Math 104 – Calculus II – Course Policies

PROFESSOR:	Tommy Ratliff, Science Center 1309, x3968
EMAIL:	ratliff_thomas@wheatoncollege.edu
HOME PAGE:	http://tratliff.webspace.wheatoncollege.edu
OFFICE HOURS:	Posted on webpage **And by appointment** (Really!)
TEXT:	*APEX Calculus, Version 4.0*, available at http://www.apexcalculus.com

Overview

This course is a continuation of the single-variable topics covered in Calculus I and a look at how some of these concepts can be extended to multivariable functions. We will only scratch the surface of multivariable calculus, but this should whet your appetite for the follow-up course Math 236 Multivariable Calculus.

One of the most fundamental, and most slippery, topics in mathematics is the relationship between the finite and the infinite. A recurring theme throughout the semester will be the relationship between an approximation and the exact value. One of the most beautiful aspects of calculus is that by taking better and better approximations and extending from the finite to the infinite, we will often be able to find a precise solution.

See the Daily Syllabus on the course webpage for a detailed listing of the topics we will cover during the semester.

Course Goals and Expectations

One of the primary goals of this course is that you learn to communicate mathematics with other students. Mathematics is a very personal discipline that is best learned by *doing* rather than by observing. Therefore, the class will be structured with some lectures to emphasize particular topics, but much of the time will be devoted to in-class group work. You will have a reading assignment for nearly every Monday, Wednesday, and Friday class meeting, and it is **extremely** important that you complete the reading before class.

One of the features that makes your Wheaton education so special is that we have face-to-face time in small classes to explore material together. The class meetings are not intended to be a complete encapsulation of the course material, but instead will focus on the major concepts from the reading and clarifying the more subtle ideas in the course.

The Tuesday meetings will not cover new material, but will be used primarily as lab days where you will work on problems to reinforce the course material. The three In-Class Exams will also be given during this time slot.

You should expect to put in approximately 2 hours outside of class for each hour in class. In other words, expect to spend about 8 hours per week on calculus outside of class. There will be some weeks where you spend more time (e.g. preparing for exams), and there may be some weeks where you do not spend the full 8 hours.

The Honor Code

We operate under the Wheaton Honor Code for all of your academic work at Wheaton. This carries certain freedoms and responsibilities for both you as a student and me as a professor. I take this quite seriously.

Most likely, no Honor Code issues will arise this semester. If you are uncertain about whether a particular situation falls under the Honor Code, then please consult with me. However, if an Honor Code issue does come up, I will assume that you are prepared for the full consequences. Remember that you should write out, and sign, the following statement on all course work:

> "I have abided by the Wheaton College Honor Code in this work."

Working with Other Students

I strongly encourage you to work with other students outside of class because I believe mathematics is best learned through collaboration. However, you should not turn in an assignment identical to your partner(s); the answers that you give to the homework assignments should represent your own thinking about solutions.

If you collaborate with another student on any part of a Problem Set, then you should cite them on your assignment that you turn in. If you fail to do this, I will view it as a violation of the Honor Code.

Evaluation

The assignments for the semester fall into two broad groups: Exams and Daily/Weekly Assignments. Your final grade will be determined by

Exams	65%
Reading Assignments	5%
Problem Sets	15%
WeBWorK Assignments	15%

Exams

- **In-Class Exams**: The purpose of the exams is for you to demonstrate your understanding of the course material and, just as importantly, to give you feedback on where your understanding is strong and where you may need more work.

  I will give you a set of sample problems before each exam, and we will have a question and answer session before each exam. For each exam, you will be allowed to bring an 8.5"×11" piece of paper, handwritten on one side, which you will turn in with the exam.

- **Comprehensive Final Exam**: The purpose of the Final Exam is for you to review the entire semester's content and see connections among the topics from throughout the semester. The Final Exam will be comprehensive and will be based on the three In-Class Exams and the material covered at the end of the semester after the third Exam.

