

MATH 1142: Calculus II – Syllabus

- Instructor: Stephen Sawin, BNW GR-13, x2573. My office hours are provisionally Monday **12:30-1:45**, Wednesday **11:30-1:00**, Thursday **12:30-1:45**
- Class: 1142-01: Mon./Thur. **2:00-3:15**, Wed **2:00-2:50** in **BNW 139**.
- Text: Stewart's *9Ed. Calculus, Early Transcendentals*

Grading:

Test I	Thur Feb 20	1	Drop lowest two and average
Test II	Thur Mar 20	1	
Test III	Thur Apr 10	1	
Final	May 8, @3:00	3	
Quiz/Disc.	roughly weekly Average drop lowest 2	1	
Homework	most classes Average drop lowest 2	1	

I will average all your quizzes (including quiz grades for posting on discussion boards) dropping the lowest, and count the average as a test. I will average the online homeworks, dropping the lowest two, and count the average as a test. I will count each test as a test, and the final as three tests. Of those 8 test grades I will drop the lowest two, and average the remaining 6.

Your grade will then be converted to a letter grade as follows. This setup leaves a lot of room for accomplishing the objectives of the course in different ways and styles, and makes it easy to recover from a mistake. Consequently, I do not tend to round grades up at the end of the semester (if you end up with a 79.5, you will probably get a C+ unless there are unusual extenuating circumstances). Also, because the system of grading is pretty generous, the individual grades on tests and assignments may seem more demanding. Be prepared for that.

A	A-	B+	B	B-	C+	C	C-	D	F
> 93	> 89.9	> 87	> 83	> 79.9	> 77	> 73	> 69.9	> 59.9	All else

If you miss a test or a quiz I am happy to give a makeup **if you warn me ahead of time** (or the first possible moment you can if it is an emergency) and if there is a **very good reason**. Under unusual circumstances I will take late assignments under the same conditions. I am happy to give a test early or outside of class as long as it is reasonably convenient.

Coming up Soon:

By Jan. 30 you will need to post two posts in the first Discussion Board on Blackboard (answer two simple getting-to-know you questions). By Feb. 3 you will need to come to my office hours, introduce yourself and ask me a question about the course or math. Each of these will give you 100% on a quiz grade.

Online Access:

You will access the course through Blackboard. There you will be able to see your grades, plus three other important things.

1. A link to Cengage's Webassign online book, homework and learning system. It will ask you to create an account. There you will find the book online, each online homework and other resources. At first you can use this free, but you must pay for an account eventually unless you have RedStack. You can do this either by purchasing a copy of the book with Webassign access, or pay for the access at the site with a credit card, and I would recommend to you to purchase Cengage Unlimited, and for at least two semesters. most classes there will be an online homework due there.
2. a Discussion board with 5 threads. Each thread is due at some point, often right before a test, and I will grade your participation right after the due date (except for the first one, out of 10 points: 3 points for the first post, 2 for the second, 1 for the third, 1 for the fourth, 1 point if you have both a question and a response, 1 point if you have at least two posts on at least two different days, 1 point if you have at least three posts on at least three different days over a week or more, plus additional points). The first, Meet Your Classmates, is due Feb 3, please post a response to "introduce yourself" and one other question on that thread by that deadline.
3. A google sheet that I maintain that has all deadlines, material covered, handouts, old quizzes and tests and solutions, and other resources. The best way to keep track of everything in the course.

You will need to complete the first (trivial) homework assignment by the second class, so get on it right away!

Very Important

College is overwhelming, adulting is hard, and stress is universal but expresses itself differently in everyone. The only mandatory part of being a grown-up is asking for help when you need it. My office hours are a great first stop for all things related to the course, but when academic, personal, emotional or practical problems start to feel overwhelming, you will be amazed at the value, perspective, help and comfort you will get from the free confidential assistance of the pros at Counseling and Psychological Services at counseling@fairfield.edu or [\(203\) 254-4000 ext 2146](tel:2032544000).

Content:

- Integration Applications (6.1-5.5)
- Integration Techniques (7.1-7.8)
- Topics in Integration, as time permits (8.1-8.4)
- Parametrized Curves and Polar Coordinates time permitting (10.1-10.3)
- Sequences and Series (11.1-11.11)

Honor Code and Academic Honesty

I have had to fail roughly one student per semester for cheating before I started my current academic honesty policy, and it has been a very unpleasant experience for me and a very damaging experience for the students involved. I have also regularly experienced a widespread low level of failure to live up to reasonable standards of academic honesty. This stands in dramatic contrast to my impression of Fairfield students in almost every other context: As a group I find you exceptionally thoughtful and committed to ethical behavior. I believe that much of the problem is a combination of expectations from us (University, faculty) that are fuzzy, indistinct and not entirely serious and a convenient self-deception from many of you (students) that allows you to think reasonable standards of ethical behavior somehow do not count in this situation. For this reason I try to give you extremely clear expectations and commit to them fully.

Consequences

If an infringement of the following expectations is a minor matter, you will receive at least a warning for the first instance and at least a loss of grade in repeated instances. If it is a serious matter you will receive at least a zero on the relevant assignment, and if it is a major matter you will fail the course. The words "at least" indicate that more severe consequences will occur if circumstances make them appropriate.

Expectations

Problem sets and other homework are *collaborative* unless I say otherwise, which means the following. You may use the notes, your book, and me without attribution. You may also work with other students in the class, you may consult other books and online resources, but these may only be done with attribution and separately from the writing up. When working with other students or consulting books or online resources, any work you do or notes you take must be disposed of afterwards. When you are writing on or looking at paper that you will turn in to me, you may have your class notes and textbook with you, but you may not communicate with anyone about the work, or look at any written work

or other resource related to the work. Anyone you work with and any written resources you use must be identified on the final document (you may make notes of the names of people you work with and books and web addresses you use, and then consult these during write up). Failure to attribute is a minor offense. Failure to do the write up alone and without outside resources is not an issue of academic honesty and thus I will not impose consequences, but write-ups that are so similar (or similar to outside sources) that it is clear at least one of the participants was writing without understanding, or consulting anyone not in the class (without prior explicit permission), is a an academic honesty issue and is a potentially serious offense (for all participants).

Take home tests and quizzes, including opportunities to redo in class quizzes and tests, if they ever occur, are generally *noncollaborative*. You may use your notes, your book and any help I give you unless I say otherwise. You may not discuss the assignment or get help from anyone else or any other resources, you may not give help to anyone else, and if you know of people in your class violating these rules you should tell me. Obviously you may not look at other people's work. Communicating with others about the assignment (both giving and receiving aid) and using unapproved resources is major.

In-class tests and quizzes follow the same rule as take-homes, except that you are not permitted to use notes or the book unlessw specifically told so.

In an expository writing assignment if it occurs, outside written/electronic resources are permitted during the write-up with attribution. Any wording taken from such a resource of a sentence or longer must be quoted. Consulting with other people, in or out of class separate from the write-up is acceptable unless I say otherwise. You may also ask people to look at, comment on, and mark up your writing with attribution, but you may not use wording they suggest unless it is less than a sentence in length. Failure to attribute is serious, use of other people's full sentences is major.

The expectations for group work if it occurs, where a group of students turn a single assignment in collectively for a single grade, are the same, except of course there are no restrictions on collaboration within the group.