**MATH1101 Sections 01 -- 07**

**Calculus II**

**Spring 2022 Syllabus**

Welcome to Calculus II for Life and Social Sciences! This syllabus has multiple parts. See the table of contents on the left by clicking the box in the upper lefthand corner of this document.

Please read through each carefully, and bring questions to your instructor!

### **Course Overview:**

##### **Course Website:**

All assignments, grades, official communication, and supplementary course documents are posted on Canvas. Log in to Canvas by visiting [bostoncollege.instructure.com](https://bostoncollege.instructure.com/) or from the “My Courses” section of Agora Portal. Use your BC username and password.

##### **Your instructor and contact information:**

Information about your specific instructor is found on the main Canvas page, organized by section number. **Your instructor is the person to contact about any questions you have, unless otherwise specified.[[1]](#footnote-1)**

##### **Choosing the correct course:**

MATH1101 is a second course in the calculus of one variable intended for biology, computer science (BA), economics, management, and premedical students. It is open to others who are qualified and desire a more application-focused approach to calculus II at the core level. This course satisfies the core requirement for Mathematics.

**Prerequisites:**

* MATH1100 Calculus I or equivalent course (e.g., AP Calculus AB) in single-variable differential calculus, including knowledge of limits, derivatives, exponential, trigonometric, and logarithmic functions.
* Willingness to participate pro-actively in your own learning (with support of the class, of course!)

**Further course placement information:**

* *Students contemplating majors in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in MATH1103 unless you have specifically discussed placement in this class with your major program director or major advisor.*
* *MATH1101 is not open to students who have completed MATH1103.*
* *You will take a diagnostic exam during the first week of the semester to give you feedback about your prerequisite knowledge. Your instructor will reach out to you following this test if another course may be a better fit given your background.*
* *For more information about choosing the appropriate calculus course for your needs:* [*www.bc.edu/bc-web/schools/mcas/departments/math/undergraduate/about-calculus.htm*](http://www.bc.edu/bc-web/schools/mcas/departments/math/undergraduate/about-calculus.html)*l*

##### **Course Format and Schedule**

* This course is a 4-credit course: there are 4 hours of “class time” a week, plus assignments, midterm exams and a final exam.
* A typical weekly schedule is
* **Monday, Wednesday, Friday:** Attend class led by your instructor.
* **Thursday:** Attend discussion section and work on lab problems in small groups, facilitated by a Teaching Assistant or your instructor.
* Classes will not meet on days when classes are cancelled for BC Holidays.
* See the course calendar [S22MATH1101\_calendar\_student](https://docs.google.com/spreadsheets/d/1NLBSxQBThQ64rbU1kUrjk8r28LwlB00JQA1JlHafk_A/edit?usp=sharing) for a complete schedule and list of topics.
* Midterm exams will be on **Monday evenings**, 6 pm until 7:30 pm EST on the following days:[[2]](#footnote-2) Monday, February 14, Monday, March 21, Monday, April 25
* **Common Final Exam:** Friday, May 13 at 4:00 pm EST.[[3]](#footnote-3)

##### **Required Course Materials:**

* Stewart, James. *Single Variable Calculus: Early Transcendentals,* 9th Edition. Cengage Learning.
  + **Do not purchase WebAssign access.**
  + The most affordable options are the ebook (38.99 for 4 months access at <https://www.cengage.com/c/calculus-9e-stewart/9781337624183PF/>) ora used copy of the textbook and/or an older edition like 7e or 8e.
* If you have **affordability questions** about the text, please contact your instructor ASAP with Subject Line: Textbook. *Note: If you are part of the Montserrat Program, please submit your request directly through their office, as we work in collaboration with them.*
* Several copies of the textbook are available on reserve in the library. Ask for the book at the Circulation Desk with the call number QA303.2 .S7315 2021.

**Other Material and Technology (No Cost)**

* Stewart and Clegg. *Brief Applied Calculus*. Cengage Learning. We will use this for the last unit of the course. You may use the PDF on reserve through O’Neill Library (accessed through the course Canvas site).
* **Canvas and Gradescope**[[4]](#footnote-4) (for submitting work)
* **WeBWorK for online homework.** This is a free platform not associated with the publisher. Your login information will be provided at the beginning of the semester.
* **Calculators:** Calculators will *not* be allowed on tests and the final. You are not required to have a calculator for this course, however some homework problems require the use of a calculator or computer. **We recommend the free online Desmos calculators:** <https://www.desmos.com/scientific> and <https://www.desmos.com/calculator> (for graphing).

