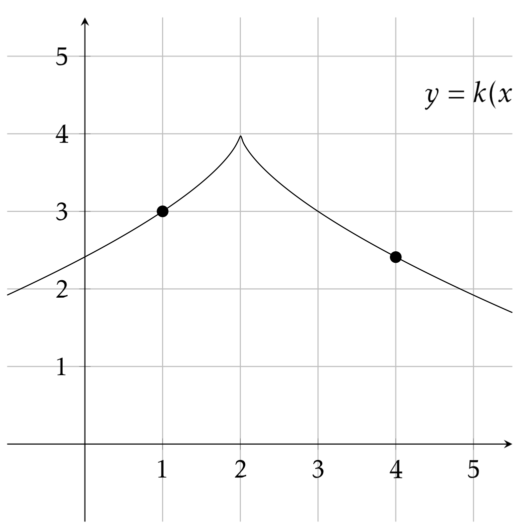
$g(x)$ **on the interval** $[1,3]$



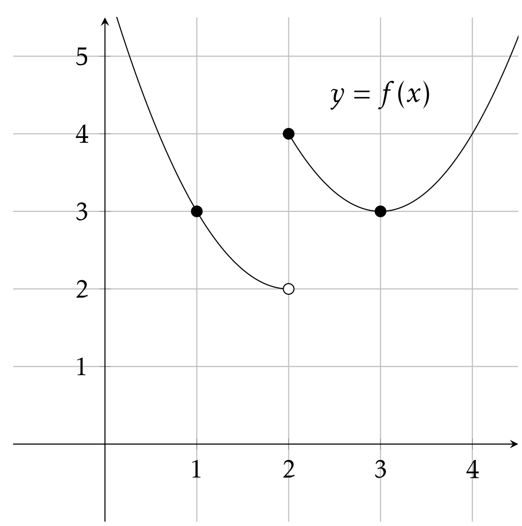
$h(x)$ **on the interval** $[1,3]$



$k(x)$ **on the interval** $[1,4]$



$f(x)$ **on the interval** $[1,3]$



Question 71. ☐

Using your observations from these four cases, make a conjecture regarding when it is possible to find such a point c. In other words, what properties does the function need to have?

Theorem 5.1.42

If f is continuous on the closed interval $[a,b]$ and differentiable on the open interval (a,b), then there exists at least one number c in (a,b) such that

$$f'(c) = \frac{f(b)-f(a)}{b-a}$$

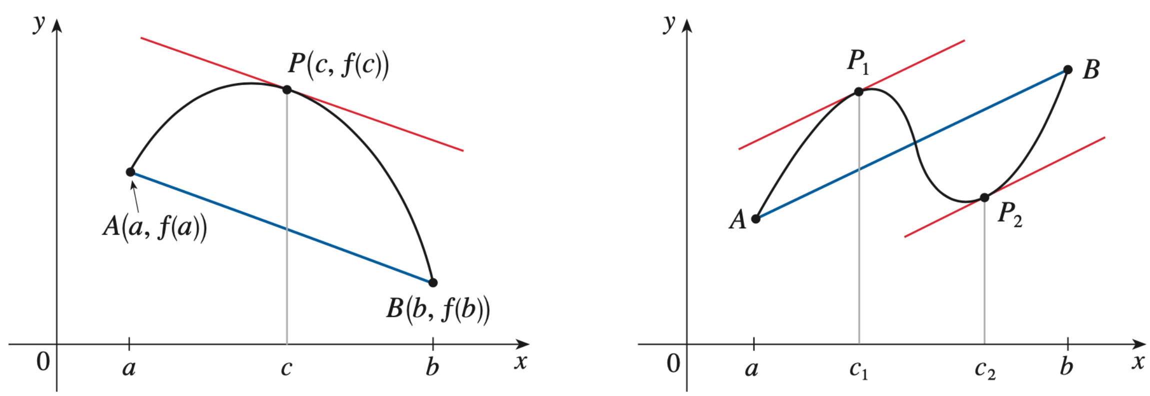


Figure 5.1: The function f attains the slope of the secant between a and b as the derivative at the point(s) $c \in (a,b)$.

■ Question 72.

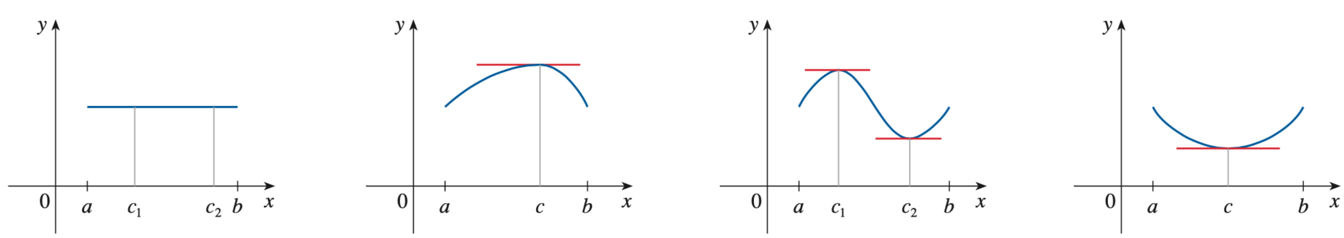
□

An elevator starts at ground level at time $t = 0$ seconds. At $t = 20$ seconds, the elevator has risen 100 feet. What does the Mean Value Theorem tell you about this situation? (Be specific to this case.)

A special case of the Mean Value Theorem is called Rolle's Theorem.

Theorem 5.1.43: Rolle's Theorem

Let f be continuous on the closed interval $[a,b]$ and differentiable on the open interval (a,b). If $f(a) = f(b)$, then there is at least one number c in (a,b) such that $f'(c) = 0$.



Sketch of Proof: The proof of Rolle's theorem follows from the Extreme Value Theorem which says that a continuous function on a closed interval must attain its extremum at some c. This fact along with the fact that local extrema are critical points gives us $f'(c) = 0$ at such points. ■

Question 73.

☐

Like other Math theorems, the MVT is a "If-Then" statement. There are some hypotheses and there is a conclusion. Can you identify which part is which?

5.1.1 Applications

Question 74.

☐

Let $g(x) = |x^2 - 1|$. Graph this function using Desmos and answer the questions below.

(a) *Do the hypotheses of the MVT hold on $[0,3]$? Does the conclusion hold? Explain.*

(b) *Do the hypotheses of the MVT hold on $[1,3]$? Does the conclusion hold? Explain.*

(c) *Do the hypotheses of the MVT hold on $[-1,3]$? Does the conclusion hold? Explain.*

Exploration Activity

It is important to think about the chain of logic for a theorem. Let me use the Cats analogy. Consider the statement: If we have a cat, then we have a mammal. Note that the converse isn't true. Just because an animal is a mammal, it doesn't necessarily mean it's a cat. Indeed a dog is also a mammal. So the conclusion can be valid even when the hypothesis isn't. Relating to the problem above, in part (a), the conclusion is valid, even when the hypothesis isn't.

Similarly, when the hypothesis doesn't hold, we can't really say whether the conclusion holds or not. For example, if your animal is not a cat, we do not know if it is a mammal or not, it could be an octopus, or it could be a dog. Relating to the problem above, the hypothesis doesn't hold in both (a) and (c); but for one of them the conclusion holds, for the other it doesn't.

Question 75.

☐

Does the MVT apply to $g(x) = x^{1/3}$ on $[0,8]$? Why or why not? If so, find all values of c that satisfy the theorem.

Question 76.

☐

Explain why $h(x) = x^3 + 6x + 2$ satisfies the hypotheses of the MVT on the interval $[-1,3]$. Then find all values of c in $[-1,3]$ guaranteed by the theorem.

Question 77.

Show a Write-up

Considering the following situation. You are driving a car on a highway, traveling at the speed limit of 55 mph. At 10:17am, you pass a police car on the side of the road, presumably checking for speeders. At 10:53am, 39 miles from the first police car, you pass another police car. You are of course obeying the speed limit and traveling exactly 55 mph. However, you are shocked when the police turn on their lights and pull you over. The officer claims you were speeding at some point in the last 39 miles. Is the officer telling the truth, or needlessly pulling you over?

Question 78.

Show a Write-up

Let $f(x) = \dfrac{1}{x^2}$. Show analytically why there cannot exist a number c in $(-1,1)$ such that

$$f(1) - f(-1) = 2f'(c).$$

Does this contradict the MVT? Explain.

MATH 221 - Differential Equations

Lecture 41 Worksheet

Fall 2020 | **Subhadip Chowdhury** | **Nov 20**

Title: Lorenz Equations

Summary: We will see an example of **chaos** in three dimensional ODE systems.

§A. Higher-Order Linear Systems

Consider a $n-$dimensional linear system of ODEs of the form $\vec{\mathbf{R}}'(t) = \mathbf{A}\vec{\mathbf{R}}(t)$ where $\mathbf{A}$ is a $n \times n$ matrix whose (i,j)th element is a_{ij} and $\vec{\mathbf{R}}(t) = \begin{bmatrix} x_1(t) \\ x_2(t) \\ \vdots \\ x_n(t) \end{bmatrix}$ is a $n \times 1$ vector.

