CALCULUS II

MTH 202 X | Fall 2022 | Dr. Carolyn James (she/her) | MWF 10:20-11:15 am | Franz Hall 222

Where to find me

Email: jamesc@up.edu
Office: Buckley Center 265
Phone: 503.943.8507

Help Hours

Mondays 1:30-2:30
Wednesdays 11:30-12:30
Thursdays 2:00-3:00
+ appointment

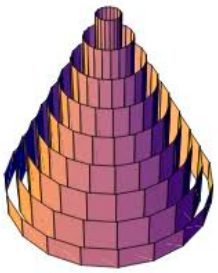
Come by to ask questions, talk about math, or retake a quiz in BC 265 (my *office*!)

Text & Technology

Calculus Volume 2 from OpenStax

- Textbook available for free online at www.openstax.org/details/calculus-volume-2
- Course requires access to Desmos, online graphing calculator
- Access to Zoom required in case a shift to remote instruction is required

Students in this course will deepen their understanding of the foundational topics in calculus, including techniques of integration, applications of integration, and infinite sequences and series, including Taylor series. Ongoing emphasis on problem-solving strategies and the development of mathematical communication.



CORE STATEMENT

The University of Portland offers a liberal arts Core Curriculum with a vision of students acquiring knowledge, skills, and values that will prepare you to respond to the needs of the world and its human family, while having a foundation of multiple lenses to address enduring questions of human concern. The University Core Curriculum strives to achieve this vision by cultivating six habits of heart and mind in all graduates regardless of major.

As a priority for this Core class, our focus is the "scientific and quantitative literacy and problem solving" habit. As part of developing that habit this course will prioritize students learning to employ mathematical and statistical skills to explore and make sense of data. Toward this end, as one specific Core learning outcome for this class, the expectation is that students who complete this course will be able to use the tools of differential calculus to solve complex problems and effectively communicate solutions in written form.

You belong here.

In our classroom, diversity and individual differences are respected, appreciated, and recognized as a source of strength. I support the use of mathematics as an analytic tool to challenge power, privilege, and oppression. It is our collective responsibility to create a welcoming space where ideas can be challenged while individuals are respected. I ask you to support one another as you develop as mathematicians and analytic thinkers.

Learning Targets

Upon completion, successful students in this course will be able to claim the following:

MP	**Mathematical Practices**
MP1	I can effectively communicate mathematics, including correct use of vocabulary, notation, and mathematical representations.
MP2	I can demonstrate perseverance in solving complex and unfamiliar problems.
MP3	I can evaluate my level of understanding and improve my learning based on reflection.
MP4	I can use technology effectively.
MS	Mathematical Skill Set
MS1	I can implement appropriate algebraic manipulations in integral calculus concepts.
MS2	I can identify the difference between input variables and parameters in a variety of problems.
MS3	I can use trigonometric identities and definitions effectively in a variety of problems.
I	**Integration**
I1*	I can evaluate definite and indefinite integrals using u-substitution and integration by parts. (1.5, 3.1)
I2	I can evaluate definite and indefinite integrals using trigonometric integration and trigonometric substitution. (3.2, 3.3)
I3	I can evaluate definite and indefinite integrals using partial fractions. (3.4)
I4*	I can evaluate definite and indefinite integrals when the method is not prescribed and when multiple methods of integration are required. (3.1-3.4)
A	**Applications of Integration**
A1	I can determine the area of a region enclosed by multiple curves. (2.1)
A2*	I can determine the volume of a solid generated by revolving a curve about a line using the disk, washer, and shell methods. (2.2, 2.3)
A3	I can determine the arc length of a curve with respect to either the independent or dependent variable. I can determine the surface area of a solid generated by revolving a curve about a line. (2.4)
A4	*OPTIONAL: I can determine the work done (in Joules or ft-lbs) in multiple scenarios. (2.5)*
A5	*OPTIONAL: I can solve differential equations and application problems requiring the separation of variables method. (4.1, 4.2, 4.3)*