### **Course Content and Goals:**

##### **Course Content:**

Why learn calculus? The mathematician Joseph Fourier (1768-1830) said “Mathematics compares the most diverse phenomena and discovers the secret analogies that unite them.” Calculus is full of these secret analogies. The idea of rates of change, accumulation, and approximation are everywhere, from population growth and decline, to price and demand in economics, to the probability an event will occur. Calculus gives a qualitative and quantitative way to describe these phenomena, through derivatives, integrals and limits.

In this course, we will focus on three key ideas of calculus: integrals, differential equations, and derivatives of multivariable functions. We will learn their definition and conceptual meaning, various computational approaches, and applications to other problems.

Specific topics include:

* **Integrals** Definition, Fundamental Connection to Derivatives, Basic Techniques for Computation, and Improper Integrals (Stewart Chapter 5 Sections 1-5, Chapter 7 Section 8)
* **Applications of Integrals** Area, Accumulation, Mass, Probability and others (Stewart Chapter 6 Section 1, Chapter 8 Section 5, and supplements)
* **Introduction to Differential Equations** Definition, Solving Basic Equations, Analyzing Solutions Qualitatively for Long-term Behavior, Applications to Population Dynamics, et al. (Stewart Chapter 9 Sections 1-6, supplements)
* **Introduction to Multivariable Functions & Derivatives** Visualizing Functions of Multiple Variables, Partial Derivatives, Linear Approximation, Optimization, Applications to Economics, et al. (Stewart and Clegg Chapter 7 Sections 1-4, supplement)

##### **Learning Goals:**

In addition to learning the skills and concepts above, you will have the chance to develop **your** **math practices and learning strategies -** tools for how you learn and do math. You can use and adapt these to your other courses and future careers, regardless of the field. The full list is below, but the short version of these can be summed up as:

**Compute, use Concepts, Communicate about and Apply mathematics.**

* **Become more proficient in computations:** including working with basic algebra, functions, derivative, integral, limits
* **Become more proficient in key concepts:** particularly that of integrals, derivatives, and linear approximation
* **Make sense of and solve problems**: Translate between verbal, graphical and analytic representations of math, and problem-solve (understand the problem, make and implement a plan, reflect on the answer)
* **Apply Mathematics in Context:** Use the tools of calculus and functions to analyze phenomena in different disciplines, such as economics and life sciences. Use unit analysis to make sense of models and computations in context.
* **Communicate verbally and in writing:** Be able to explain the reasoning and concepts (the “why" and “how") behind the computations and theorems you use, using words, graphs and notation.
* **Collaborate productively with others**: Learn how to work with peers on math problems, ask questions about others' ideas, and give feedback.
* **Reflect and Ask Questions:** Engage in strategic self-questioning, abouthow you learn, about the content and concepts, and about how math might connect to your wider world.

### **Resources to Help you Succeed:**

##### **Student Drop-in Hours:**

These are also known as “office hours.” They are a great way to meet your instructor and get individualized help and find people to work with.

* Course instructors and Teaching Assistants (TAs) will be available during specific hours each week to answer questions and talk about the course content.
* All hours will be open to all students - you can attend hours held by any instructor or TA, not just your own.
* Hours and their locations are found on Canvas.
* Drop-in hours means you do NOT need an appointment - just drop by.
* You may also make appointments with your instructor - just email them.

Please note that while instructors and TAs are happy to help you with a problem, these hours are not a place where you should start work on homework problems. You should arrive with specific questions about problems that you have already attempted, or questions about class material.

##### **Other Resources:**

* The Connors Family Learning Center provides peer tutoring for all Boston College Students. See [www.bc.edu/libraries/help/tutoring.html](http://www.bc.edu/libraries/help/tutoring.html) or call 617-552-0611 to schedule an appointment. This begins after add/drop.
* Math Department Tutoring: This is a drop-in tutoring staffed by math majors. Schedule and location to be posted on Canvas after add/drop date.
* The Math Department office maintains a list of tutors-for-hire who have indicated their availability for the term. Contact your instructor if you are interested in being put in touch with a personal, paid tutor.

