# Partial Summary of Course Policies

**1) Contact Info:**
Dr. Jayanthi Ganapathy  Swart 216  424 7355  ganapath@uwosh.edu

**2) Office Hours:**
**MTWF 12:40-1:40 PM**. **Appointments** available at other times (contact me to **set up)**

**3) Required textbook:**
***" Calculus: Early Transcendentals", Edition 8, by James Stewart (Publisher: Cengage)***

**4) Tests and Quizzes:**
In addition to the final exam, four tests (schedule posted on Canvas; to be held at the Testing Center, POLK 2) Check testing center hours on their website.
Quiz almost every week. Letter grade scheme included on the full document.

**5) Homework:**
Assigned on WebAssign and graded. An additional problem list not on WebAssign posted on Canvas separately from this document (this will not be collected and graded).

**6) Class attendance:**
**Required**. There is **penalty for excessive absence**. You must read the relevant section in the following pages for details and be aware of the requirement and penalty.

**7) Classroom behavior:**
Respectful attention to what is taught is expected. No disruptive activities, including use of cell phone, playing on the Calculator or any device, texting browsing etc. Except for calculator or a computer that may be needed to access e-book, on WebAssign, all other devices must be turned off and put away once lecture begins. Please expect to be called out if these rules are violated.

**8) Info on course material and other out of class help:**
Please read relevant sections of the following pages on what to expect in terms of course material and mathematical background.

**Please thoroughly read the complete document that follows this page**

**A description of course policies for 67-171, S'20.**

**Instructor:** ***Dr. Jayanthi Ganapathy.*** **Office:** ***Swart 216.***
**Telephone:** ***424 7355 (my office). 424 1333 (the math dept. office). 235 2435 (home).***
**E-mail:** ***ganapath@uwosh.edu (office); ganapath54@yahoo.com (home).***
**Office hours: MTWF 12:40 PM – 1:40 PM**

- ***Appointments available at other times. E-mail me or talk to me after class.***

**Text (required):** ***" Calculus: Early Transcendentals", Edition 8, by James Stewart (Publisher: Cengage).***
**Topics covered:** ***Chapters 2 through 6***

**Supplements :**
**1. (required): Calculator: TI – 83 Plus or TI-84 or any version of the 83 or 84.**

**2. (About Other calculators:** Calculators with symbolic manipulative capabilities such as TI – 89 and TI-92, for example, and others will not be allowed on tests and quizzes).
**3. (recommended): "*Notes to accompany Calculus I…*" *by J. Ganapathy***

**Tests, quizzes and grades:**

During the semester, there will be four tests (not including the final) each worth **35** points. In addition, for a 'final experience', there will be a final exam on selected topics from the entire course material, worth a total of **50** points. Note: there is a chance the final may be split into two parts, with a smaller portion of it administered before the final week or the beginning of the final week. This will be decided later in the semester. Almost every week, there will be a 10- minute quiz worth **12** points. At the end of the semester, only the highest four quiz scores will count. WebAssign homework is worth 12 points. The four highest quiz grades and WebAssign combined will contribute **60** points to the point total for the course. Some changes in this scheme possible. No test grade will be dropped.

At the end of the semester, each student who has not officially withdrawn from the course will be assigned a letter grade for the course based on his/her point total, according to the following letter-grade scheme (in the following letter-grade scheme, PT represents your point total for the course):

**A** 230 (92%) ≤ PT ≤ 250 (100 %)
**A-** 220 (88%) ≤ PT < 230 (92 %)
**B +** 210 (84%) ≤ PT < 220 (88 %)
**B** 200 (80%) ≤ PT < 210 (84 %)
**B-** 190 (76%) ≤ PT < 200 (80 %)
**C+** 180 (72%) ≤ PT < 190 (76 %)
**C** 170 (68%) ≤ PT < 180 (72 %)
**D+** 160 (64%) ≤ PT < 170 (68 %)
**D** 150 (60%) ≤ PT < 160 (64 %)
**D-** 140 (56%) ≤ PT < 150 (60 %)
**F** 0 (0 %) ≤ PT < 140 (56 %)

***Note: There is no grade of C- in this class. Nothing in my class will be graded on a curve. Please do not have any inaccurate assumptions regarding this.***

