1 Administrative items

Goals for Learning

A successful student in this course will be able to model and solve a wide class of problems that can be answered by calculating an appropriate integral. So subgoals include:

- Learning to calculate and (roughly) estimate as appropriate the value of a definite integral by examining the graph of the integrand using the definition of the integral as a (signed) area.
- Being able to state and apply the Fundamental Theorem of Calculus.
- Learning how to integrate symbolically (using the Fundamental Theorem of Calculus), including integration by parts and substitution.
- Understanding heuristically how to think about the integral as being a limit of Riemann sums.

A secondary goal is to learn some basic applications that involve solving simple ordinary differential equations.

- Students should be able to set up and solve differential equations that model exponential growth and decay.
- Students should be able to set up and solve population growth problems using the logistic equation.

Homework

Homework will be submitted on paper weekly on Friday to my box in Fenton Hall.

Quizzes

There will be weekly quizzes during the term except weeks with midterm exams scheduled. The quizzes will be given in class during the first 10-15 minutes, usually on Mondays. The lowest quiz grade will be dropped.

Exams

1. Midterm Exam 1: Friday, April 24 (Week 4)
2. Midterm Exam 2: Friday, May 22 (Week 8)

3. Final Exam: To be announced

Unless you contact me ahead of time or under extreme circumstances, no late work will be accepted, nor make-up exams given.

**Course Grade**

Your course grade is determined by:

- Homework 15%
- Quizzes 25%
- 2 midterm exams 15% (each)\(^1\)
- Final exam 30%

Plus and minus grades will be awarded in the upper and lower third of a bracket. (e.g. A grade of B+ is awarded for course grades between \((90 - 10/3)\)% and 90%, assuming no curve in grades). A grade of D or better is required on the final exam in order to pass the course.

**Curving Grades**

I often make a small adjustment at the end of the term if the course grades on the whole are not where I want them to be. I will not make this decision until after all work for the term is done (including the final exam). My policy is not to curve individual assessments (a particular quiz, midterm, etc.) unless I there is an error, confusing typo, or another issue caused by me that makes the assessment more difficult than was originally intended.

**Student Conduct**

I plan to treat every student with respect and expect my students to show respect for me and for the class as a whole.

Violations of the student conduct code result in the incident being included on your student conduct record and can result in a failing grade on any course work related to the violation or a failing grade in the course. The University of Oregon requires all instances of cheating be reported, no matter how small. Cheating includes, but is not limited to:

- Looking at another student’s exam during a test
- Copying the work of another person (student or otherwise) and submitting it as your own
- Using any materials except those explicitly approved during a test-taking situation

\(^1\)Your grade on each exam will be the average of two scores: the grade you get on the in class exam, and the grade you get on a corrected version of your in-class exam.
• Resubmitting graded work that was altered after being returned
• Recruiting another person to take a quiz or exam for you

For a list of other descriptions of cheating, see the Student Conduct Code.

**Group Work**

In addition to the text and the instructor, your peers can be excellent resources for extra help during the quarter. Explaining a concept to one of your peers can sometimes be more helpful than having a concept explained to you. That said, you will be working alone on the quizzes, midterms, and final, so be wary of relying on your peers too much.

**Special Accommodations**

If you are currently registered with Accessible Education Services for a documented disability, please present your paperwork to me as close to the beginning of the term as possible so that we can design a plan for you. If you have a disability but are not registered with AES, you should contact them as soon as possible. It is much more likely that measures can be taken to provide adequate special accommodation if the organization is done through AES.

**Calculators**

A computer algebra system (CAS) will be required to do some of the homework problems. There are several options for a CAS to use, and you may choose any which allows you to complete the problems. Some options are:

- The University provides student licenses for Mathematica, which you may download here: [https://it.uoregon.edu/software/mathematica](https://it.uoregon.edu/software/mathematica). WolframAlpha is a less featureful version of mathematica which you can use in a webpage: [http://www.wolframalpha.com/](http://www.wolframalpha.com/).

A calculator is not required for this course, and you will not be allowed to use one on quizzes and exams.

**Suggestions for Successful Study**

- Don’t get behind in your homework, reading, etc.
- Participate in class, ask questions, and make use of my office hours.
- Read ahead in the book. Even reading the first few pages of each lesson will help the material sink in quicker during lecture and allow you to ask meaningful questions.
- Keep all your old homework assignments, midterms, and quizzes. You’ll find them useful when you’re studying for future tests.
- If you think you’ll need extra help, get a tutor right away. Check with Academic Learning Services. (Room 68 in the Basement of PLC)
Other Resources

http://tlc.uoregon.edu/learningservices/labs/labs.html

There is a drop-in Math Lab in 72 PLC (Prince Lucien Campbell). The Math Lab begins week two of the term and runs through the Wednesday of finals week. Free tutors are available. Math Lab tutors cover through Math 253.

There is also math tutoring available in the Math library in Fenton hall.

Weekly Schedule

The given schedule is tentative. We are more likely to fall behind than get ahead.

1. 4.8, 5.1 - 5.2
2. 5.3 - 5.5
3. 5.6 - 5.7
4. 5.8, 5.10
5. 6.1 - 6.3
6. 6.4 - 6.5
7. 6.6 - 6.7
8. 7.1 - 7.2
9. 7.4 - 7.6
10. Review

Important Dates:

http://classes.uoregon.edu/pls/prod/hwskdhnt.p_viewdetl?term=201403&crn=36826