##### **Tips for Success:**

**Be responsible for your learning!** This is key to success in a college course. Here are some guidelines:

* **Be There** Actively participate in all the classes and labs.
* **Make it Daily** You will do much better if you work the course almost every day (even if only for a short time) rather than if you try to do the homework right before the deadline. Learning math is much like learning to play an instrument, or training for a sport: you need to get on a schedule where you do it every day, not just once a week in a marathon session.
* **Come to Student Drop-In Hours** When you have questions, come see your instructor. Don't wait if you feel like you are struggling with the course or a topic.
* **Work Alone and Work with Others** Try starting homework on your own, then discuss problems with peers. Talking about math with others is one of the best ways to strengthen your learning and have fun in the process!
* **Be Patient - Doing math can be hard** Someone once said “Those who don’t think math is hard haven’t been doing math long enough.” Part of learning problem-solving skills is a lot of getting stuck and false starts. This doesn’t mean you’re doing anything wrong, but it helps to try again and talk it out. Don’t wait until the last minute to do homework, give yourself time to get stuck and ask for help.
* **Be Communicative - We are here!** Instructors make our email addresses available for a reason. If you miss a class or an assignment deadline, find yourself generally falling behind, suffer or anticipate a personal crisis, or have general concerns about the class or your performance in it, we will do our best to find ways to help within the course policies. *No problem is too small*, since small problems tend to pile up quickly and are easier to address.

Start with these guidelines, and adjust as you find what works best for you to master the ideas of the course. Feel free to come talk to your instructor if you have questions about strategies!

### **Grades and Assignments:**

The weighting scheme below will be used to determine your course grade at the end of the semester. No extra credit will be offered. No special accommodations will be given to any student except those specified by the Connors Family Learning Center or the Disability Services Office (see Disabilities below). However, in situations of long-term illness, disability, or family emergency, an alternate assessment plan may be offered. You must reach out to your instructor and the course coordinator, who will evaluate the situation (in cooperation with the dean’s office if need be).

|  |  |
| --- | --- |
| **Category:** | **Weight:** |
| Online Homework (WebWork) | 15% |
| Labs and Participation | 10% |
| Written Homework | 15% |
| Lowest Midterm Exam | 10% |
| Higher Two Midterm Exams | 2x(15% each) = 30% |
| Final Exam | 20% |
| Total | 100% |

We work from the principle that **learning is a growth process**: learning takes time and practice, mistakes are a natural part of the learning process, and mathematical understanding can be developed and improved through sustained effort, regardless of where you start. **The course assignments described below are designed to help you grow in this learning cycle.** At first, it may seem like a lot of assignments each week but these are built into the structure of the course.

##### **Attendance and Participation:**

While attendance is not an official part of your final grade (due to the challenges of Covid), attending class and actively participating is key to your development and success in this course!

This means asking questions, trying problems, and keeping notes.

*Please keep your instructor apprised of any situation that may impact your participation in the course!* If you miss class, you should contact a classmate for notes, review the section in the textbook listed for the day on the course calendar, watch an online Panopto recording and then contact your instructor with questions about the material.

##### **Online Homework (WebWork):**

Problems from each section of the text will be assigned through WebWork and due once a week (usually Monday). The purpose of these problems is to give you practice and immediate feedback on the basics of the topic.

* You will receive immediate feedback and may resubmit answers up to 10 times w/o penalty.
* Extensions may be granted on a case-by-base basis.
* Your 4 lowest WebWork scores (as percentages) will be excused in order to give you some flexibility, and to account for the fact that a few WebWork assignments are due close to exams.

##### **Labs:**

Lab on Thursdays are a time for you to work in small groups with peers on problems to deepen your understanding of class material. As the name suggests, labs are for **exploration!** You should expect the problems to include some problems “experimenting” with the material as well as more straightforward practice. The group format is to help promote problem-solving and communication, two of the course learning goals.

* Groups consisting of three students will be established in the first discussion section by student choice and these groups will generally remain the same throughout the semester. (Adjustments may be made with instructor discretion due to attendance, changes in enrollment, etc.). If you have issues with your group that cannot be worked out with the group members, please contact your instructor to determine next actions.
* You are required to work in small groups to complete lab problems during Thursday’s discussion sections. Each group will submit a single pdf of solutions to the problems, uploaded to Gradescope as a “Group Assignment” which is due the following Thursday

by 11:59 pm EST.

* Each lab problem will be graded heuristically out of 10 points as either excellent, satisfactory, or unsatisfactory, following the rubric below. Excellent solutions will receive full credit; satisfactory solutions will receive 90% credit, and unsatisfactory solutions will receive 75% credit; lab problems neither completed nor excused will be assigned a score of 0. (Note this grading is more lenient than exam grading, as we are expecting you to be working on new material.)
* If you are absent from the discussion section for a reason deemed as excused (eg: illness, or other personal circumstance), contact your instructor immediately. You will then be permitted to submit it on your own. (*Your group will not include you in the group submission*.)
* Your lowest lab grade will be dropped, to give you some flexibility.