***Class attendance:***

I plan to keep track of your class attendance. The student handbook states that when a student signs up for a course, he/she is expected to attend class, unless the instructor has a policy that in some way contradicts that. ***I expect students to attend class, and I have no desire to serve merely as a test and quiz grader for those who feel attending class is not 'cool' or is uncecessary***. The first **eight absences** are **penalty free** (***university excused absence or not). That means that you need to use them responsibly not for frivolous reasons. If one exhausts all of the penalty free allowance through university excused absences and faces more university excused absences, then it will be reviewed on a case by case basis and likely granted***. Other situations may be considered using case by case review. The **ninth and the tenth** will cause you to be automatically dropped **by two letter grades** (one for each such absence) on the final course grade. ***After the tenth absence, I will entirely stop grading your exams, quizzes or any work from that point on. This means that the student will receive zero as the grade for any ungraded work. Understand that you may always feel free to discuss this issue with me.*** .

Only staying the whole period is counted as one full class attendance. If you have a good reason to be late once in a while or to leave class early, you must discuss your reasons with me ahead of time whenever possible, or before leaving the class. I generally take attendance in the beginning of the period. ***If you happen to not be here until after I have taken attendance on any given day, it is your responsibility to stop at my desk before leaving class to make sure I have recorded your presence that day*.**

Please make sure you understand this policy clearly, and stay in my class only if you are able to abide by it.

**Class participation:**

While I prefer that students volunteer their participation, I will not refrain from calling on any of you. The intention is not to embarrass you but to give you the opportunity to participate in the instructional process, and to demonstrate to me that you are capable of thinking, understanding and communicating mathematics. If you have a particular aversion to being called on, please take time to come and see me and explain that. Reacting disrespectfully to being called on or any other reason that is unwarranted will not be tolerated. I have no consideration for students who are inattentive or engaged during lecture in activities other than listening and learning what is taught in class (some examples: playing on your calculator, texting or any use of cell phone or laptop or other gadgets, listening to music, sarcasm directed at me or classmates during class, and reading material not relevant to our class or working on matters related to other classes are a few examples of such activities). I believe that such students are not worthy of the same consideration as those who impress me as being serious about learning. ***Again please consider all these before deciding whether to continue to stay in my class.***

**What I expect from you and what I will offer:**

A strong background in pre-Calculus will be assumed. In particular, you must have mastered algebra skills that will enable you to work with polynomial and rational expressions,

factoring, addition, multiplication, division, solving equations and inequalities as well as manipulations involving exponents. Also assumed will be the ability to work with functions, including graphs, formulas and numerical tables. Though some of these are covered in the textbook Chapter 1, I plan to skip that chapter. WebAssign has an ungraded Calculus Readiness assignment for your benefit. Your skill level on some of the topics mentioned above, including exponential and log functions, will be tested through some of the Calculus Readiness problems on WebAssign. This will hopefully bring to light any areas of weakness that you need to remedy to enable success in Calculus I. Be sure to review all this material before too long into the semester.

Make it a habit to read the textbook. You should do the assigned homework problems (those on WebAssign as well as those posted on Canvas separately from this document). This is an important activity to help you acquire the skill needed for the successful completion of the course. Typically in class, I will cover the needed theory to illustrate new concepts, and go over some of the solutions to problems not unlike what you will be doing on WebAssign and from the list posted on Canvas. It is also likely that you will be asked to do problems in class either on your own or in groups. The hope is that this will give you and me a sense of how well you have understood a topic that has been covered in class. By engaging in the types of learning activities described above, it is expected that you will gain the knowledge and understanding that is needed to succeed in this course. You then apply the knowledge you have thus gained to solve the problems on the quizzes and the tests.

This is a course in which techniques will be emphasized to a large extent. The required TI calculators will be an integral part of the course. On the tests and quizzes, you will be allowed to use TI – 83 Plus or TI-84 or any calculator that does not have symbolic manipulative capabilities. But you will not be allowed to use any calculator that have built in or programmed algebraic manipulative facility. Be sure to check with me to make sure your calculator is not one such.

