Math 125 Syllabus, Fall 2019

INSTRUCTOR: Dr. Hundley
OFFICE: Olin 222
OFFICE HOURS: M 4PM, W 2PM, Friday by appt (initial schedule)

    If you can't make these hours, feel free to drop by- If my door is open, I'm available to chat. Alternatively, you can send me an email if you want to set up an appointment for a certain time.

    Please note! If my door is closed, that usually means that I'm working under some deadline or having a phone/Skype meeting, etc. Please only knock if it is something really important.

OFFICE PHONE: 527-5151
EMAIL: hundledr@whitman.edu
CLASS WEBSITE: `http://people.whitman.edu/~hundledr/courses/M125.html`

    Occasionally I'll put material on Canvas.

- **Info:** Calculus I, Math 125, MWF, 8-8:50AM (Section A), 10-10:50AM (Section B).

- **Required Text:** Calculus, Early Transcendentals. By James Stewart, 7th Ed. (Please note- This is NOT the current edition) We will be covering a few topics in Chapter 1, but the bulk of the material is Chapters 2-5 this semester.

- **Technology:** For some topics, a scientific calculator will be helpful for homework (just a very cheap one will do). For quizzes and exams, calculators will not be allowed.

- **Grading Criteria.**

  1. HOMEWORK: Homework is assigned daily. This semester we may include an online homework system (to be discussed later). The first homework set will be provided today.

  2. QUIZZES: We will have a weekly quiz on most Wednesdays except for weeks where we have an exam. The purpose of the quizzes is to check that that you're doing the homework. Your two lowest scores will be dropped- These may be used when there is an absence that is not college authorized (like not waking up in time for class). The average quiz score is 20% of your overall score.

  3. EXAMS: We will have three exams and a final exam. The exam dates will be: **Fri, Sep 27**, **Fri, Oct 25**, and **Wed, Nov 20**. These dates will not change, so make your plans appropriately. Overall, the exams will make up 60% of the overall grade (equally weighted).

     The final will be administered at the time published in your student handbook and will be comprehensive. The Final Exam will be worth 20% of your overall grade.

If you score well on the Final, your lowest exam grade will be replaced by the average of that grade with the Final.

NOTE: If you need to leave the classroom during an exam, I will ask that you leave your phone with me.

GRADING: Grading is done on a standard scale:

$A = 92 - 100$ $A- = 90 - 91$ $B+ = 88 - 89$ $B = 82 - 87$ $B- = 80 - 81$
$C+ = 78 - 79$ $C = 72 - 78$ $C- = 70 - 71$ $D = 60 - 69$ $F = 59$ and below

- **Assistance:** I encourage you to come see me. If you can't make it during office hours, either email me if you have short questions, or let me know when you would like to meet. For Calculus, there are also student tutors available (I'll let you know when that starts- It typically takes a week to set it all up).

- **Health problems.** If you're having to miss class due to health problems, you need to get in touch with me as soon as possible, either by phone or email. If you are ill on the day of an exam, we can work out other arrangements for you **only** if you receive verification from a health professional (i.e., go to the clinic and get checked out). You can then have the Dean of Student's office send a message to that effect to me- I don't need to know any details, just that you have gone through the procedures. This includes mental health problems, as well as chronic conditions.

- **Learning Disabilities.** If you have a learning disability, we can accommodate your needs, but only if you make arrangements **in advance** of the quiz or exam. In general, the people at Academic Resources are good contacts if you have any academic difficulties.

- **Academic Honesty.** Academic standards will be *strictly* adhered to as outlined in your student handbook. This means that cheating will not be tolerated. Looking at another student's exam or quiz (whether or not you mean to copy answers) while taking it will be considered cheating. Students caught cheating will fail the exam or quiz, and the incident will be referred to the Dean of Students, as outlined in your student handbook.

- I need your help to make the classroom environment as conducive to learning as possible.

  - Please consider yourself invited to:
    * Read the book- We cannot cover everything in class. The text is there to supply you with detailed examples and lots of exercises.
    * Watch videos! There are now a lot of helpful videos online that will reinforce what we do in class. You might search for the popular **Khan Academy** videos- They follow Stewart's Calculus pretty closely.
    * Ask questions! If you're shy, come by my office.

∗ Do your homework as it is assigned- Do not wait until the day before the exam or quiz to discover that you have a lot of questions!

∗ Be sure you check your college email at least daily. There are times when I'll communicate with you via email.

– In order to reduce distractions during class, no electronic devices are allowed unless you have asked me first- That means all phones and computers should be stored out of sight!

– I will start class on time, so I expect everyone to be settled in before the start time. I do understand that occasionally you cannot avoid being late, but that should be a rare circumstance.

Learning Goals

Calculus I satisfies the *Quantitative Analysis* part of the "distribution" so we have some learning outcomes that are part of this distribution. These are

- Perform computations associated with a model and make conclusions based on the results.

- Represent, communicate, and analyze ideas and data using symbols, graphs, or tables.

- Analyze and interpret data using statistical methods. (Not applicable for us)

There may be an extra assessment question for these- I'll let you know about that later.

We also have specific learning goals for the class. Really, if you want a list, I would like for you to become as fluent as possible with the three fundamental ideas of Calculus: The Limit, The Derivative, and the Integral. However, these ideas set the stage for a lot of other things- continuity, mathematical modeling, the four "value" theorems of Calculus, related rates, and so on. A full list would actually look a lot like the table of contents for Chapters 1-5, so I won't list them all here.

A few final thoughts...

Many students in this class will have had some exposure to Calculus in the past, but I will not assume that. Students having the most trouble with Calculus typically do not have too much trouble with the new concepts, but rather with trigonometry and algebra skills. The book "Just in time algebra and trigonometry for students in Calculus" might be helpful- There are several copies available in Penrose Library.

Calculus represents a big step in your mathematics education. In geometry and algebra, things didn't move. Calculus was originally conceived as a way of analyzing things that move, and some 330 years later, we're still using those tools.