The strategy for finding solutions to the system $\vec{\mathbf{R}}'(t) = \mathbf{A}\vec{\mathbf{R}}(t)$ is the same as for systems of two equations. In particular, if λ is an eigenvalue of $\mathbf{A}$ with eigenvector $\vec{v}$ and $\vec{r}(t) = e^{\lambda t}\vec{v}$, we can still show that $\vec{r}(t)$ is a solution to our system.

It is easy to check that the **Linearity Principle** also holds in higher dimension. So a general solution can be found as a linear combination of linearly independent solutions.

Question 1.

Find the general solution to the system of ODEs

$$\begin{aligned} x' &= -5x - 8y - 2z \\ y' &= 5x + 12y + 4z \\ z' &= -11x - 19y - 5z \end{aligned}$$

You can use `WolframAlpha` to find the eigenvalues and eigenvectors of matrices. Type

```
Eigenvalues[{-5,-8,-2},{5,12,4},{-11,-19,-5}]
```

into the query field.

§B. **The Geometry of Solutions**

Over the semester, we classified all possible geometry of an equilibrium point for planar systems using the trace-determinant plane. Another way to classify equilibrium points is by their stability.

Definition B.1

If every solution that starts close to an equilibrium stays close to that equilibrium for all time, then the equilibrium solution is called **stable**. Otherwise, it is called **unstable**.

This definition is a bit vague but we can formalize this if needed. Here 'close' means within some neighborhood of bounded radius.

Question 2. □

(a) Identify the types of equilibrium solutions in $\mathbb{R}^2$ that are stable according to the above definition from the list below:

Nodal source, Spiral source, Saddle, Nodal Sink, Spiral Sink, Center

(b) Fill in the blanks with either the word "**stable**" or "**unstable**":

If an equilibrium solution has eigenvalues with real parts that are non-positive, then the equilibrium solution is ________________.

If an equilibrium solution has at least one eigenvalue with a positive real part, then the equilibrium solution is ________________.

(c) It turns out, the conclusion you made in part (b) holds even for systems with more than two dependent variables. For example, if we have a $n \times n$ matrix $\mathbf{A}$ and a n−dimensional system $\vec{\mathbf{R}}' = \mathbf{A}\vec{\mathbf{R}}$, we can compute the eigenvalues of $\mathbf{A}$. By inspecting the real parts of the eigenvalues only, we can determine the stability. Does this make sense, yes or no? ________________.

Although the stability of equilibrium solutions for linear systems in more than two variables is easy to determine, the geometry is a bit more complicated. For a system in three dimension, the solution curves live in $\mathbb{R}^3$, and there is simply a lot more room to move around in three dimensions than in two dimensions! Note that the origin is still the **only** equilibrium solution for a non-degenerate system of linear differential equations in three variables.

§C. **Three Dimensional Systems**

We want to analyze the so-called Lorenz equations, which is a famous system of differential equations derived by Edward Lorenz when studying convection rolls in the atmosphere,

$$\frac{dx}{dt} = \alpha(y-x) \tag{1}$$

$$\frac{dy}{dt} = x(\rho-z)-y \tag{2}$$

$$\frac{dz}{dt} = -\beta z+xy \tag{3}$$

where α, β and ρ are real parameter values. Note that $(x,y,z) = (0,0,0) \equiv \mathbf{O}$ is an equilibrium solution to this ODE for all parameter values.

$$(x,y,z) = \left(\sqrt{\beta(\rho-1)} \equiv \mathbf{P}, \sqrt{\beta(\rho-1)}, \rho-1\right)$$

and

$$(x,y,z) = \left(-\sqrt{\beta(\rho-1)}, -\sqrt{\beta(\rho-1)}, \rho-1\right) \equiv \mathbf{Q}$$

are equilibrium solutions if $\rho > 1$. There are no other equilibria.

Linearization in three dimensions

■ **Question 3.** □

(a) Write down the Jacobian matrix in terms of x, y, z. You don't have to evaluate the Jacobian at any equilibrium solution.

(b) Let $\alpha = 10$, $\rho = 5$ and $\beta = 8/3$. Download and open the file `solvelorenz.ipynb`. This file computes the eigenvalues for the Jacobian at each of the three equilibrium points $\mathbf{O}, \mathbf{P}$ and $\mathbf{Q}$.

Determine the type and stability of each of the three equilibrium points.

(c) The Jupyter notebook also computes a solution to the Lorenz equations from $t = 0$ to 100. The green dot is the initial value, and the red dot is the solution at $t = 100$.

(i) Consider a solution curve with the initial value $x(0) = 1$, $y(0) = 0, z(0) = 0$. What is (x, y, z) at $t = 100$? Is this consistent with your observation about the stability of the equilibrium points?

(ii) Consider a solution curve with the initial value $x(0) = 1.000001$, $y(0) = 0, z(0) = 0$. What is (x, y, z) at $t = 100$? Was there a significant change?

(d) Repeat all of the above parts with $\alpha = 10$, $\rho = 28$ and $\beta = 8/3$. Be sure to change the relevant values in the Jupyter notebook. Did you get anything surprising?

What you just observed is exactly what Edward Lorenz did in the 60s. It was something never seen, or even thought of before. The equations are completely deterministic (no statistical variation), yet the solutions can change drastically, even if the initial conditions are changed only slightly. All solutions live on that funny looking butterfly surface, which is now called a strange attractor. This is an example of **Chaos**. Weather systems have this same chaotic property (infinite sensitivity to initial conditions). What does this tell you about long term weather forecasts?

Appendix C

Sample Exams

Theory of Differential Calculus

Checkpoint 6

Fall 2021 **Subhadip Chowdhury** **Math 115**

Directions

- Do only the Checkpoint problems that you need to take and feel ready to take. If you have already earned Fluency on a Learning Target, do not attempt a problem for that Target! You can skip a Target if you need more time to practice with it, and take it on the next round.
- Do not need to print out or write on this question paper; do all your work on your notebook instead. You may either write by hand or type up your work using LaTeX. If you are unfamiliar with LaTeX, write your answers by hand. Do not use MS Word, unless you can correctly typeset the mathematical symbols in it.
- Either turn in this page as a cover sheet with your submission or **clearly indicate on the top of your answer script which Learning Targets you are attempting** in this Checkpoint. You must also **include your signature** along with the Academic Integrity statement below.
- If you are writing on paper, **please turn in solutions for the questions in order** (for example, do not turn in work for question 2 after work for question 1). The easiest way to do this is to put each answer on its own solution page and do not put more than one answer on a single page.
- Submit **clear and legible** written or LaTeXed work as a picture in JPG format or convert your work to a PDF file using a scanning app (e.g. CamScanner, Office Lens, etc.) or a scanning device. **Work submitted as files other than PDF or JPG format will not be graded**. You can submit multiple files.
- Unless explicitly stated otherwise, you must **show your work or explain your reasoning** clearly on each item of each problem you do. **Your answer script should not look like scratch-work.** Responses that consist of only answers with no work shown, or where the work is insufficient or difficult to read, or which have significant gaps or omissions (including parts left blank) will be given a grade of "NC".
- Please consult the grading criteria found in the Learning Targets document found on Moodle prior to submitting your work, to make sure your submission has met all the requirements.
- Please use the approved resources in the Learning Targets document to double-check your work against errors prior to submitting your work.
- Submit your work by uploading it as a JPG or PDF file to the appropriate link area on Moodle.

List of Learning Targets Covered in this Checkpoint: L6, L7, L8, L9, L10, L11, L12

List of Learning Targets Being Attempted: ____________________

Please sign below to indicate your commitment to the Wooster Ethic and Academic Integrity. *I reserve the right to **withhold grades** if you do not sign this pledge on your submission.*

*I have neither given nor received any unauthorized aid on this assignment:*____________________

§ Learning Target L6 (Derivative of Inverse Functions)

Requirements. You must correctly complete **question 1** to get an 'S' on L6.

Question 1.

☐

Let $f(x)$ be the function

$$f(x) = 2x^5 + 3x^3 + x.$$

(a) *Find $f'(x)$.*

(b) ***Without referring to the graph of*** $f(x)$, *explain how you can use your answer to part (a) to determine that $f(x)$ must be invertible (i.e. $f(x)$ is one-to-one).*

(c) *Find $f(1)$.*

(d) *Find $\left(f^{-1}\right)'(6)$.*

To successfully complete this question:

- You are **NOT ALLOWED** to (and also don't need to) refer to DESMOS to answer this question.
- For part(b), properly articulate your justification and thought process. Write your answer using full English sentences. You will not get credit unless your sentences are logically and grammatically correct.
- You must **provide exact answers. Do not approximate. Do not simplify.** For example, if your answer is 1/3, leave it like that instead of answering 0.333...; similarly leave any e or π or ln in your answer as those symbols instead of using the decimal approximations.

---

§ Learning Target L7 - Mean Value Theorem

Requirements. You must correctly complete **question 2** to get an 'S' on L7.

Question 2.