*Lab Grading Rubric:*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Completeness | Communication (Work/Explanation) | Correctness |
| Excellent:  10/10 points | All parts completed with adequate detail, AND | Work is shown/thinking is clearly expressed and explanations are given, when asked, AND | All correct, except 1-2 minor errors (mistakes in calculation or simplification). |
| Satisfactory:  9/10 points | Most parts completed with adequate detail,  AND | Work is shown, though thinking may not be explained clearly. Explanations given, when asked, BUT | There are >2 minor errors or 1 major error (misinterpretation of a question or lack of understanding of a concept from class). |
| Attempted but Unsatisfactory: 7.5/10 points | Several parts not completed or missing adequate detail, OR | Most work not shown or little attempt to explain ideas. Explanations not given, OR | Mostly complete but many major and minor errors. |
| 0/10 points | Most parts not attempted, OR |  | Almost all work incorrect or left significantly incomplete. |

##### **Written Homework:**

Assignments will be posted on Canvas as a pdf and due approximately once per week (usually Friday). Written homework will consist of 3-5 harder problems meant to deepen and expand your understanding of material covered in class, graded on correctness, completeness and explanation. There may also be a “learning reflection” problem graded on completion. Doing the required homework is one of the most important ways you can make the material your own.

* Written homework must be uploaded to Gradescope by 11:59 pm EST on the day it is due.
* If you are unable to complete your homework on time due to illness or other personal circumstance, **contact your instructor *in advance***  to discuss possible accommodations.
* Late homework will not be accepted in any other case and the grade will be recorded as zero. You are still encouraged to complete the work for your own understanding.
* Your lowest homework score (as a percentage) will be dropped.
* **Collaboration:** You are encouraged to discuss the problems with other students and your instructor/TA/tutor, but you must
  + ***make note of your collaborators on your homework paper.***
  + **always write your homework solutions out yourself in your own words.** The solutions you write up should reflect your own thoughts, work, and understanding and not be copied from another source (boardwork, paper, computer screen, etc.). This means you should write up your final solutions *sitting by yourself* and without looking at reference materials (beyond looking up a standard formula).

Remember that the goal of homework is for you to improve your problem solving abilities. You will not derive any benefit from copying solutions, either from a classmate or a solution manual. Come exam time, you will not be able to complete problems on your own which can impact performance.

* **Copying:**  There is a major difference between working together to share ideas and letting someone else do the work for you or doing someone else’s work. **If you need the other person, or their work, to be in the room with you for you to do your write-up, you are probably copying.** Step back and try again yourself. Feel free to ask for help from your instructor or TA. Homework that is copied from classmates or other sources or otherwise not your own will be considered a violation of academic integrity. See policies below.

##### Midterm Exams:

The midterm exams are “checkpoints” designed to assess your understanding and retention of material covered in class, lab and on homework, as well as your ability to apply this knowledge to new problems.

* There are three midterm exams on the following days 6-7:30 pm:[[5]](#footnote-5)
  + Monday, February 14
  + Monday, March 21
  + Monday, April 25
* One double-sided page (8.5x11”) of notes is allowed. No calculators are allowed.
* *Once you begin a test, you may not be excused except in cases of sudden illness.* Your score will be recorded if you take the test, even if you feel that you did not perform to the best of your abilities.

**Preparing for Exams**

Before exams, a list of content and practice exam materials will be provided to support your studying. In addition, we will review in labs and the Monday class, doing problems and discussing your questions.

In addition, before the first exam, we will offer a brief pre-exam quiz in class on one or two of the topics. This is NOT graded for credit but will be graded to give you feedback. The purpose is to give you a chance to practice one of the topics in a timed-setting[[6]](#footnote-6), to jump-start your studying and to provide feedback on select content and communication. Note: the quiz will NOT be comprehensive of all exam material nor will it represent the full range of difficulty.

**Make-Up Tests:** If you are unable to attend an exam for a foreseeable reason (e.g, religious holidays, BC-sponsored events, or significant family or extracurricular events), you must notify your instructor at least two weeks prior. A make-up test will be arranged at a different time during the day preceding the exam or before noon on the day following the exam, depending on circumstances. Student athletes who are required to travel to tournaments on test days should have their academic advisor through LRSA contact the course coordinator. You will be required to complete a make-up test prior to leaving campus for your tournament.

