

Math 210 Course Policies

Fall 2009

Class meets (Section 1): Mon, Tues, Thurs, Fri: 9:00–9:50 a.m. in KSC 110

Class meets (Section 2): Mon, Tues, Thurs, Fri: 10:00–10:50 a.m. in KSC 110

Lab meets (Section 1): Wed.: 11–11:50 a.m. in KSC 110

Lab meets (Section 2): Wed.: 1–1:50 p.m. in KSC 110

Professor: Dr. Kevin Iga

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Email: kiga@pepperdine.edu

Office: RAC 129

Office hours: Mon., Thur., 11 a.m.–noon., Tues. 1 p.m.–2 p.m.

Please come by my office hours whenever you have questions, and even if you don't have questions. I am also available at other times by appointment.

You are also required to come by my office at one time during the first week of the semester. A sign-up will be passed around the class.

Tutoring: Student-led tutoring sessions Sunday, Monday, Wednesday, and Thursday, 7–9 p.m. in RAC 168.

Text: Stewart, "Calculus: Concepts and Contexts", 4th ed. or Stewart, "Single variable Calculus: Concepts and Contexts", 4th ed.

Optional text: Adams, Thompson, Hass, "How to Ace Calculus: The Streetwise Guide"

Calculator: A graphing calculator is recommended. Recommended: TI-89. Sharing of calculators during exams is not permitted.

Computer: For labs, you will be using a computer to access the web. If you have a laptop, bring it to labs. If you do not, team up with someone who has one.

Prerequisites: 600 or higher on Math SAT, or C– or better in Math 103 and Math 104, or equivalent. In essence you need to be ready to use algebra and trigonometry and some geometry.

Web page: <http://math.pepperdine.edu/kiga/210>

Email list: All students registered for this course will automatically have their Pepperdine emails added to the Seaver official class list for this subject, math210.1@pepperdine.edu for section 1 and math210.2@pepperdine.edu for section 2. This will be used to announce corrections to homework assignments, changes in policy, and so on. If you do not read your Pepperdine email, or if you are not officially registered for this course, let me know which email you do read so that I can make sure you are contacted in case a critical announcement needs to be made.

Disability Services: Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit

<http://www.pepperdine.edu/disabilityservices/> for additional information.

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Goals: The student should develop:

- An ability to translate a problem which is well-suited to mathematical solutions into mathematical language;

- A familiarity with functions and how they relate physical quantities;
- An ability to think and reason in a structured logical manner;
- A geometric intuition for ideas in calculus
- An appreciation for the fundamental ideas of the calculus;
- Increased facility with algebra, geometry, and trigonometry skills;
- An appreciation for the applicability, subtlety and beauty of mathematics.

Objectives: The student should be able:

- To take derivatives of functions given by a formula;
- To apply the concept of a derivative to real-life situations;
- To relate graphical aspects of derivatives;
- To find anti-derivatives of simple functions;
- To maximize or minimize a quantity in a one-variable setting;
- To use and explain the meaning of the fundamental theorem of calculus.

Homework: Homework will be assigned twice a week; homework assigned on Tuesday will be due on Friday, and homework assigned on Friday will be due on Tuesday. Homework should be turned in at the beginning of class.

Each assignment will include both problems not to be submitted, and problems to be submitted. The problems not to be submitted are those which have answers in the book. You are to do these problems to best prepare you for the rest of the assignment, and if you find that you understand how to do these problems before you finish them all, you may skip to the problems to be submitted.

The two lowest homework scores will be disregarded.

Remember that the primary purpose of the homework is to prepare for the exams, so treat it primarily as a training program for yourself, and only secondarily as something you need to score highly on.

Lab: We have a weekly lab that is a required part of the course. Lab work counts as much as homework, and is a fun and interactive style of supplementing your learning of much of the material. Some of it will be involving computers. If you have a laptop, please bring it to labs. If you do not, there should be enough that people can share.

The lab will be centered on a lab assignment, for which you will work in pairs, but each of you will have to turn in a lab report separately. The lab report should be written on a separate piece of paper and submitted at the end of the lab period. Those needing extra time may continue as long as it is submitted to me (under my door) by the end of the day (5 p.m.).

Late assignments: No late homework is accepted. Exceptions can be granted, if you must give me notice that you are going to turn in an assignment late at least the class before the assignment is due. You must also have a good reason. These reasons will be treated on a case-by-case basis. When you obtain permission to turn in an assignment late, we will discuss a new due date for that homework.

Collaboration: You are encouraged to collaborate on all homework assignments, unless otherwise specified. This means you work on it independently before discussing it with each other, and it means you must thoroughly understand how to do the problem before writing it up. You must write up your answers separately; you cannot turn in one homework for more than one person, nor can you simply include photocopies of other students' work. There is no limit to the size of a group for collaboration, although 3–5 people tends to be an efficient size.

You should also use these groups to ask questions of each other to better understand the material. If you do not see each other frequently, you should set up a regular time and place to meet to work on assignments. If you do not have a group, talk to me and I can place you in a group. If you do not wish to work in a group, that is your prerogative but this will be a disadvantage to you.