☐

Suppose the function $f(x)$ is differentiable everywhere and $f'(x) \leq 1$ for all x. If $f(0) = 0$, then show that

$$f(x) \leq x \quad \textit{for all } x \geq 0.$$

To successfully complete this question:

- **You must justify your answer using Mean Value Theorem.**
- This is not a question where you need to evaluate numbers, this is a question where you are being asked to properly articulate your reasoning and thought process. As such, write your answer using full English sentences. Even if all the important key words show up in your answer, you will not get credit unless your sentences are logically and grammatically correct.
- Note that nothing is known about the actual values of the function. So we don't have sufficient information to draw the graph of the function, and as such, **a picture will not be counted as a proper justification**.

---

§ Learning Target L8 - L'Hôpital's Rule

Requirements. You must correctly complete **both parts of question 3** to get an 'S' on L8.

Question 3.

☐

Evaluate the following limits using L'Hôpital's Rule. Show all your work.

(a) $\lim\limits_{x\to 0}\left(\frac{1}{x}-\frac{1}{\sin x}\right)$

(b) $\lim\limits_{x\to\infty}\left(1+\sin\left(\frac{3}{x}\right)\right)^x$

To successfully complete this question:

- Make sure to properly identify and state the indeterminate form (e.g. $\frac{0}{0}, 0\times\infty$ etc.) **before** using L'Hôpital's Rule.
- Misplaced or missing $\lim\limits_{x\to 0}$ expression in any step will be counted as errors.

---

§ Learning Target L9 - Implicit Differentiation

Requirements. You must correctly complete **both parts of question 4** to get an 'S' on L9.

Question 4.

☐

(a) *Use implicit differentiation to find a formula for* $\frac{dy}{dx}$ *for the curve*

$$y^2 = \frac{x^2}{xy-4}.$$

Show all of your work. Solve for $\frac{dy}{dx}$, *but you do not need to simplify your answer.*

(b) *Determine the equation of the tangent to the curve at* $(4,2)$.

To successfully complete this question:

- Show all the steps in your work. Answers with any missing significant step will receive no credit.

---

§ Learning Target L10 - Related Rates

Requirements. You must correctly complete **question 5** to get an 'S' on L10.

Question 5.

☐

For the amusement of the guests, some hotels have elevators on the outside of the building. One such hotel is 300 feet high. You are standing by a window 100 feet above the ground and 150 feet away from the hotel, and the elevator descends at a constant speed of 30 ft/sec, starting at the top at time $t = 0$, where t is time in seconds. Let θ be the angle between the line of your horizon and your line of sight to the elevator. (See fig. 1). Find the rate of change of θ with respect to t when $t = 5$.

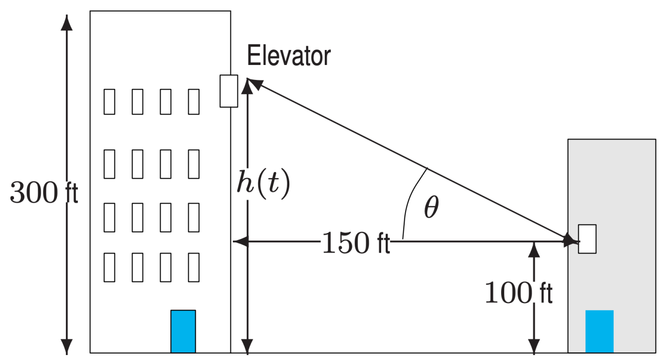


Figure 1

To successfully complete this question:

- Show all the steps in your work. Do not just write the final answer.
- You must give the exact answer, do not approximate. If there is an irrational number such as $\sqrt{2}$ or π in your answer, leave it as it is. You do not need to simplify.
- Use the correct units when giving the rate of change of θ.

§ Learning Target L11 - Curve Sketching

Requirements. You must correctly complete **both questions 6 and question 7** to get an 'S' on L11.

Question 6.

☐

*Sketch the graph of a function that satisfies **all** of the given conditions*

- $f(x)$ *is continuous and differentiable everywhere.*
- $\lim_{x\to-\infty} f(x) = \infty$
- $\lim_{x\to\infty} f(x) = -3$
- $f'(x) > 0$ *for* $-3 < x < 2$ *and for* $x > 7$
- $f'(x) < 0$ *for* $x < -3$ *and* $2 < x < 7$
- $f''(x) > 0$ *for* $x < 0$ *and* $5 < x < 8$
- $f''(x) < 0$ *for* $0 < x < 5$ *and* $x > 8$

In your picture, you must

(a) *clearly point out the intervals where the function is increasing, decreasing, concave up or concave down.*

(b) *point out the critical points and the points of inflection.*

(c) *point out any horizontal or vertical asymptotes.*

To successfully complete this question:

- Make your sketch as precise as possible, however it doesn't have to be up to scale.
- Draw a wide and tall picture to showcase all of the required characteristics, don't skimp on space.

Question 7.

☐

Suppose a continuous function f *has the following properties*

- $f(x)$ *is increasing for all* x.
- $f''(x) < 0$ *for all* x.
- $f(5) = 2$.
- *The tangent to the graph of* $f(x)$ *at* $(5,2)$ *passes through* $(1,0)$.

Now answer the following questions.

(a) *Find the value of* $f'(5)$.

(b) *Give a possible rough sketch of the graph of* $f(x)$.

(c) *Is it possible that* $f'(1) = 0.25$? *You must provide a short (1 or 2 sentence) justification.*

§ Learning Target L12 - Optimization

Requirements. You must correctly complete **question 8** to get an 'S' on L12.

Set up and solve the optimization problem found below the bullet point list.

In order for your work to be acceptable, it needs to contain ALL of the following. Check carefully before turning in your work to make sure you've included each one. A lengthy solution is not necessary but it should show all the steps.

- A clear indication of what each variable in the solution represents;
- A clear statement of what quantity you are optimizing;
- A formula for the quantity you are optimizing and a clear indication of how you obtained it;
- If you use a constraint in the problem, a clear statement of what that constraint is and how you used it;
- The use of a derivative to find the input that optimizes your quantity;
- Reasoning that explains why your solution is correct — don't just find a value but explain how you know that value optimizes the target quantity.

Question 8. □

In fig. 2, the point P *is moving along the line segment* AB. *What should be the length of the line segment* AP *that maximizes the angle* θ?

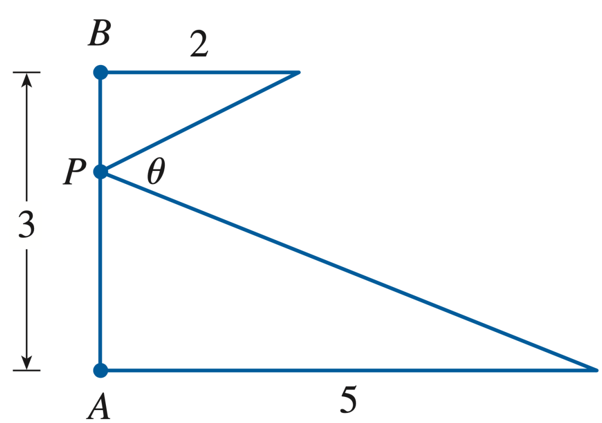


Figure 2

Final Exam

SUBHADIP CHOWDHURY

INSTRUCTIONS:

- Please show ALL your work! Answers without supporting justification will not be given credit.
- Start every question on a new page. Write your name on top of each page.
- Write legibly and clearly mark the answer.
- If you write down the correct formula for an answer, you will get some partial credit regardless of whether you evaluated the exact values or not.

Full Name: ____________________

Question	Points	Score
1	4	
2	5	
3	5	
4	10	
5	15	
6	12	
7	10	
8	9	
9	10	
Total:	80	

This exam has 9 questions, for a total of 80 points.
The maximum possible point for each problem is given on the right side of the problem.