I know that exams can be stressful, especially with the other academic, extracurricular, and family commitments that you may have. To try to reduce some of this stress concerning your grade, I will weight your exam scores by differing amounts: Your lowest exam score will count 15% of your exam grade, the second lowest will count 20%, second highest will count 25%, and the highest will count 40% of your grade. For example, if your four exam scores are 71, 84, 85, and 93, then your overall exam average will be 85.9.

Daily/Weekly Assignments

- **Reading Assignments**: The purpose of reading the text *before* class is that if you are familiar with the basic concepts and definitions, then the class meetings can be devoted to the major ideas and subtleties of the material. Mathematical understanding is built in stages, and you will absorb the material more quickly if the class meetings are your *second* exposure to the fundamental ideas.

  The reading assignments are posted on the course webpage and include two or three basic questions that you should be able to answer after you have read the section. You will submit your responses through Wheaton onCourse. See the *Suggestions for Reading a Math Book* on the course web page for more information.

  I will grade the Reading Assignments using a binary scale: If you make a serious attempt, you will get full credit, even if your answers are not completely correct. The purpose of these questions is to get you to engage with the material before class. If you've read the section but don't understand how to answer a question, it is perfectly fine to say "I read the section but don't see how to approach this question." You'll definitely understand by the end of the class meeting!

  Notice that the Reading Assignments are due at midnight the night before class! This will give me enough time to review your responses before our class meetings.

- **WeBWorK Assignments**: WeBWorK is an online system that gives you immediate feedback on whether or not you have answered the problem correctly. The WeBWorK problems are primarily computational in nature. You will have a WeBWorK assignment due most Mondays during the semester.

  While I am a strong proponent of WeBWorK, I also know that any online system can occasionally be frustrating because it is not very forgiving with small typos or minor mistakes in notation. Therefore, you can earn full credit for a WeBWorK assignment by getting at least 75% of the problems completely correct.

- **Problem Sets**: You will also have a Problem Set due most Fridays that consists of problems from the textbook that are usually more conceptual and require more explanation. These problems should be well-written and well-justified and will be graded by an advanced math student. You will be allowed to drop one Problem Set assignment at the end of the semester.

The WeBWorK Assignments and Problem Sets will be the most beneficial if you work on them throughout the week, not just on the few days before they are due. I strongly encourage you to discuss the homework with other students, but the answers you turn in should represent your own work.

Class Attendance

Although class attendance is not a specified percentage of your grade, I will keep a class roll to help me determine borderline grades at the end of the semester. If you do miss class, you are responsible for the material that was covered.

Getting Help with Calculus

Please come see me during my office hours! No appointment is needed! If you have a conflict and cannot make my office hours, please email me and we can set up an appointment for another time. You should also take advantage of the tutoring hours in the Kollett Center.

Accommodations for Students with Disabilities

Wheaton is committed to ensuring equitable access to programs and services and to prohibit discrimination in the recruitment, admission, and education of students with disabilities. Individuals with disabilities requiring accommodations or information on accessibility should contact Autumn Grant, Associate Director for Accessibility Services at the Filene Center for Academic Advising and Career Services, accessibility@wheatoncollege.edu, or (508) 286-8215.

Campus Counseling Center

The Counseling Center is a confidential and free resource on campus for all students, providing short term solution focused therapy, case management, emergency services and support. The Counseling Center is open Monday - Friday from 8:30 - 12:30 and 1:30 - 4:30. Students can call (508-286-3905) or stop by (42 Howard Street, the white building between Beard and Art Haus) to make an appointment or seek emergency services during office hours.

Counseling Center staff are available to support students with a wide range of challenges including, but not limited to, anxiety, depression, sleeping and eating concerns, identity exploration, substance use and concentration challenges. We welcome any student to come and have a discussion with us regarding what their needs are and we will help with next steps of care, whether here on campus, or locally off campus. Outside of office hours, mental health concerns and emergencies should be directed to the Area Coordinator On Call via calling Public Safety at x3333 or 508-286-3333.