If you are unable to attend an exam for an emergent issue (personal illness, hardship, family emergency or other situation), immediately contact your instructor explaining the situation. If possible, include documentation from a doctor, university Health/Counseling Services, or dean. (We will waive this if necessary, but students who take advantage of this policy will be asked to submit supporting documentation.) Alternate make-up exams or grading schemes will be arranged on a case-by-case basis between students, their instructor, and the course coordinator.

If you miss a test for any other reason, the absence will earn a zero on the test.

##### **Final Exam:**

The final exam is cumulative, including most material covered during the semester. One double-sided page (8.5x11”) of notes allowed, and NO calculators. The Final is scheduled for

**Friday, May 13 at 4:00 pm.[[7]](#footnote-7)**

Per university policy, students who have more than two exams (or more than one exam with extended time) scheduled on Friday, May 13, may take the make-up exam on Monday, May 16 at 4:00 pm. Please contact your instructor Subject Line: Final Exam Make-Up.

### **Policies and Additional Resources:**

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##### **Spring 2022: Grace, Flexibility and Accomodations:**

We recognize these continue to be challenging and fluctuating times. Depending on the Covid situation, we may need to change how we run class at different points, including

* Using laptops or tablet for class work, instead of paper
* Conducting class and tests remotely on Zoom

We will communicate via email and Canvas announcements should this become necessary.

If you have concerns about being able to successfully complete course work due to illness or personal stress or emergency, please reach out to your instructor asap. We will do our best to be reasonable with accomodations, and we may waive the usual level of documentation when excusing absences, extending deadlines, or providing make-ups. *However,* you are asked not to take advantage of this policy, in consideration for fellow students experiencing unusual and extraordinary hardship during this time. We reserve the right to request documentation through traditional sources, namely your dean’s office and University Health Service, in instances where students are perceived as taking advantage of lenient policies. Suspected instances of academic dishonesty will be reported per traditional standards.

##### **Masks:**

Per University policy, all people on campus will need to wear masks through January 30, 2022. In addition,

* Individual instructors and TAs reserve the right to require use of masks during class or office hours, beyond this date.
* Students with concerns about mask policies are encouraged to email their instructor.

Please respect the privacy and preferences of your classmates and/or instructors who are wearing masks.

It is our communal responsibility to keep everyone in the class as safe as possible. In particular, some of us may live with young children who are not vaccinated or with immuno-compromised people.

##### **Recording:**

Class sessions, either in person or via Zoom, may be recorded at the discretion of the professor. The purpose of this is to provide access to material for students enrolled in this class who miss the session for some reason, such as an excused absence or an unanticipated problem with internet connectivity. In addition, these recordings can be a resource for all students who would like to review the material of the session. All recordings will be stored within the Canvas site and will only be available to view by members of this course.

##### **Academic Integrity:**

Any work with your name on it is presumed to be your own and not copied from another person, the internet, or a textbook. Copying solutions from either the textbook or another person and submitting them as your own is plagiarism and is an infringement of the Academic Integrity Policy. Any infringement of the Academic Integrity Policy is taken very seriously and reported to the dean. You can read more about the policy at [www.bc.edu/integrity](http://www.bc.edu/integrity). If you have questions about what constitutes appropriate collaboration vs. plagiarism, contact your instructor or see Homework Collaboration above.

##### **Confidentiality:**

The Family Educational Rights and Privacy Act (FERPA) prohibits instructors from sharing any information about your grades, with the exception of specific instances. See [www.ed.gov](http://www.ed.gov) for complete details. In particular, educational information cannot be shared with a parent or guardian of a student attending a school beyond the high school level without explicit permission in writing from the student.

##### **Disabilities:**

If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Dugan, 617-552-8093, [dugganka@bc.edu](mailto:dugganka@bc.edu), at the Connors Family Learning Center regarding learning disabilities and ADHD, or Rory Stein, 617-552-3470, [steinr@bc.edu](mailto:steinr@bc.edu), in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. *Advance notice* and appropriate documentation are required for accommodations. Students are responsible for arranging accommodations for each midterm and the final exam.

##### **Respect in the Classroom:**

A college classroom is a learning environment. Please silence all electronic devices during class and do not use them except as directed for coursework. You are expected to treat the instructor and your classmates with consideration and respect. This includes avoiding unrelated conversations once class has begun, raising your hand to ask questions, and keeping the instructor notified of anything that will disrupt your active participation in class.