1. Match the Vector Fields in figure 1 with their formula. Briefly explain your reasoning. 4

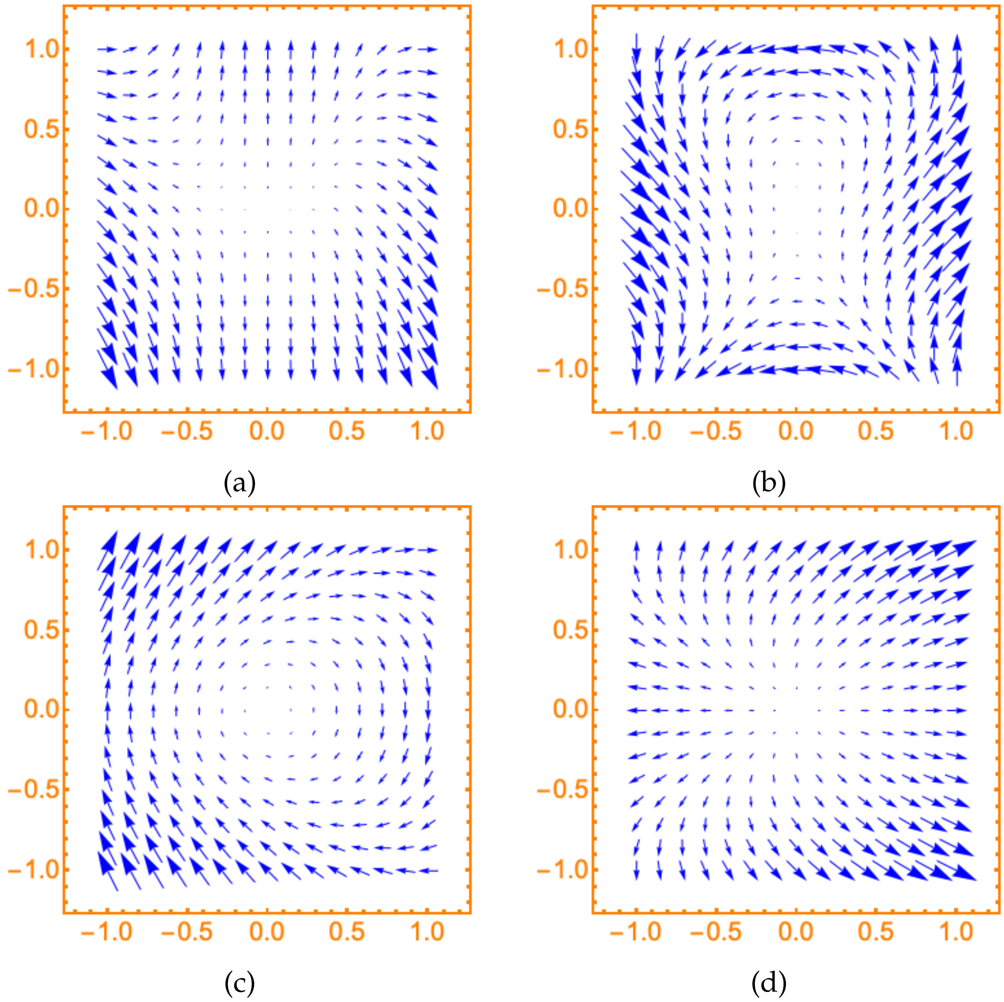


Figure 1

(1) $\langle y, y^2 - x\rangle$, **(2)** $\langle x^2, y - x^2\rangle$, **(3)** $\langle x^2 - y^2, x\rangle$, **(4)** $\langle x + y^2, y\rangle$,

2. Consider the hyperboloid 5

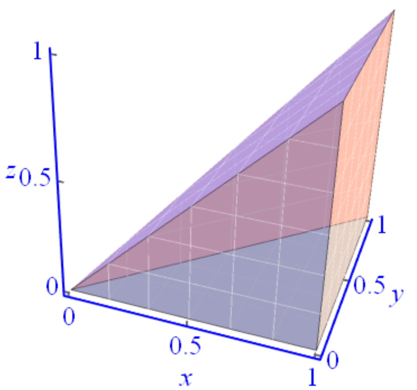
$$2x^2 - y^2 + z^2 = 2.$$

Find every point on the hyperboloid where the tangent plane is parallel to the plane

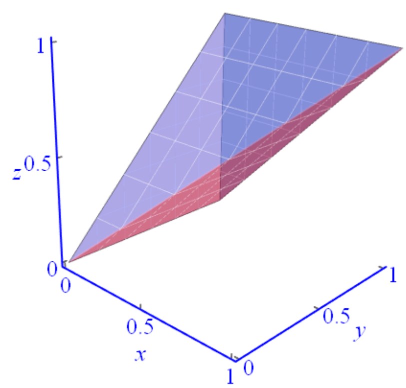
$$x - y - z = 0.$$

3. Match each of the following iterated integrals with its domain of integration. $\boxed{5}$

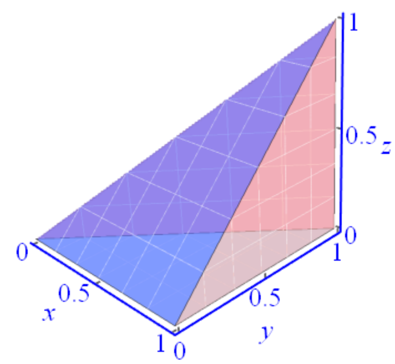
1. $\displaystyle\int_0^1 \int_y^1 \int_0^y f(x,y,z)\,dz\,dx\,dy$
2. $\displaystyle\int_0^1 \int_0^y \int_y^1 f(x,y,z)\,dz\,dx\,dy$
3. $\displaystyle\int_0^1 \int_y^1 \int_0^x f(x,y,z)\,dz\,dx\,dy$
4. $\displaystyle\int_0^1 \int_0^y \int_x^1 f(x,y,z)\,dz\,dx\,dy$
5. $\displaystyle\int_0^1 \int_0^y \int_x^y f(x,y,z)\,dz\,dx\,dy$



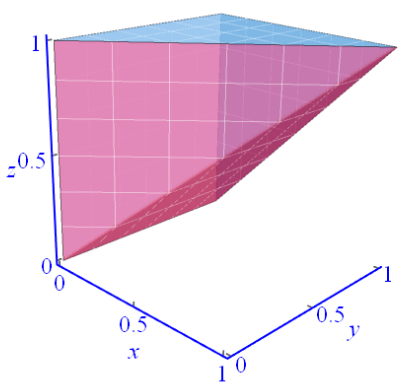
(a)



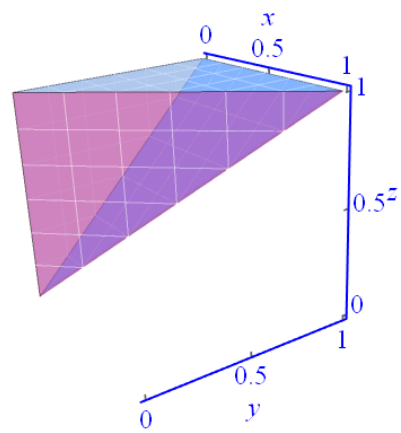
(b)



(c)



(d)



(e)

Figure 2: The five regions

4. Find the line integral of the vector field [10]

$$\vec{\mathbf{F}} = \langle 45x^4y^2 - 2y^6 + 3,\ 18x^5y - 12xy^5 + 7\rangle$$

along the curve

$$r = 2\sin(\theta) + \sqrt{|5\cos^2\theta\ - 1|}$$

from $\theta = 0$ to $\theta = 3\pi/2$. A polar plot of the curve is given below in figure 3.

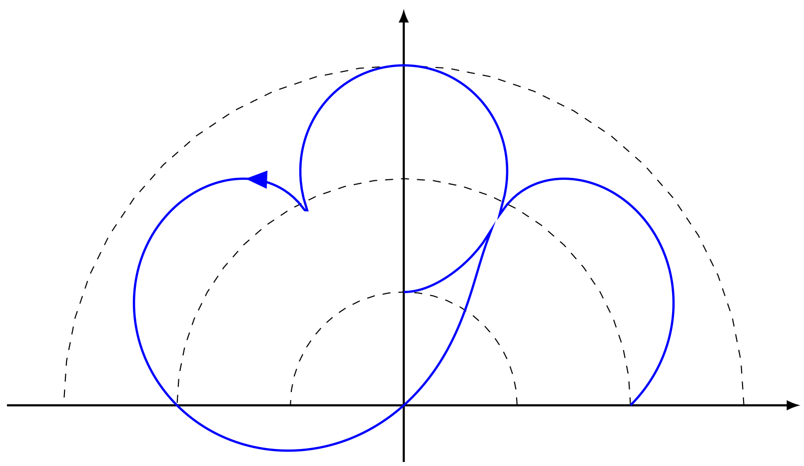


Figure 3

5. Let $\vec{\mathbf{F}}$ be the vector field [15]

$$\vec{\mathbf{F}} = \left\langle xy^2,\ -x^2y\right\rangle$$

Let C be the blue curve given in figure 4. It consists of two circular arcs, one horizontal line segment, and one vertical line segment. Calculate the line integral $\oint_C \vec{\mathbf{F}} \cdot d\vec{\mathbf{r}}$ using Green's theorem.

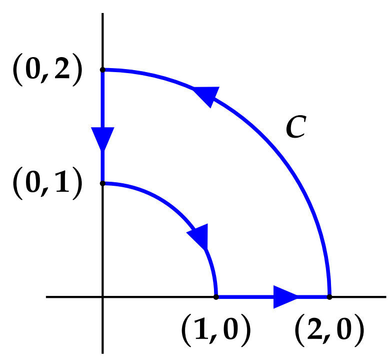


Figure 4

Please continue to next page...

