

## Course Information

MATH143, Sections 2 and 4, Fall 2011

**Instructor:** Dr. David A. Jackson

My office is in Ritter Hall 010. My office hours this semester will include from 9:00 until 9:50 and from 1:10 until 3:00 on Mondays, Tuesdays, Wednesdays and Fridays. I expect that I will also be in my office at other times and often available to answer questions. My office telephone number is 977-3633. The URL for my webpage is: <http://math.slu.edu/~jackson> See also <http://mathcs.slu.edu/people/jacksoda>  
My e-mail address is: [jacksoda@slu.edu](mailto:jacksoda@slu.edu)

**Text:** *Calculus, Fifth Edition*, Hughes-Hallett, Gleason, McCallum, et al.

**Prerequisite:** The prerequisite for Calculus II is a grade of C<sup>-</sup> or better in Calculus I. Students with AP credit for Calculus I are generally **very** well-prepared for Calculus II.

**Required Calculator:** You will need to have a graphing calculator for this course. You should not expect to use it frequently, but when you need it, you will **NEED** it. The Mathematics Department has provided me with a TI-83 calculator and a TI-89 calculator, so I will generally be able to assist students with using these two calculators. There are many other calculators with similar or superior capabilities, but I will not be able to give group instructions on how to access those capabilities. In the past, my exams for MATH143 have very often had two parts. On the first part, **NO CALCULATORS ARE ALLOWED**. On the second part, a calculator is **REQUIRED**.

**Computers:** For some problems, computers with a computer algebra system and a printer are a much more appropriate tool than a calculator. In this classroom, I can do computer demonstrations, but I cannot expect students to use computers within the classroom. I will be assigning and grading outside-of-class projects where you will need to use computers. The currently available computer algebra system is Maple, so I will be giving you Maple instructions for these projects and you should expect to use Maple for these projects.

**Homework:** You are expected to **READ** this textbook. You should read each section in anticipation of class discussions.

In addition, I have prepared a list of assigned homework problems. Unless I state otherwise, I will not grade any of this written homework; it is intended as drill to prepare you for the quizzes and exams. If I do intend to grade some part of an assignment done outside of class, I will regard that assignment as a **project** rather than as **homework**. A typical student should expect to spend approximately 8 hours a week outside of class working on mathematics. I **very much** encourage you to work homework problems and discuss them in groups. I recommend that you keep a large notebook for the exercises only, and that you keep it well organized so that you may readily ask questions about those exercises which give you difficulties. **Always** bring this notebook with you if you come to my office with a question.

**In very many cases, it is NOT a wise use of classtime to answer individual homework questions during classtime. Often, what the student asking the question REALLY needs is for me to LOOK at THEIR work and find the mistake. This is more quickly and efficiently done in my office. A second type of common individual question can often be phrased as "How do I start?" This question asked by an individual student is again best answered on an individual basis. If a GROUP of students working together has this question, then the question and its answer almost always IS worthy of classtime. I WILL ALWAYS answer homework questions in class if the question is asked by a GROUP of students.**

**Quizzes:** You should expect to frequently have a brief quiz at the beginning of the class period. I won't give a quiz every class period, but you should be **prepared** for a quiz every class period. The three most important reasons for these quizzes are: 1) to insure that you prepare for class daily, 2) to motivate your prompt and faithful attendance, and 3) to provide you with feedback on your comprehension of the material. A typical quiz will cover the current homework assignment, the current reading assignment and material discussed in class since the last quiz. Doing the assigned reading and exercises and attending class is your best preparation for the quizzes. I do **NOT** give make-up quizzes for **ANY** reason, but see

the paragraphs below on reports and projects. Your scores on quizzes, reports and projects will be scaled to 200 points and will count as 1/4 of your course total.

**Grading Scale:** The grading scale for this course is a 90-80-70-60 grading scale. I do try to give the benefit of the doubt to students who show marked improvement during the semester, to students who do exceptionally well on the final exam and to students who are visibly working very hard to learn the material.

**Reports:** On the first day of class, I will pass out the assignments for three **optional** reports. For those who do write one of these reports, I will use the score or scores to replace one (or more) of the lowest quiz scores. The first of these reports is a mathematical autobiography. The second is a report on your personal learning style. The third is more competitive and is a critique of an assigned or unassigned homework problem. The first two reports are due very early in the semester. The third of these optional reports must be turned in by December 12, the last day of class.

**Projects:** I will be assigning projects for students to do outside of class. The credit for a project will typically count as much as two, three or four quizzes in your quiz total. At least two of these projects will be done as a group or a team. There are many worthwhile mathematical questions which are too time-consuming to ask on an exam. Some of these also require more technology than students will necessarily have available during an exam. I very deliberately **use** projects to evaluate the ability of students to answer questions that are more time-consuming and technology dependent.

**WebWork:** This semester, I will again assign some online homework where you will use WebWork. This homework will be graded automatically and will count in your quiz/project/report total. The assigned problems will be much like those assigned in the textbook.

**Group Work:** For some of the projects, but NOT for any of the exams, you will be expected to work in groups of three, four or five students. All of the students in the group are expected to contribute to the work on the project and all members of the group will receive the same grade on the project. You are not required to stay in the same group for all of the group projects, but you are not required to change groups either. If you are working well with other classmates on the homework, I would expect that those classmates will be your preferred teammates for group projects.

**Exams:** There will be four hour exams each of which will count 100 points. Tentative dates for these are marked on the following calendar. The final exam will last two hours and will cover the entire course. It will be worth 200 points. The time and date for your final exam is set by the registrar and is announced in the semester's schedule of classes. I have included this information at the bottom of the calendar. You should be careful that your travel arrangements at the end of the semester do not conflict with your final exams. In cases of illness and emergency, I do give make-up hour exams, but **only** to students who are doing passing work. Moreover, make-up exams are always **harder** than the original exams.

**Student Success Center:** The Student Success Center is at BSC 331, 977-8885. It provides support to students with learning disabilities and also to students with weak backgrounds, poor study skills or unusual learning styles. Students with disabilities will need to make prior arrangements through the University Disabilities Coordinator (Busch Student Center, room 331, 977-8885) if they have special needs for exams or lectures. The web site <http://www.slu.edu/x24491.xml> is one online starting point.

**Cheating:** Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any exam or quiz. I am authorized and encouraged to give an F for the entire course to anyone who is caught cheating. As a standard procedure, I will prepare a written report of any incident of cheating or suspected cheating. Copies of this report will be sent to the student, the student's advisor, to all pertinent department chairpersons and college deans and to any appropriate committees formed to deal with academic misconduct. The deans or these committees may take further action, including possible dismissal from Saint Louis University and notations of reason on the student's transcript. If you need further details about the responsibilities and the procedures for instructors, department chairs, deans and committees, you should read *Policy on Academic Honesty*, which is published by the College of Arts and Sciences. See <http://www.slu.edu/x12657.xml>