SS	**Sequences and Series**
SS1*	I can show that an improper integral is convergent or divergent. (3.7)
SS2*	I can describe the meaning of convergence of an infinite sequence and compare it to the convergence of an infinite series. I can show whether a sequence or series converges or diverges.
SS3	I can describe the relationship between improper integrals and infinite series, check if the four conditions of the Integral Test apply in a particular situation, and recognize and apply the p-Test for infinite series. (5.3)
SS4	I can determine if a series converges or diverges by comparing it or the limit of the ratio with it to a known series and make appropriate conclusions. (5.4)
SS5	I can apply the Ratio test and Root test correctly and interpret the results to determine if a series converges absolutely. (5.6)
SS6	I can identify an alternating series, check the conditions for and apply the Alternating Series Test when appropriate, and determine if an infinite series converges absolutely, converges conditionally, or diverges. (5.5)
SS7*	I can determine which test to use to show that an infinite series converges or diverges and justify my selection. (5.2-5.6)
PS	**Power Series**
PS1	I can create Taylor and Maclaurin series for functions by differentiating and integrating familiar power series. (6.3, 6.4)
PS2*	I can describe what a power series is and its purpose. I can use algebraic manipulations to find the power series expansion for a function. (6.1, 6.2)
PS3*	I can find the radius and interval of convergence for a power series and describe the meaning of power series convergence. (6.1)
PP	**Parametric and Polar**
PP1*	I can describe a curve using parametric equations. (7.1)
PP2	I can find the area under parametric curves, arc lengths of parametric curves, and equations of tangent lines for parametric curves. (7.2)
PP3*	can plot polar coordinates, convert between Cartesian coordinates and polar coordinates, and graph equations in polar coordinates. (7.3)
PP4	I can find areas and arc lengths of curves in the polar coordinate system. (7.4)

*The * next to a learning target indicates a Core topic.*

Course-level Learning Objectives

By the end of the semester you will be able to...
Evaluate definite and indefinite integrals by first selecting and applying the appropriate technique
Determine the convergence of infinite sequences and series using appropriate techniques
Apply integration techniques to evaluate volumes of revolution, arc lengths, and surface areas
Represent functions as power series and describe the interval of convergence
Rely on a cultivated habit of reflective metacognition and self-assessment.
Write logical progressions of precise mathematical statements that justify your reasoning and communicate content effectively.

Getting Help

Don't hesitate to ask for assistance! I have help hours specifically in place because I want you to succeed, and the best place to connect with questions is one-on-one. If you can't make it to my posted help hours, let me know and we can find another time. Other help options include:

- Post your question to the class Moodle discussion board
- Get together with classmates to study together
- Drop by the Math Resource Center, which offers both drop-in and appointment-based tutoring.
- Google it. If you find a resource helpful, let me know and you get a token!

I understand that life happens, and illness, depression, family, relationships can disrupt our lives. When something arises, REACH OUT! I want to be able to support you in this course, and can only do so if you let me know.

Rationale for Standards-Based Grading

While it may seem complicated, there are numerous reasons for adopting this type of grading scheme described above, all of which I firmly believe benefit you.

(1) Is empowering and confidence-inspiring to know exactly what you have mastered-- and it's a more honest measure of what you've actually learned! No more random points grab.

(2) It is built on the premise that deep understanding takes time and practice. Getting multiple chances to learn something favors the kind of persistence and intellectual resilience that is needed to succeed in learning (and everything else), and I want to prioritize that.

(3) It gives you more agency and control over your ultimate grade. You get to decide whether to revise or challenge a quiz to boost your P/P+ numbers, which topics to revisit, or whether to spend a token on an extension instead.

(4) It replaces a few, high-stakes assessments (exams) with more numerous, low-stakes assessments, which decreases stress and pressure by spreading measurement out over the semester. It also makes your grade less susceptible to outlier events, such as when you feel sick on exam day.

Methods of Assessment

This course is guided by the philosophy that learning mathematics requires focused effort, reflection, and revision. Assessment of this course is based on a proficiency system, in which students have multiple attempts to demonstrate proficiency, with opportunities to reflect on and improve previous understanding.