Comments: You should include comments about the class at the top of your homework assignments. These comments can be “You go too fast”, “You say ‘um’ too often”, “I like this chapter”, “This is too easy/hard”, “Can we have more applications to engineering”, “Everything’s okay”, and so on. You will not be graded on these comments, but they will affect how I teach the class, and may make the class more enjoyable for you.

Class participation: You are expected to actively participate in class. Many students view learning as a passive act, where the teacher takes the only active role, and the student simply listens, or at most takes notes. This view is not advisable in this class. Here, you will need to take an active role in learning the material. *You* are in charge of your education, and *you* should take responsibility to learn the material as thoroughly as you can. Part of this involves asking questions in class, even questions that may sound “stupid”. A question clearing up a point you do not understand is, by definition, not stupid. Similarly, when I ask the class questions, you should try to answer them, even if you’re not sure of the answer. Your best guess is, by definition, not stupid. The effect of class participation on your grade is noted under “quizzes” below.

Pre-class preparation: You are expected to read through the section of the book we are covering before you come to class. If you don’t understand something, write down specific questions you have to ask in class.

Quizzes: There will be no regular quizzes, but to ensure you have read through the section beforehand, I will, from time to time, give out pop quizzes at the beginning of class. These will be short and only test a superficial knowledge of the material. In this way, they are not useful for indicating what an exam will be like. They will be used to decide borderline cases in the final grade, as will class participation. Remember that since there are 12 grades (counting +’s and –’s), almost everyone in the class will be a borderline case. There is no make-up for quizzes.

Attendance: Attendance is important simply due to the difficulty of the course. Missing one class may have the effect of your not being able to follow any of the classes for the rest of the term. Furthermore, those who do not attend classes will have poor scores on class participation and cannot take quizzes, and these will also affect grades. In short, skip class at your peril.

Holidays:

Labor Day	Sep. 7
Conference	Oct. 2
Thanksgiving	Nov. 25–27

Exams: There will be four midterms, and one final.

There are no make up quizzes or exams. If you must miss an exam due to a major emergency, you must make arrangements with me beforehand, and exceptions may be granted on a case-by-case basis. If granted,

your final exam score will be used to calculate the score for the missed exam.

Midterms will be during the normal class period. Both midterms and final will occur in the normal classroom for the class. Dates for these tests are as follows:

Midterm 1	Sep. 25	during class
Midterm 2	Oct. 23	during class
Midterm 3	Nov. 13	during class
Midterm 4	Dec. 4	during class
Final (sec. 1)	Dec. 14	1:30 p.m.–4:00 p.m.
Final (sec. 2)	Dec. 14	10:30 a.m.–1:00 p.m.

Grading: The grade will be determined by percentages as follows:

Homework	10%
Labs	10%
Midterm 1	15%
Midterm 2	15%
Midterm 3	15%
Midterm 4	15%
Final	20%
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Total	100%

I realize that on occasion, not everything is going well, and from time to time, this will happen on an exam day. Since the final exam covers all of the material from all exams, the solution is as follows: the final exam grade will substitute for your lowest midterm grade if this is to your advantage. This will be done to your grade automatically at the end of the semester, as long as it is to your advantage to do so. Note that borderline cases will be resolved by quiz grades and class participation, as noted above.

A grade of C indicates an ability to do homework-like problems, and memorization of all techniques and definitions. In order to receive a B, a student must demonstrate a deeper knowledge of the material, being able to apply the course material to new circumstances where applicable. An A student must demonstrate this kind of deep understanding in all of the covered topics, as well as be able to draw new conclusions from known facts in a logical manner, and must also demonstrate persistence and diligence. In the other direction, a grade of D shows only superficial understanding of the material, and shows inconsistency to do straightforward problems. An F grade indicates that the student has severe gaps in even superficial understanding of the material in the course.

Although this is the philosophy, grading will be done by counting points received on each problem, as usual. But the difficulty level of the problems will be arranged in order to achieve the above grading scale.

Christian attitude: Although not part of the grading for this course, you are expected to approach this class with a Christian attitude, being willing to help your fellow classmates to understand the material outside of class, being willing to be corrected by your fellow classmates when you see they are right, but firm in your conviction otherwise, being bold to ask questions without feeling ashamed of looking foolish, encouraging one another in love, being patient with those who are asking questions, and preferring a grasp of the material, which is enduring and becomes part of you, over a grade, which is transient, external, and shallow. You should diligently devote the time you spend on this class as to the Lord. As cheating harms both the cheater and the rest of the class (though in different ways), you should not cheat, nor should you provide temptations for others to cheat.

For my part, I commit to approaching this class with a Christian attitude, viewing my role as that of

a servant, being concerned first for your personal, especially intellectual, development. I will also seek to produce an environment of encouragement and love, that fosters a sense of community and understanding. I commit to reporting grades that accurately and honestly reflect the level of work done in the class, as described in the paragraphs above. I also commit the time I spend preparing for this class as to the Lord, and I will pray for all individuals in the class on a regular basis, understanding that even as I may seek to educate, God provides the true transformation.