6. (a) Find the equations of the tangent planes at the points $A = (1, 1, 2)$ and $B = (-2, 1, 5)$ to the surface $\boxed{6}$

$$x^2 + y^2 - z = 0.$$

(b) Check that $(-1/2, 1, -1)$ lies on both of the tangent planes above. Find the parametric equation of the line of intersection of these two tangent planes. $\boxed{6}$

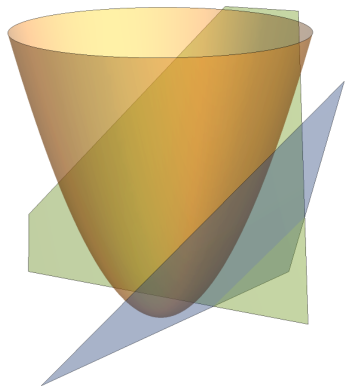


Figure 5

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7. A solid bullet made of a half sphere and a cylinder has the volume $\boxed{10}$

$$V(h, r) = \frac{2\pi r^3}{3} + \pi r^2 h$$

and has surface area

$$A(h, r) = 3\pi r^2 + 2\pi r h$$

We would like to design a bullet with fixed volume and minimal area. Use the Lagrange multipliers to find the minimum of A under the constraint $V(h, r) = \frac{5\pi}{3}$.

---

8. The function $F(x, y) = x^2y - 4xy + 3x^2 + \frac{1}{2}y^2$ has three critical points, at $x = 0, x = 1$, and $x = 5$. $\boxed{9}$

(a) Find the values of y at these three critical points.

(b) Classify each critical point as a maximum, minimum, or saddle point.

---

9. Let

$$\iint_R f(x, y)\, dA = \int_1^2 \int_{2-x}^{\sqrt{2-x}} \frac{1}{2y^3 - 3y^2 + 5}\, dy\, dx$$

(a) Sketch the region R. $\boxed{3}$

(b) Rewrite the double integral as an iterated integral with the order interchanged. $\boxed{3}$

(c) Evaluate the integral. $\boxed{4}$

Appendix D

Sample Syllabi

MATH 130: MATHEMATICAL FOUNDATIONS FOR COMPUTING

SPRING 2022 **INSTRUCTOR: SUBHADIP CHOWDHURY**

Welcome to Math 130! I'm Dr. Subhadip Chowdhury, Professor of Mathematics, and the instructor for this course, and I am glad you're here :)

WHAT IS THIS CLASS?

We will study **an area of that computer science is built on**, called Discrete mathematics, and learn how to demonstrate proper understanding of discrete mathematics concepts and methods using proof techniques. Discrete math is the study of counting, patterns, and structures involving discrete (separate, not continuous) objects – like people, meals, clothing, and board games. We can use it to model and understand a wide range of real-world problems, from social networks to March Madness.

This class will be hard work. Part of doing real math is productive failure: You'll try things that don't work; learn something from that failure; and try something new that works a bit better. And… after a while, you will figure it out, and come out with a much stronger understanding of the structure of mathematics.

I WANT TO KNOW MORE ABOUT:

- Learning Goals
- Assignments and Grades
  - How do I earn a grade?
  - Details of Homework and Tokens
  - Details of Checkpoint Quizzes
- Policies
  - Attendance and Absences
  - Early and Late Work
  - Other Policies
- How to get help?
- Academic Integrity and Collaboration

KEY INFORMATION

Class meetings

MWF 9:00 – 9:50 AM, Taylor 200

Teaching Assistant

Khandokar Shakib (kshakib22@wooster.edu)

Office Hours

See Moodle for Up-to-date hours.

I will adjust these based on your feedback.

You can also stop by any time my door is open, or email me to set up an individual meeting.

How to contact me

Email: schowdhury@wooster.edu
Phone:
Office: Taylor 209

Be sure to read my email responses policy.

Textbook

Al Doerr and Ken Levasseur, *Applied Discrete Structures*, ISBN: 978-1-105-55929-7.

The text is open-source and freely available online: http://faculty.uml.edu/klevasseur/ads2/

We will also use notes and activities written especially for this class.

Class materials and announcements

Available on: moodle-2122.wooster.edu/

Check Moodle and your Wooster email at least once before and after each class.

Additional college policies are listed in a separate document called Academic Policies, Procedures & Support Services.

This Syllabus gives additional information. If something is not mentioned here, check Moodle first!

LEARNING GOALS

CATALOG DESCRIPTION

This course introduces discrete mathematics. Topics include set theory, logic, truth tables, proof techniques, sequences and summations, induction and recursion, combinatorial counting techniques, discrete probability, graphs, and trees.

Prerequisites: one CSCI course with minimum grade C-.

COURSE OBJECTIVES

Basically, this course teaches **mathematics applied to situations that involve things that can be separated and counted**. For example, counting the number of times a loop in a computer program executes involves separating things (the different iterations of the loop) and counting them. So in Math 130, we look at the mathematical processes that computer science is built on, especially the structures that are the basis for the data structures you'll encounter later.

After successful completion of this course, you will be able to…

- Perform the operations associated with sets, functions, and relations
- Convert logical statements from informal language to propositional and predicate logic expressions
- Apply formal logic proof techniques (direct proof, proof by contradiction, and induction, counting arguments) in the construction of a sound argument.
- Compute permutations and combinations of a set and interpret the meaning in the context of the particular application.
- Calculate probabilities of events and expectations of random variables for elementary problems such as games of chance.
- Solve a variety of basic recurrence relations.
- Illustrate by example the basic terminology of graph theory, as well as some of the properties and special cases of each type of graph/tree.

MORE DETAILED OBJECTIVES

In addition to everything above, we will focus on some important ideas that span discrete mathematics as well as all of mathematics. Specifically, I want you to...

- **Succeed!** Specifically, I want you to develop a deep understanding of the ideas outlined above. You can expect me to push you in many ways to help you achieve these. As a result, this class will not be easy, but that's good: You learn by struggling!
- **Improve your ability to see patterns, make conjectures, and write proofs independently.** These will happen through class activities, homework, and a major project. This will happen with time, experience, and hard work.
- **Apply the [CCSS Standards for Mathematical Practice] successfully in your mathematical work.** This includes perseverance in problem solving, reasoning abstractly, constructing arguments and critiquing others' arguments, modeling with mathematics, and looking for and making use of structure.
- **Learn math from a new point of view.** Discrete math is often surprising for students: It looks unlike most other kinds of math. That's great! Mathematics is truly about structure, pattern, and proof – things that will be central to our study of discrete mathematics.

WHAT ASSIGNMENTS WILL THERE BE?

More details are given in the rest of this document. Click each link below for details.

See “How do I earn a grade?” for an explanation of how these contribute to your final grade.

Explorations and Reading Quizzes (daily): These form the basis for our daily class work.

Explorations are daily assignments to be completed before next class. These will introduce new ideas using things you already know and will help you make sense of new ideas. *They will be graded for effort and completeness only.* Make your best effort and bring your work to class, where you will be able to ask questions and discuss it together.

Class activities involve working individually, in groups, and through whole-class discussions. Your work will be brought together on these activity sheets.

Homework (every 1 - 2 weeks): Some computational, some proofs. Click the link for details.

Checkpoint quizzes (every 2 weeks): Rather than any midterm or final exams, we will have checkpint quizzes periodically. You will have multiple opportunities to get fluency on the major objectives in our class, without penalty for needing multiple attempts. Click the link for details.

HOW DO I EARN A GRADE?

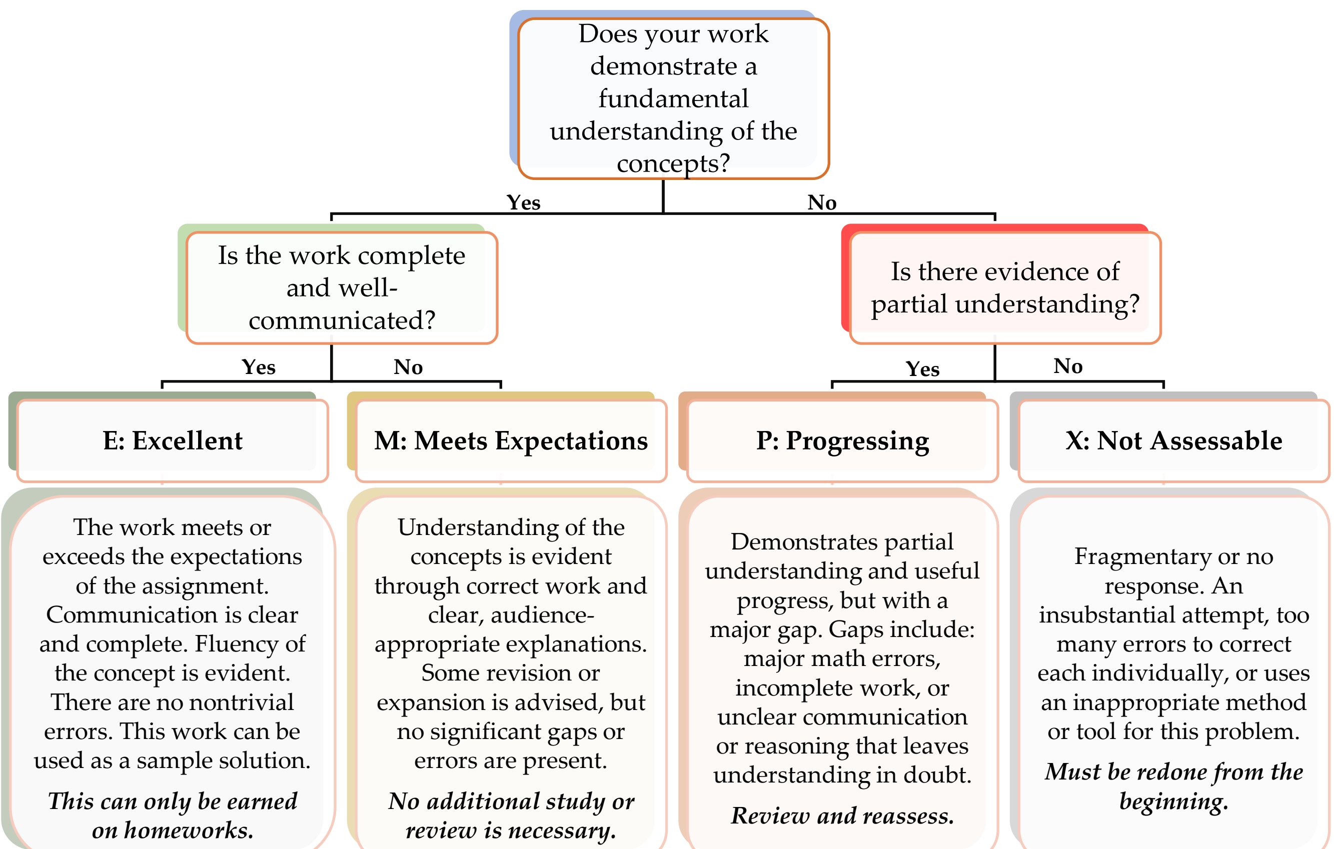
Our course is graded by a methodology called Learning-Based Grading system, also called standards-based or mastery-based grading, in which most graded work do not have a point value or percentage. Instead, you earn your grade by showing **appropriate engagement** with the course (by completing explorations and reading quizzes) and **demonstrating evidence of skill on the learning objectives** that describe the major ideas covered by each assignment. These objectives are listed in a separate document that will be updated throughout the semester.