Participation

You are expected to actively participate in this classroom community. Participation includes coming to class on time, being prepared, being willing to ask questions and share ideas, setting up study groups outside of class, attending tutoring sessions, posting helpful resources online, and contributing to the classroom virtual chat. Exit cards will be assigned regularly at the conclusion of class as part of participation assessment. Group and individual presentations of ideas is a required component of participation.

We will cover new course material on Monday, Wednesday, and Friday. Most Tuesday class times will be for small group work on labs and for proficiency assessment.

Homework

Regular practice is required to convert new skills into lasting, automatic procedures. For most sections, you will be required to complete an online homework via WebWork. The online homework will be due at 5:00 pm. Homework is due Monday, Wednesday, or Friday the class period after it is covered in class. Homework is graded automatically.

It is strongly suggested that you do your homework regularly; it's best done following class, when it is fresh in your mind. Most questions allow unlimited attempts and there is no penalty for incorrect answers. If you find yourself stuck on a problem after many attempts, please reach out for additional help! Late homework can earn up to half credit.

Labs

Semi-weekly labs will be due on Wednesdays at 5pm. Lab problems should be either typed or written and submitted as a pdf file in Moodle. These labs are part of the Core Assessment, and will have common grading across all MTH 201 sections. Labs will be graded on three components:

- **Validity**: Is the method correct? Is the final solution correct?
- **Explanation**: Is the solution method well explained? Is the reasonableness of the solution justified?
- **Representation**: Is the solution process clearly written? Is the solution supported with appropriate graphs/diagrams/equations? Is mathematical notation used clearly and correctly?

Labs are graded on a proficiency scale and revisions are due one week after the original due date.

Video Quizzes

Before each class, you will complete a 5-question, multiple-choice video quiz embedded in Moodle. You have two attempts and your highest attempt is recorded. To prepare for the video quiz, a 20 minute video Intro video is assigned for each section. An optional video with additional examples is posted for most sections as well.

Proficiency Quizzes

Weekly proficiency quizzes provide opportunities to demonstrate your understanding of the course learning targets. Each quiz will include 2-3 learning targets as well as the option to reassess past targets. **Proficiency should be attained twice for each learning target.**

Reflections

Periodically throughout the semester I will ask you to think about your process and assess your progress in the course. Reflections are a place to consider how things are going (and communicate that to me). Self-assessments are an opportunity for you to connect the skills and proficiencies that you're practicing with the course-level objectives, as well as make the case that your progress in the course warrants a particular grade.

Final Reflection and Assessment

The final exam includes two components: a written assessment of the big mathematical ideas of the course. This assessment will be cumulative: it will focus on connections between ideas, conceptual understanding of the material, and applications rather than nitty-gritty computations. The second half of the final exam time will allow for reassessment of past learning objectives.

Assessment Standards

Grade	Rubric Description
Highly Proficient: P+	Work meets or exceeds expectations. Characterized by complete and successful work on all portions of the questions (base and reach), with thorough and correct reasoning. Mastery of the concepts is evident with at most a few minor or trivial errors.
Proficient: P	Work meets expectations. Understanding is evident, even if some mistakes present.
Not Yet: NY	Work does not yet meet expectations. Partial understanding is evident, but substantive gaps remain and the work needs revision.
Unable to assess: U	Work is incomplete, missing, or does not address the learning target in a meaningful way.

Revisiting your work

Much of your work in this class can be **revised**. Everyone's path to understanding is different but we all benefit from reflecting on our mistakes. Since much of the mathematical content will build on previous ideas, however, reflecting in a timely way is important (hence a one-week deadline).

In addition to the regular in-class quizzes, you may re-assess any of the Learning Targets that we've covered through any either of the following methods:

- On quiz days there is additional time to retake additional Learning Target quizzes.
- You may schedule a retake on a particular Learning Target to be done during Help Hours in my office. This retake can be arranged to be done via conversation rather than written form.
- The final exam will be used for additional Learning Target retakes. University policy requires that students take the final exam at the time determined by the registrar.