When it comes to style of teaching, you might find that the percentage of class time I spend on lecturing is more (or may be less, for some of you) than what you are used to previously. However I do expect a considerable level of student involvement through asking and answering questions, and possibly through in-class group work. ***If you are someone who might have difficulty staying focused and listening, I am afraid my class is not a good fit for you. Please be aware of that, and be willing to make the necessary adjustments before it is too late.***

**What you should know about tests:**

The first four tests will be administered at the Test
ing Center (Polk basement). The Testing Center (or TC) is reserved for a two day period for each of those tests. Test schedule will be posted on Canvas. One class period on the week during which an exam is held will be turned into an exam review session. Class attendance on this day is optional though strongly recommended.

***Though it may happen at times, I do not believe in testing whether you can re- solve the very same examples you might have seen before in class or homework with very little change. If you have such expectations I am afraid my class is not a good fit for you. Generally on the tests and the quizzes, you must not expect problems that only require you to simply mimic and regurgitate solutions you saw on the homework or in class. I expect you to***

***understand the concept and then apply what you have learned to solve test and quiz problems.***

**Anticipated pace of topic coverage and out-of-class help:**

There are approximately thirty- seven sections to cover in fourteen weeks. Setting aside sufficient number of class periods for tests and quizzes, I will have to average about 0.61 section per period (a little over 3 sections per five-period week) to cover the material I am supposed to cover in this course. This means I will have to move at a pace that may be too fast for some (and possibly too slow for yet others!). You need to learn to deal with this situation, and not find it a source of irritation. I do have a lot to cover, and I only get access to four hours of your time each week. Thus I need to keep moving, to be able to complete the topic coverage that is expected of me. I do it out of necessity and not because I 'care more about covering the material than whether students understand it or not', as some students might believe. If I had my way, I would refrain from covering a new topic until I was sure everybody had adequate time in class to understand the topic. But I am afraid I do not have that luxury. I hope for your co-operation and understanding on this matter. Please also understand that due to the required pace of new topic coverage, I will have to limit the amount of class time I can afford to spend answering questions in class about your homework assignment. However, I am more than happy to offer you my help out of class. Mathematics is not a subject one can learn by merely listening to teacher for three or four hours a week. Most of your learning takes place out of class, and it is my hope that you do not underestimate the importance of keeping up with the material and doing homework problems both on WebAssign and off, and getting out of class help. ***I am in a much better position to give the kind of 'customized' instruction to you individually in my office than in the classroom during regular class period. This is not the way I want it, given the time pressure you are under but unfortunately this is the reality and we all have to do our share to make it work to our advantage.*** Thus it is important that you come in for help when you have questions. Please make it a habit to read the textbook before and after any given topic is covered in class. It is very important to keep up with the material, and not fall behind. Come in to see me in my office during the scheduled office hours or during pre-arranged meeting times, if you have trouble understanding anything. I would also be willing to give out of class review sessions at your request whenever you feel you would like to have one, provided that there are a fair number of students who want it.

**About the material in the text:**

The first chapter is mostly review of prerequisite material. Make sure you read relevant parts of these before class. When we need some harder material from chapter 1 as we move through the course, if necessary I will do a quick review. The major portion of the course will be on differentiation, particularly techniques for finding derivatives, graphing using the derivatives, interpretations and applications of the derivatives. After that, anti-derivative, definite and indefinite integrals including the Fundamental Theorem of Calculus and a few basic techniques of integration will be covered before moving on to some applications of the definite integral. In keeping with the spirit of the calculus reform, whenever applicable, the concepts are viewed from three major angles: numerical, graphical and algebraic /analytical. It is very important that you read page xxiii, titled 'To the Student' following the preface in the text, and understand and accept the nature of how the concepts are presented in the book. Please take the advice found in it seriously. Many of you who might have had Calculus before

probably had it taught from a traditional text book that emphasizes drills and algebraic short-cuts pretty much at the exclusion of a deep analysis of the concepts from various angles like this text does. As a result, you might find yourself getting exposed to new ideas related to the same concepts you might have learnt elsewhere if and when you took Calculus. Thus there is a very good chance this is very different from how you might have been taught Calculus. I am making you aware of this so I would not have to deal with students coming in with unrealistic expectations which this course is not designed to meet, and then take their frustrations out on me because your 'other teacher taught it differently'. If you feel you may be one of those students, please be prepared to deal with this situation.