When you submit most work, I will evaluate it relative to quality standards made clear on each assignment. If your work meets the standard, then you will receive full credit for it. Otherwise, you will get helpful feedback and, on most items, the chance to reflect on the feedback, revise your work, and then reassess your understanding.

This feedback loop represents and supports the way that people learn. Learning happens over time, as we revisit ideas and reflect on them. In this class, your final grade will reflect how well you *eventually understand* each topic. You can make mistakes without penalty, as long as you *eventually* demonstrate fluency of the topic.

HOW ARE ASSIGNMENTS SCORED?

Each homework and quiz problem will address one or more Learning Targets (LT). For each LT, you'll earn a score in the EMPX scale. Here is what these letters mean:



Quick Fixes

You may sometimes earn a **P*** in a Quiz**.** This mark indicates work that contains an error which I think is minor, but I need to talk with you about it. **Come to my office to discuss a P* within 1 week after it is returned.** If you can convince me that the error was minor and explain how to fix it, then I will update the **P*** to an E or M for free -- it does *not* use up a reassessment attempt. After one week, a **P*** automatically becomes a **P** and must be reassessed as usual.

Learning Target Categories

Note that the most LTs will appear on both homework and quizzes. You must earn an E or M for **each objective on *both* a homework *and* a quiz** -- these are **separate** grade categories. Homework is intended to show your best possible work, while quizzes are intended to show your basic understanding of key ideas.

Note: One important thing to keep in mind during this class is that you should not be discouraged if you don't earn E or M on a LT the first time. That's normal. I'm only interested in what you can show me you can do by the end of the semester. However, it's almost always better to reassess rather than waiting for a future opportunity to improve your mark. That's because, while I will try to make sure many objectives appear a second time on a later quiz, I can't guarantee it will happen. You don't want to end up waiting until the end of the semester and then having to reassess 5 objectives, when there's only one week left.

How your final grade is determined

Your grade for the semester is not based on points because most items in the course don't carry point values. Instead, your grade will be based on the quantity and quality of evidence you can provide of across-the-board fluency of Math 130 - the basic skills found in the Learning Targets, and your daily work and engagement.

To determine your course **base grade** (the letter A/B/C/D/F without plus/minus modifications), use the following table. To earn a grade, you must complete all the requirements in the column for that grade; your base grade is the **highest grade level for which all the requirements have been met or exceeded.**

Category	D	C	B	A
Explorations and Reading Quiz Credit	60%	70%	80%	90%
Homework Summaries	Optional	Complete all but 2 with genuine effort	Complete all but 1 with genuine effort	Complete all with genuine effort
Homework LTs	E or M on 60% of the LTs	E or M on 80% of the LTs, and none with an X	E or M on all LTs	E or M on all LTs, at least half with an E
Checkpoint Quiz LTs	M on 60% of the LTs	M on 70% of the LTs	M on 80% of the LTs, and none with an X	M on 90% of the LTs, and none with an X

If you do not meet all of the criteria for a D, your grade will be an F.

I will set +/- grades based on how close you are to the next higher (or lower) letter grade. For example, if you meet all criteria for an A except for one Exploration, that may be an A-. If you are instead missing something bigger, like one homework LT, that may be a B+. I will communicate details of this on Moodle towards the end of the semester.

REASSESSMENTS

Checkpoints

Checkpoint quizzes are (partially) cumulative, so for example Checkpoint 2 might cover some new material plus material from Checkpoint 1, and so on. Each Learning Target will appear on at least two checkpoints. In this way, if your work on a problem in a Checkpoint doesn't meet the standard, you can just try it again at a later Checkpoint.

Retakes in Office Hours

You may attempt to improve your mark on **at most one LT every week.** There are two ways to do this:

- Make an appointment with me (doesn't have to be during office hours) to attempt one or two new problems that address that specific objective. You can reassess your marks on both a quiz and homework this way. These may be on paper or at the blackboard. This can be any LT, no matter where we've assessed it. I may ask you to explain the meaning of the LT as well.
- Revise problems from a quiz by re-doing any parts marked with **P*.** This does not take up a reassessment attempt. This must be done in-person at my office.

In either case, you will need to fill out a short cover sheet (available in Moodle) to finalize the process (and help me keep track of the reattempts).

Note: A week for this course is defined as the period of time starting at 12:01am EST on Monday and ending at 11:59pm EST the following Sunday.

Homework

Content

A homework set will typically have two parts:

Mathematical problems: These are traditional practice problems and proofs using the ideas we've learned in class. **They will be at a higher level of difficulty than quizzes.** See the LT list for details on what type of work is expected on homework.

Summary of recent work: I will ask you to summarize or review the topics that we have covered since the previous homework assignment. The goal here is to look back on what we've done, make connections to previous work, and to see the "big picture".

Grades

Each problem will help you demonstrate proficiency of one homework LT. The corresponding LTs will be clearly stated on the assignment. You will earn an E, M, P, or X for each LT. To earn an E or M, you must show competency **on all of the relevant problems** in the homework. Summaries are graded for completion and effort. See "How do I earn a grade?" for a description of each mark. If you don't earn an E or M, you can earn it through a reassessment attempt (see Reassessments).

Writing expectations:

These expectations will help demonstrate fluency (and, if done very well, earn an "E" mark), in addition to any other instructions given with the assignment:

- **Explain fully and present a convincing argument.** This is required for every problem, even if not explicitly stated. Use appropriate proof techniques, take care with quantifiers and logical reasoning, and communicate plans clearly to the reader.
- **Follow the Math 130 Writing Guidelines (available in Moodle).** This includes correct spelling, grammar, and punctuation.
- **turn in solutions for the questions in order** (for example, do not turn in work for question 2 after work for question 1). The easiest way to do this is to **start each problem on a new page** and not put more than one answer on a single page.
- **Make your answer legible.** Your answer script should not look like scratch-work. Responses that consist of only answers with no work shown, or where the work is insufficient or difficult to read, or which have significant gaps or omissions (including parts left blank) will be given a grade of **X**.

Collaboration

See "Academic Integrity" for details.

Posting Solutions:

For homework or exams, I would like to anonymize your work, scan it, and post it to Blackboard as a sample solution. This will be done with excellent solutions only. **If you do not want me to ever share your work this way**, please email me or talk to me after class no later than the **first homework due date**. Otherwise, I will assume that you are fine with this request.

TOKENS

Each student starts the semester with 4 tokens, which can be used to *purchase* exceptions to the course rules. The token *menu* is below. To spend a token, send me an email. Everything listed here costs 1 token:

- Extend the deadline on a Homework by 24 hours. Deadline extensions must be requested prior to the original deadline.
- Assess two different Learning Targets in the same week.

Please note that tokens may not be "*stacked*"; for example, you aren't allowed to spend 2 tokens and extend a deadline for 48 hours instead of 24 or assess three Learning targets in the same week.

Tokens cannot be used to extend deadlines on Explorations or Checkpoint Quizzes.

I will update the number of remaining tokens per student as they are used. Any leftover token at the end of the course will be added to your Exploration and Reading Quiz score (1 token = 1 credit).

Earning Extra Tokens

There will be occasional bonus challenge problems that you can answer to earn extra tokens over the semester.