There are some **restrictions** on re-assessing using these methods:

- Reassessments must be completed within 4 weeks of the first scheduled assessment.
- A reassessment application must be submitted via email at least 24 hours in advance of the reassessment time.
- Reassessment applications must include the name of the learning target and a copy of written corrections from the previous quiz.
- You may not do more than one re-assessment per learning target outside of class per week.
- No re-assessments will be given during finals week other than during the final exam time.

Tokens

Tokens are an in-class currency designed to help you "buy" chances to improve your grade or relax a deadline, no questions asked. Everyone will start the semester with **four** tokens. There will be opportunities to earn additional tokens by engaging in consistent self-care and reflecting on it throughout the semester. Details will be posted on Moodle.

Action to purchase:	Cost
Schedule a Proficiency Quiz retake an additional time in the same week	1 token
Drop a WebWork or Video Quiz score	1 token
Exchange a token for 3 days of participation	1 token
Delay any due date by two business days	1 token

Have another idea? Ask me!

Oral Exams: At any time, students may be requested to complete an oral exam to explain or clarify their written work on labs or proficiency assessments. Such oral exams can impact a students's grade on the given assessment.

How your final grade is determined

Final Grade:	A	B	C	D
Proficiency (P, P+) in Core LTs	100%	100%	80%	65%
Proficiency across all LTs (as a % of those assessed)	90%	80%	70%	60%
% of P+ in LTs	75%	35%	0%	0%
Webwork, Video quiz, and participation	85%	70%	60%	50%
Proficient Labs (P, P+)	100%	100%	75%	50%

Minimum requirements for each letter grade.

Note that these percentages are guidelines more than hard and fast rules. I will consider the entire body of your work when making these determinations, and this will also be informed by your own self-assessments. I will never impose standards *higher* than those outlined in the table but reserve the right to round down the needed minimum percentages (in a way that favors you).

Decisions about +/- cutoffs will be based on (a) your performance on the final assessment and (b) your achievements as a

Our Final Exam period is 1:30-3:30 pm Wednesday, Dec. 14

Homework Champion

At mid-semester, students may apply to become Homework Champions. Those who wish to become a homework champion must submit the Homework Champion application no later than Wednesday after midsemester break at 5pm. The homework Champion application includes the following:

- WebWork, video quiz, and participation average of 95% or better.
- Score of proficient or highly proficient on all Learning Objectives.
- A written reflection on your current study habits, the portions of the course that have been most beneficial to your learning, and the portions that have not been as beneficial to your learning.
- A suggested contract for how you would like future Webwork, video quizzes, and participation to impact your grade. (For example, you may request not to have to complete video quizzes to prepare for class, and instead submit notes on the video viewing.)

I will review contract suggestions and update grading policy on your reflections.

Leveling Up

To qualify for additional reassessment opportunities, students can "level up". This encourages students to get in the habit of reassessing early.

Level 1	All students begin the semester with the ability to retake each Learning Objective once per week, following reassessment protocol.
Level 2	After completing 5 retakes, students achieve Level 2. At Level 2 students can retake each Learning Objectives twice in a week.
Level 3	After completing 10 retakes, students achieve Level 3. At Level 3 students can retake each Learning Objectives past the four week barrier.

Reminders & Expectations

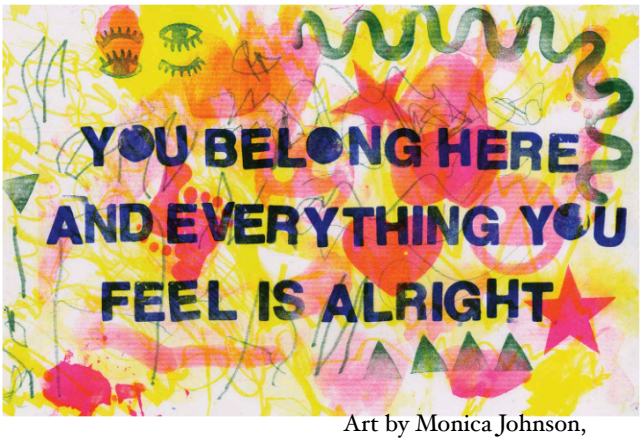
- **Moodle.** Consider Moodle your "base camp" for this course. All information, assignments, updates, Zoom links, etc. will be posted there. If you have a question, it's probably answered on Moodle (perhaps in this very syllabus...). I expect you to check the site frequently to stay on top of deadlines and course communications.