This class requires you to work with other students. Because the contribution of ideas from each student is critical to the learning process, please make every effort to maintain an atmosphere where everyone feels comfortable sharing and responding to ideas. If behavior detracts from a safe and respectful environment for learning, please let your instructor know. Also, your instructor may reach out to you if any issues arise, so that we can continue to support a learning environment for all.

##### **Inclusivity:**

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is also our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

With this in mind, we have listed below 4 foundational principles, defined by Fedrico Ardila[[8]](#footnote-8), for building mathematical spaces that welcome and serve every interested participant:

Axiom 1. Mathematical potential is distributed equally among different groups, irrespective of geographic, demographic, and economic boundaries.

Axiom 2. Everyone can have joyful, meaningful, and empowering mathematical experiences.

Axiom 3. Mathematics is a powerful, malleable tool that can be shaped and used differently by various communities to serve their needs.

Axiom 4. Every student deserves to be treated with dignity and respect.

Additionally, you should have received a poll asking you to specify your name and personal gender pronoun. If you have a different name than what is on the class roster, please let us know. If you have any questions or concerns, please do not hesitate to contact us.

##### **Mental Health and Wellness:**

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self- esteem. However, many of these issues can be effectively addressed with a little help. University Counseling Services (UCS) helps students cope with difficult emotions and life stressors. UCS is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are free and completely confidential. Find out more at [www.bc.edu/offices/counseling](http://www.bc.edu/offices/counseling) or by calling (617) 552-3310.

##### **Title IX:**

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, Boston College policies require that, as your instructors, we share this information with Melinda Stoops, Boston College’s Title IX Coordinator, though we are not required to share any of your personal information. Should you wish, Melinda can contact you to let you know about accommodations and support services at Boston College as well as options for holding accountable the person who harmed you. You are not required to speak with her.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to us, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

* BC’s Sexual Assault Network, available 24/7 at 617-552-2211
* Women’s Center (Maloney 441) Care Team Drop-In Hours. The hours for the semester can be found at <https://www.bc.edu/offices/wc/SANet/Find_Support.html>.
* University Counseling Services at 617-552-3310
* Boston Area Rape Crisis Center (BARCC), available 24/7 at 800-841-8371
* Fenway Health, a LGBTQ+ focused care center, available at 617-927-6250
* RAINN, a free, confidential, national sexual assault hotline, available at 800-656-HOPE

If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to <https://www.bc.edu/offices/wc/SANet/Find_Support.html>

1. **Note:** MATH1101 is a coordinated course meaning there is a team of instructors working on the course. The course coordinator (Dr. Juliana Belding, beldingj@bc.edu ) is not necessarily your instructor. **If you have a problem or concern, you should discuss and resolve the issue with your instructor unless otherwise specified.**  [↑](#footnote-ref-1)
2. Students with conflicts with any date (for example: classes, work, religious holidays, or significant family or extracurricular events) may arrange for a make-up test. Please contact the Course Coordinator at [beldingj@bc.edu](mailto:beldingj@bc.edu) *at least two weeks prior to exam date*, Subject Line: Test Date Conflict. See Make-Up policies below. [↑](#footnote-ref-2)
3. The Final exam date and time are determined by BC. See <http://www.bc.edu/offices/stserv/academic/current/exams.html> for more details, including FAQ. [↑](#footnote-ref-3)
4. **Note:** any work submitted here will remain private, according to their privacy policy here: <https://www.gradescope.com/privacy>. [↑](#footnote-ref-4)
5. Students with conflicts with any date (for example: time-zone difference, classes, work, religious holidays, or significant family or extracurricular events) may arrange for a make-up test. Please contact the course coordinator Dr. Belding at beldingj@bc.edu *at least two weeks prior to exam date*, Subject Line: Test Date Conflict. See Make-Up policies below. [↑](#footnote-ref-5)
6. Why? Testing out your brain to see what you can remember without the aid of notes or other people and then getting corrective feedback can actually help you remember more of what you’re trying to learn. This is called frequent testing, also known as retrieval practice. For more, see for example https://en.wikipedia.org/wiki/Testing\_effect and the book Make It Stick by Brown, Roediger III and McDaniel. [↑](#footnote-ref-6)
7. The final exam date and time are determined by BC. See <https://www.bc.edu/bc-web/offices/student-services/registrar/final-exam-schedule.html> for more details, including FAQ and policies. [↑](#footnote-ref-7)
8. http://math.sfsu.edu/federico/ [↑](#footnote-ref-8)