Checkpoint Quizzes

Rather than midterm exams, we will have an in-class checkpoint quiz roughly every other week. These quizzes will cover essential topics from previous classes. Topics will be announced several days in advance.

Timing

There will be a quiz approximately every other week. Most weeks the quizzes will take all of class, with any remaining time used to discuss questions and homework problems.

Content

Generally, quizzes will focus on computations and basic uses of each LT. See the LT list for details on what type of work is expected on quizzes.

Grades

The goal of these quizzes is to ensure that you are fluent on the core ideas in class. Much like homework, each problem will help you demonstrate competency on one quiz LT. These targets will be clearly stated on the quiz and announced in advance. You will earn an M, P, or X for each objective . To earn an M, you must consistently show fluency on all the relevant problems in the quiz. See "How do I earn a grade?" for a description of each mark.

Note that an **E** is not available as a mark for quizzes since they are timed assessments and are not focused on polished communication.

If you don't demonstrate fluency of a topic, you can reattempt a related problem on a future quiz or during a scheduled reassessment attempt (see Reassessments for details).

Collaboration

Quizzes are individual assessments.

Policies

Attendance and Absences

Attendance is *crucial* to success in this class. Your best chance to discuss new material, ask questions, and avoid confusion is during class. So, don't miss class! You are responsible for all material and announcements from class, even in case of absence. Much of this information will be available on Blackboard. Please check in with me and with your classmates when you are back.

That said, life happens. We get the flu. Relatives need your help. When this happens, do what you need to do. I trust that you are an adult and will make the best choices that you can. I appreciate it if you can notify me in advance of an absence, if possible.

If you think you will miss *more than one class in a row*, you should contact me beforehand to let me know, and meet me afterwards to discuss how you can catch up and move forward in the course. If you miss *an entire week*, I will send out an academic alert. If you miss *more than two weeks* of classes, you should contact the Dean Jen Bowen and/or Amber Larson, Director of the Academic Resource Center. They can help you consider options for completing or dropping the course.

Early and Late Work

Early Work

Explorations and homework: If you know about an absence in advance (including any religious holiday), you may arrange an early drop-off time for exploration assignments and homework, send work with a friend, or leave it with our TA.
Quizzes: You can arrange to take a quiz early if you contact me **at least 2 days in advance**. See me with special cases.

Make-up Work

The daily Explorations and Reading Quizzes are essential in order to be ready for class, so they may *not* be handed in late.
Homework can be turned in 1 class day late using a token.
Checkpoint Quizzes may *not* be taken late, but since they are based on getting fluency on objectives, you may have an opportunity to assess the same objectives on a later quiz with no penalty. If you have *significant* extenuating circumstances that cause you to miss multiple assignments (even with tokens), see me to discuss arrangements.

Other Policies

Special Accommodations

The Academic Resource Center, which is in APEX (Gault library) offers a variety of academic support services such as time management and class preparation, ELL peer tutoring, coordinating accommodations for students with diagnosed disabilities, etc. Please see the Academic Policies, Procedures & Support Services document for further details or go to the ARC website.

Email Responses

I do my best to reply to emails promptly and helpfully. However, I receive a lot of email. To help both you and me, here are some specific expectations about emails:

- If you email me between 8:00 am and 6:00 pm on a *weekday*, I'll reply to you on the *same* day.

- If you email me in the evening or overnight (after 6:00 pm), I will reply to you the *next weekday*.
- **If your email asks a question that is answered in the Syllabus or on Moodle** (such as in an announcement or an assignment sheet), I may reply by directing you to read the appropriate document.

  If you've read the relevant document and still have questions about it, please make this clear in your email, by describing what you've already read, and which specific part of it you have a question about.

- Often, it's much easier to discuss questions in person. I may ask you to meet with me in my office (at a time that works for both of us) rather than answering directly in an email.
- On homework or exploration questions, please include photos, PDFs, or links if possible.

How to get help

My Office Hours

Please come see me during my office hours if you have questions or just want to discuss something from class. These will be most effective if you have spent some time formulating your questions beforehand - often you will answer your own questions during that process! You can also contact me via Email or MS Teams with your questions. See the email response section above for my 'business hours'!

See Moodle for office hour times and further instructions.

Teaching Assistant Office Hours

Khandokar Shakib (class of '22) is your TA for this course. He will be present during most classes to help me run group activities, answer your questions, and will hold office hours outside the classroom. In most cases, he will be the next immediate point of contact after myself if you need help with any coursework.

See Moodle for his office hour times and further announcement from him.

STEM Zone Intern

Quan Nguyen Hien (class of '22) is your ZI for this course. He will assist with problem sessions, going over **older quizzes and past assignments** much in the same way as me: by answering questions and providing guidance. The main role of a zone intern is to be a peer-tutor and mentor to help strengthen your understanding of the course material. Your zone intern will hold their own office hours within the math center.

Your ZI's office hours in the Math Center will be posted on Moodle.

Academic Integrity and Collaboration

In this class, your primary goal in this course is to develop a deep *personal* understanding and expertise in the Mathematical tools used in Computer Science. Collaboration and cooperation are extremely helpful in the learning process, and we will have many opportunities for collaborative work. However, there are some portions of our class that must be done independently.

The College's understanding and expectations regarding issues of academic honesty are fully articulated in the Code of Academic Integrity as published in The Scot's Key and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules.

In this class, we will use the following definition of plagiarism:

> **Plagiarism** is the act of submitting the work of someone else as if it were your own. Specifically, this action misleads the instructor to think that the work is the result of learning and understanding by the student named on the paper, when in fact the understanding truly belongs to someone else. This may apply to an entire solution, or individual parts of a solution.

In Math 130, collaboration is permitted and even encouraged in some circumstances! However, **you may only collaborate with students currently enrolled in Math 130.** In all cases where collaboration has occurred, you must acknowledge this clearly:

> **Acknowledging collaboration:** In *all* work, you must clearly state the name(s) of the person(s) you collaborated with on each problem.

Specific academic honesty expectations:

It is often unclear what exactly "collaboration" means when working on homework. The following section should clarify what my expectations are regarding this, and give guidelines for avoiding plagiarism in assignments. The list is intended to be helpful but not exhaustive. If you are unsure about the appropriateness of some form of assistance on an assignment, you should always ask me.

- **Homework problems:** On every homework problem, every step of every solution must be one that you understand yourself and that you have generated on your own. You are permitted to discuss big ideas and hints with your classmates. However, **you must work independently when writing up solutions.**

  > *All collaboration on homework exercises should occur when your collaborator is at essentially the same stage of the problem solution as yourself. In particular, if you have not yet started problem #4 and you ask a friend (who has already completed it), "How did you do problem 4?",* **this counts as plagiarism***. The resulting work is not and* **cannot** *be considered your own.*

- **Daily Exploration and Reading Quizzes:** On most class days, you will receive one Moodle quiz on the topic you read about or learnt in class **due before the next class**. You will get infinitely many chances to get this right, and as such these exercises will help yourself assess your performance in class at any point. Working independently on these helps to ensure that you can solve key problems yourself later in checkpoint quizzes. In these exercises, the only help allowed is consultation with me.

- **Outside resources in general:** On all work, unless directly stated otherwise, the only resources you may use are our class notes (including explorations and activity worksheets) and the approved textbook (see the first page). You are not permitted to go looking for completed solutions to problems in other texts or resources. *In particular, use of internet resources is completely off limits for homework problems*. Often, full solutions for our homework problems can be found online. If you see such a solution prior to submitting homework, there is essentially no way that you can claim to have an original solution. Evidence of using internet sources in your work will result in a **minimum** penalty of earning an X on the relevant objectives.

- **COPYING:** Copying a solution, or any part of a solution, from any source (friend, internet, book, etc.) in any setting, constitutes plagiarism.

- **PAST STUDENTS:** On any assignment, basing your work on the efforts of another student who previously completed this course, or one like it (e.g., Math 215, Math 223, etc.), is considered plagiarism.

- **OTHER INSTRUCTORS, THE MATH CENTER (ZIS), AND TA:** You are *not allowed* to discuss any Checkpoint Quiz problem with the ZIs, our TA, or seek the help of an instructor or tutor (other than me) *before the assignment is due.* You are *encouraged to seek their help after you have submitted an assignment* and need help checking or understanding a concept. If you seek their help before submission, this will be considered plagiarism. I am always willing to discuss any aspect of the course with you.

Consequences of academic dishonesty

Evidence of dishonest behavior on any assignment will be grounds for a minimum penalty of earning an X on all relevant objectives for that assignment. Other penalties may include permanently failing the relevant objectives (regardless of other work) or, in severe cases, failure of the course. Peers who willingly assist others in acts of plagiarism are equally guilty and will suffer similar penalties. In all cases, the guidelines established in The Scot's Key will be followed. I reserve the right to discuss the nature and origins of any assignment with any student prior to assigning a grade.

A POSITIVE NOTE

Remember that I want you to be successful. That is, I want you to develop a deep, personal understanding of the material we study so that you become a better student of mathematics who can go on to do well in all of your future endeavors. Every part of this course structure – including both collaborative work *and* restrictions on collaboration – are intended to help you with this. You will often struggle, and that's intentional – struggle (and eventual success!) is essential to learning. Indeed, productively failing (and learning from it) is part of your final grade.