- **I believe in you.** Doubting yourself? It's human. Need an affirmation? Let me know... I've got your back!

- **Classroom climate.**

As someone who works hard to facilitate an environment that is safe and productive and that fosters inclusivity and deep belonging for each and every person in the room, I ask that you be courteous and respectful. I hope we can all learn to recognize individual differences as a source of strength and believe that each one of you is vital to the successful creation of a rich and diverse classroom space -- regardless of background, identity, or beliefs. Moreover, I contend that all perspectives are valuable (even those that are unpopular or that cause discomfort) because they are precisely what help broaden our understanding of the world and the people in it. As such, it is important that we approach one another with curiosity and kindness while trying to avoid judgement and bias. Please listen to others carefully, and thoughtfully consider ideas that are different from your own. Whatever your goals in life, you will be a better maker, builder, salesperson, colleague, leader, friend, and citizen if you are able to understand and accommodate a diverse range of perspectives! Also consider that mathematics is a robust and potentially persuasive analytic tool that can be used to challenge inherently inequitable systems of power and privilege. I treat it as such and want you to feel similarly empowered.

I expect our classroom to be a true community of learners, and anyone who acts in a negative, threatening, or disruptive way through their words or actions harms that community and inhibits the participation of others. Rude, mocking, obscene, hateful, racist, sexist, and all other forms of disrespectful speech have a negative impact on everyone's learning and will not be tolerated. If a person disrupts our class in any of these ways, I will address it and reserve the right to remove the disruptive person from the class. Moreover, if you witness a peer behaving in an objectionable way, I invite you to try to help them examine their actions with empathy and care. We will all make mistakes in the messy and complicated process of working together and must help one another be accountable for reflecting on how our impact may differ from our intent. When I make such a mistake, I hope you will hold me to the same high ideals and courageously help me examine my own impact. There will be a feedback form on our Moodle page in case you ever wish to report something to me (anonymously, if you prefer) that you find objectionable along any of the lines described above (e.g., behavior you experience as unwelcoming in any regard).



Art by Monica Johnson,

In-Person Learning During COVID-19

To create a successful in-person learning environment while keeping everyone safe, all students and instructors must follow the University's COVID-19 rules and procedures that are in place at any given time during the semester for classrooms, labs, and all common areas of academic buildings. Such rules and procedures may include required face coverings, suggested distancing protocols and directions, and cleaning one's desk space after usage, among other things. No food will be allowed in the classrooms or laboratories. Only water will be allowed in the classrooms but is not allowed in laboratories. If the University requires face coverings, they may only be removed temporarily when taking a drink of water. Failure to follow any of the COVID-19 classroom rules could result in a student's removal from the course and/or a report filed with the Office of Student Conduct.

Generally, students are expected to attend all class sessions according to the instructor's direction. Students who feel unwell or have a temperature above 100 degrees should NOT attend class in person. These students should inform their instructor as soon as possible.

Students who must be in quarantine or isolation due to their own symptoms or exposure to someone with COVID-19 should also contact their instructor as soon as possible to work out details for keeping up with the course material remotely while in quarantine or isolation.

Please note, should the instructor test positive for COVID-19, even without symptoms, the course will be temporarily conducted remotely. Should the instructor be unable to teach for an extended period of time, the respective department or unit will find a substitute to continue the course either in person or online.