***The focus in this class will be on teaching you Mathematics, and not on applications***. Applications will be interspersed throughout the course especially in exercise sections as well as chapter 6. Please do not ask, 'what is this (mathematics) used for?' – a mathematics instructor does not have to justify teaching mathematical topics in a mathematics course whether or not you will find any direct and immediate use for them in your major. Mathematics strengthens your reasoning skills, analytical ability and logical thinking. Not every concept in Mathematics exists for the sole purpose of aiding and explaining something that you are familiar with in 'real life'. Instead you'd be wiser to investigate, especially if you are a non-mathematics major, why you are being required to take this course. If you are interested in learning the applications that we may not have time to cover, please talk to me and I can help you outside regular class periods. ***If you are likely to get annoyed by the degree of emphasis on applications or lack thereof, please talk to me and think about whether you want to remain in my class, based on that***. Much of the stuff is likely to be very new to a lot of you. ***Those of you who are very good at Calculus might find the class too slow or not adequately challenging for you. I suggest that you get involved by helping others in the class or by answering questions in class, if you plan to stay on in my class. Sleeping or doing work other than what is being done in class or any such disrespectful behavior is unacceptable. If you would like more challenging exercises or special projects to be assigned to you, please feel free to talk to me.***

**Out-of-class help:**

**1)** In addition to what I have described elsewhere in this document about out-of-class help available from me such as my office hours, pre-arranged appointments and possible review sessions based on demand, free help is also be available from ***The Center for Academic Resources (CAR)***. If you wish to request a tutor from the CAR, either stop by the CAR office at the ***Student Success Center (SSC),*** room ***102,*** or check their website at car.uwosh.edu Their phone number is 424 2290

**2)** The ***University Counseling Center*** offers assistance and advice on various issues such as test anxiety, math anxiety, time management, preparing for tests in general and many others. The center is located in the ***Student Success Center room 240 (phone: 2061)***. Please do not hesitate to visit the center and familiarize yourself with the various free services the center offers.

**3)** The office of the ***Academic support of Inclusive Excellence*** provides many support services for students from designated under-represented or minority groups. Check out http://www.uwosh.edu/acad-supp/resources/academic-support

**4)** The ***Veterans Resource Center (VRC)*** is a great source of support for University's active duty veterans, guard members, reservists and dependents of veterans. It is located at Dempsey 130 and the phone number is 424 1803. The website is at http://www.uwosh.edu/veterans

If you would like to be added to a list of students who wish to find out-of-class study partners, and are also interested in knowing how to contact other such students in this class, please see me soon. I will have you add your name, schedule and contact information to a list (the out-of-class study partner list) a copy of which will then be made available to every student included in the list.

**Classroom behaviour:**

Proper student behavior is expected in my classroom. This means that unnecessary and disruptive non-course related talking, laughing, sleeping, and doing anything other than reading and discussing the course material when the class is in progress will not be tolerated. **Once lecture begins, your electronic devices such as cell phone and such must be turned off and stored in your bag. Trying to 'text' or play on your cell phone thinking that it is out of my sight is only going to serve to draw my attention. I will be sure to call you out!** Playing on your calculator/cell phone, passing 'notes' to each other in class, or reading material not related to our course during class time are not looked upon favourably. If you are in the habit of falling asleep in class, please expect to be called on! If you think you might fall asleep in class due to having had a particularly restless night before class, or due to some medical reason, you must talk to me before the period or before leaving class. I do not have much patience for students sleeping in class or engaging in unacceptable behaviour some of which are described above. I will not hesitate to take whatever action is necessary to control discipline problems of any sort.

There is likely to be a wide range of abilities and skill level among the students in this class. Those of you who are very good at Calculus might find the class too slow or not adequately challenging for you. I suggest that you get involved by helping others in class or by answering questions in class, if you plan to stay in my class. If this material is too elementary for you and you feel you are wasting your time, I suggest you either explore switching to a different class or stay engaged as I have suggested above, unless you can meet this requirement without taking this class

As harsh as all this sounds, please do not feel intimidated by these statements. I do encourage a relaxed, friendly and unintimidating atmosphere in class that will allow students to freely participate in the instructional process. Your attitude and demeanor towards your fellow students and me will to a large extent determine the kind of atmosphere we have in the class.