In all aspects of the course, please understand that I am generous with hints and am always willing to discuss problems with you. I will never simply give you an answer, but I will offer direction and guidance that will assist you in coming up with a solution on your own. This is by far the most satisfying way to solve a problem, and the difficulty is well worth it. You are always welcome to discuss your questions or concerns with me at *any* time.

APPENDIX A: MATH 130 LEARNING TARGETS

These objectives will appear on homework and quizzes throughout the semester. Your goal is to earn an "M" or "E" on each objective, **both** on a homework and a quiz. Some objectives will only be available on homework.

QUIZ: LTs on quizzes are more direct and computational.
HOMEWORK: LTs on homework require clear and complete communication of your work and may require critiquing others' use of the principles.

CA. Computer Arithmetic (2)

CA1 (BASE 2, 8, 10, 16 REPRESENTATION)

- **CA1Q:**

Convert between binary and decimal representation of integers.

- **CA1HW:**

Everything from quizzes, plus: Convert to Octal and Hexadecimal representation.

ST: Set Theory (3)

ST1 (SET NOTATION AND RELATIONS)

- **ST1HW:**

Represent a set in roster notation and set-builder notation;

ST2 (SET OPERATIONS)

- **ST2Q:**

Perform operations on sets (intersection, union, complement, Cartesian product), determine the cardinality of a set, and write the power set of a finite set.

- **ST2HW:**

Everything from quizzes, plus: Find examples of sets with given properties.

CP: Combinatorics and Probability (8)

CP1 (PRODUCT RULE):

- **CP1HW:**

Use the multiplication principle appropriately within a counting problem, including choosing sets in an appropriate order, applying cases as necessary, and using complements. Communicate your work clearly and completely, including defining and identifying all sets.

CP2 (PERMUTATIONS)

- **CP2Q:**

Use permutations and r-permutations appropriately within a counting problem. Use factorials and the shortcut formula as necessary. Avoid over- or under-counting.

- **CP2HW:**

Everything from quizzes, plus: Identify why order matters in a problem and be able to justify the shortcut formula.

CP2 (PRINCIPLE OF INCLUSION EXCLUSION)

- **CP2Q:**

Use the principle to calculate the cardinalities of various sets, including unions, complements, and others, for 2 or 3 sets. Use set notation correctly.

- **CP2HW:**

Everything from quizzes, plus: Use the principle for 4 sets, and identify why the principle is appropriate in a given scenario.

CP3(Combinations)

- **CP3Q:**

Use combinations appropriately within a counting problem. Use the binomial symbol correctly and write out the shortcut formula as necessary. Avoid over- or under-counting.

- **CP3HW:**

Everything from quizzes, plus: Identify why order does not matter in a problem, be able to justify the shortcut formula, and find multiple ways to solve a problem using combinations.

CP4 (Probability)

- **CP4HW:**

Determine discrete probability for independent, mutually exclusive, and conditional events.

LP: Logic and Proof Techniques (7)

LP1 (Propositional Logic)

- **LP1Q:**

Identify the parts of a conditional statement and write the negation, converse, and contrapositive of a conditional statement.

- **LP1HW:**

Everything from quizzes, plus: Write the negation of compound statements involving logical operators.

LP2 (Equivalence, Implications, and Laws of logic)

- **LP2HW:**

Construct truth tables for propositions involving two or three variables and use truth tables to determine if two propositions are logically equivalent.

LP3 (Proof Techniques)

- **LP3HW:**

Create a precise conjecture statement based on data. Write a correct, complete, and clear proof by contradiction and a proof by contrapositive.

LP4 (Quantifiers)

- **LP4Q:**

Determine whether a quantified predicate is true or false, and state the negation of a quantified statement.

- **LP4HW:**

Everything from quizzes, plus: write a proof of a statement involving quantifiers.

LP5 (Set Theory Proofs)

- **LP5HW:**

Determine if an object is an element of a set; and determine set relationships (equality, subset).

MA: Matrix Algebra (3)

MA1 (Definition and Operation)

- **MA1Q:**

Define the order of a matrix and perform Matric addition and multiplication of 2 by 2 matrices.

- **MA1HW:**

Everything from quizzes, plus: Perform matrix operations on 3 by 3 matrices.

MA2 (Inverse and Determinant)

- **MA2HW:**

Define and evaluate the inverse and determinant of a matrix.

RF: Relations and Functions (4)

RF1 (Graphs, Matrices, and Properties of Relations)

- **RF1Q:**

Draw the digraph and adjacency matrix of a relation. Determine whether a given relation is symmetric, reflexive, and transitive.

- **RF1HW:**

Everything from quizzes, plus: Determine whether a given relation is an equivalence relation.

RF2 (Domain and Range of Functions)

- **RF2Q:**

Determine whether or not a given relation is a function; determine the domain, range, and codomain of a function; and find the image and preimage of a point using a function.

- **RF2HW:**

Everything from quizzes, plus: Determine whether or not a given function is an injection, surjection, or bijection.

RI: Recursion and Induction (5)

RI1 (closed-form and recursive expressions for sequences)

- **RI1Q:**

Generate several values in a sequence defined using a closed-form expression or using recursion. Find a closed-form and recursive expressions for arithmetic and geometric sequences.

- **RI1HW:**

Everything from quizzes, plus: Create a recurrence for a given situation, including initial terms, and check whether a proposed solution to a recurrence relation is valid. Critique a given explanation for a recurrence relation.

RI2 (Solving Recurrence Relations)

- **RI2Q:**

Solve a second-order linear homogeneous recurrence relation using the characteristic root method.

- **RI2HW:**

Everything from quizzes, plus: Analyze whether an explicit solution is an improvement over iteration for the complexity of algorithms.

RI3 (Mathematical Induction)

- **RI3HW:**

Given a statement to be proven by mathematical induction, State and prove the base case, state the inductive hypothesis, and outline the proof.

GT: Graphs and Connectivity (6)

GT1 (Terminology)

- **GT1Q:**

Use and work with basic terms such as “graph”, “vertex”, “edge”, “degree”, etc. correctly in the context of graph theory problems. Use graph notation correctly (such as writing the names of edges, using sets of vertices or edges, using degrees, etc.).

- **GT1HW:**

Everything from quizzes, plus: Represent graphs as different data structures and represent data structures as graphs.

GT3 (Walks and Connectivity)

- **GT3Q:**

Define, identify, and use the terms “walk”, “trail”, “path”, “circuit”, and “cycle”, including open and closed variations. Distinguish between them and understand their relationships.

- **GT3HW:**

Everything from quizzes, plus: Use counting methods to count the number of different types of walks within a graph, use walks within other definitions (such as “connected”), and describe special types of walks based on their properties.

GT4 (Eulerian and Hamiltonian walks)

- **GT4Q:**

Find an example of each of Eulerian circuit or trail, and Hamiltonian cycle or path, in a given graph or explain why they can’t be found. Explain how to construct a trail/path from a given circuit/cycle. State the definition of each kind of walk.

- **GT4HW:**

Everything from quizzes, plus: Determine general classes of graphs do (or don’t) have these types of walks, and justify using the structure of the graphs, walks, and theorems from class.

APPENDIX B: TENTATIVE COURSE SCHEDULE

Week	Monday	Wednesday	Friday
1 (Jan 17 - 21)	MLK Day	First Day of Class (Syllabus Discussion)	Binary numbers
2 (Jan 24 - 28)	Set notation, relations, and operations	Sets, Sums and Products	Checkpoint Quiz 1
3 (Jan 31 - Feb 4)	Counting: product rule and permutations	PIE and Combinations	Probability **+ HW 1**
4 (Feb 7 - 11)	Practice Problems	Logic: propositions and truth tables	Checkpoint Quiz 2
5 (Feb 14 - 18)	Equivalence, implication, and laws of logic	Proof Techniques	Quantifiers and Proof Review **+ HW 2**
6 (Feb 21 - 25)	Proofs involving Set Theory	Practice Problems	Checkpoint Quiz 3
7 (Feb 28 - Mar 4)	Basic definitions and operations on matrices	Identity matrix, Inverse and Determinant	Relations **+ HW 3**
8 (Mar 7 - 11)	Properties of Relations	Functions	Checkpoint Quiz 4
11 (Mar 28 - Apr 1)	Properties of Functions	Sequences, Arithmetic and Geometric	Recursion and recurrence relations **+ HW 4**
12 (Apr 4 - Apr 8)	Solving Recurrence Relations	Solving Recurrence Relations contd.	Checkpoint Quiz 5
13 (Apr 11 - Apr 15)	Analysis of Complexity	Proof by Induction	Practice Problems **+ HW 5**
14 (Apr 18-22)	Graph terminology and isomorphism	Representing graphs	Checkpoint Quiz 6
15 (Apr 25 - 29)	Walks	Connectivity	No Class (IS Symposium)
16 (May 2 - 6)	Eulerian and Hamiltonian Walks **+ HW 6**	Review	Checkpoint Quiz 7