University of Portland's Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Accessibility Statement

The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment to meet with your faculty member to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, you should meet with your faculty member to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

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Mental Health Statement

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at www.up.edu/healthcenter or at 503-943-7134. Their services are free and confidential, and if necessary they can provide same day appointments. In addition, after-hours phone counseling is available if you call 503-943-7134 and press 3 outside of business hours. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Non-Violence Statement

The University of Portland is committed to fostering a community free from all forms of violence in which all members feel safe and respected. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, we take a stand against violence. Join us in learning more about campus and community resources, UP's prevention strategy, and reporting options on the Green Dot website, www.up.edu/greendot or the Title IX website, www.up.edu/titleix.

Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the Ethical Use of Information at libguides.up.edu/ethicaluse.

The Learning Commons

This year, you have the choice of working with Learning Commons peer educators face-to-face in Buckley 163 or online in Zoom or Teams.

The Learning Commons invites you to connect with trained writing assistants, tutors, and consultants as an effective learning strategy for greater success in your college courses. As with any skill, practice helps. Engaging with peer educators is a form of practice that can make your college learning experience more enjoyable and successful.

The Writing Center: Students can increase their confidence and competence in writing by booking an appointment at www.up.mywconline.net. Please note WCONLINE is not associated with your UP login credentials. The first time you schedule an appointment, you will be prompted to create a WCONLINE account. To make appointments at a time not offered on the scheduler, you can send an email request to writing@up.edu, providing the course information, assignment details and a list of possible appointment times. Please allow up to 48 hours for response time.

Math Resource Center: For support in 100-300 level math courses, including Finite Math (MTH 141) and Statistics (MTH 161) we offer both individual appointments and walk-in tutoring. Go to our webpage for the most current walk-in schedule. To make an appointment, go to our Bookings Scheduler at https://bit.ly/learning-up.

Appointments for all other tutoring programs can be accessed through our Bookings Scheduler at https://bit.ly/learning-up or on our website at https://www.up.edu/learningcommons/. Please make appointments at least 12 hours in advance.

- Business Tutoring: Our trained peer educators can help you excel in economics, accounting, finance, OTM, and business law.
- Group Work Lab: Our Group Work Lab peer consultants can help project groups run effectively. Students can meet as a group to develop their project with a Group Work Lab consultant for both in-person and online group projects.
- Language Studio: Students can meet with French, German, Spanish, and Chinese language tutors to practice their conversational skills and unlock their understanding of grammar.
- Natural Sciences Center: Students can make appointments for biology, chemistry, and physics tutoring for 200 and 300 level courses. Our peer educators can demonstrate strategies for effective learning in the sciences.
- Nursing Tutoring: Individual and group peer tutoring is available for all the 100–400 level nursing classes, as well as BIO 205, microbiology, and anatomy and physiology courses for nurses.
- Speech & Presentation Lab: Students can improve the highly sought-after skills of presentation writing and delivery with our trained peer consultants.

Tutoring works best when you use it proactively and consistently throughout the semester. For example, you can use the Writing Center for brainstorming ideas for a paper and later for working on your first draft. Likewise, those seeking tutoring can work with a tutor a few times in the weeks leading up to a test. We also welcome small group appointments for 2-4 students at a time, as such social learning can be very effective.

Embedded tutoring and PAL: The Learning Commons offers embedded tutoring and online Peer Assisted Learning (PAL) group sessions for specific classes. PAL sessions are voluntary and offer you the opportunity to learn material through collaborative learning activities that are guided by a trained peer facilitator. Your instructors, embedded tutors, or PAL facilitators will contact you if your class offers this option.

Our peer educator resources are here for you. Questions about the Learning Commons and our programs can be directed to the Learning Commons staff at learning@up.edu.

COVID-19 safety policies

The Learning Commons will follow current UP safety guidelines for the semester. Our COVID-19 safety protocols are subject to change depending on the current situation with the virus. The most up-to-date policies and protocols will be posted on our website and in the Learning Commons in BC 163.

Learning Assistance Counselor: Learning assistance counseling is also available in BC 101. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

Voluntary Syllabus Statement

Academic Regulation Statement Policies governing your coursework at the University of Portland can be found in the University Bulletin at www.up.edu/registrar.