**Determining your standing in the class any time of the semester:**

To figure out at any time during the semester what your standing is in terms of grade in the class, simply calculate your point total at that point in time, divide by the maximum point total, and multiply by 100 to calculate the percentage. For example, at the stage when there have been two tests (maximum total 70 points) and say three quizzes (maximum total 36 points), if your point total is, say, 85, then your percentage is $\frac{85}{106} * 100\ \% \approx 80\%$ . This will put you in the B range, according to the letter-grade scheme that is on page 1 of this document.

But please understand that only the best four quiz grades will count, and that I determine each student's letter grade in the course solely based on where the point total at the end of the semester falls according to the letter-grade scheme.

**Learning objectives and outcomes:**

This course is based on the study of real valued functions of a single variable. Topics covered include limits and continuity, derivatives, differentiation rules, applications of derivatives, antiderivatives, definite integrals and their application to area and volume calculations.

Upon successful completion of the course, students should be able to

- Communicate problem solutions, interpretations, and ideas and techniques of calculus in clear and well-organized written form, including the proper use of notation.
- Understand the concepts of limit and continuity and compute limits of functions.
- Understand the definition of the derivative and interpret derivative graphically and as instantaneous rate of change.
- Use differentiation rules to compute derivatives of elementary functions as well as their inverses, compositions, arithmetic combinations, and implicitly defined functions.
- Apply derivatives to curve sketching, optimization problems and computing limits.
- Understand the definition and fundamental idea of the definite integral.
- Understand the fundamental theorem of calculus and use it to calculate definite integrals.
- Find antiderivatives of standard elementary functions.
- Evaluate antiderivatives using the method of substitution.

**Miscellaneous:**

***Please bear in mind that the teacher is only partly responsible for how you do in the course. The larger portion of the responsibility for your success or failure lies in how well you handle individual problems and how willing you are to seek help, and work at your problems. I would like to see every one of you do well and learn well, and I am willing to do my very best to help you learn. The rest is up to you.***

***It is very important that you do not allow undone homework accumulate. Keeping up with the material is extremely important unless mathematics comes easy to you.***

I am likely to be using e-mail and the Canvas site announcement option to communicate with you, especially regarding review problems and a few other things of that nature. I will be using Canvas extensively to post course related material. Please make it a habit to check your e-mail and the Canvas site for postings. If you need help navigating through Canvas, please contact me.

There will be no make-up tests or quizzes. If you have to miss a test or a quiz due to extra-ordinary circumstances, please inform me well ahead of time if at all possible (make use of the extensive contact information found on page 1) so alternate arrangements could be made

if absolutely necessary. Exceptions will be made for those with university excused absences for missed quizzes. Be sure to inform me prior to any quiz you will be missing as a result.

If you wish to organize group study sessions, then you might be interested in learning about a service called ***GroupFinder*** that the POLK library offers to help students study together with their classmates. ***GroupFinder*** is a simple tool that allows students to set up open study events for a particular time and location in Polk Library. Anyone with a campus email address can create GroupFinder events -- the Center for Academic Resources, Writing Center and other units are already using GroupFinder to schedule open tutoring sessions at Polk. Developed based on student requests, GroupFinder is accessible from the Polk Library website or simply using the link http://www.uwosh.edu/library/groupfinder

The policies stated in this document are subject to change. But I will try my best to stick with the policies as stated here.

**Information on USP (University Studies Program):**

The **University Studies Program (USP)** provides students with an assessable, common intellectual experience that also embraces the traditional breadth of a liberal arts education. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

Math 171 is part of the USP, specifically, in the Nature category of the Explore component of the program. The ability to analyze, break down and solve a mathematical problem and then to apply the knowledge and skills thus gained is an essential part of what the USP and in turn a Liberal Arts Education aim to achieve.

If you are in the USP, then you are expected to assemble an e- portfolio with select material from each course included in the various components of the USP. Math 171 includes numerous real life applications of the mathematical topics covered and some of the exams and quizzes will include application problems. Thus it is appropriate to use scans of the graded exam or quizzes in your e-portfolio along with an explanation of how this fits into the Explore/Nature category of the USP. If you have questions regarding these e-portfolios, please visit the USP website http://www.uwosh.edu/usp and consult an e-portfolio specialist.

The policies stated in this document are subject to change. But I will try my best to stick with the policies as stated here.

***I wish you a successful and enjoyable semester. Please feel free to come and talk to me if I can be of any help. But please do not wait until it is too late for me to help you.***