

Mathematics 12: Calculus I

Course Syllabus

2008-2009 Rev 1

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Please use e-mail rather than calling. We can arrange by e-mail a time to meet in person or talk on the telephone.

❖ Course Description

This course covers single variable calculus using a college textbook. We treat limit and other fundamental ideas and theorems in depth. Students study algebraic, trigonometric, exponential, and logarithmic functions throughout the year. Differentiation is introduced through the tangent problem; the definite integral through the area problem. Throughout the course, geometry is emphasized. Techniques of integration include substitutions, integration by parts, and use of trigonometric identities and partial fractions. We consider indeterminate forms and improper integrals. Students working with sequences and series learn the basis for, and application of, tests for convergence. We discuss power series, Taylor and Maclaurin series, and Newton's method. Students use a function's derivatives to understand its behavior. Additional applications of the derivative are taken from the sciences. Using integration, students find the area of a plane region, volumes of solids and of solids of revolution, the length of a plane curve, moments, and center of mass.

❖ Textbooks

Calculus, 8th edition, Varberg, Purcell, Rigdon
Student Solutions Manual for Calculus, 8th edition, Varberg, Purcell, Rigdon

❖ Mastery Grade

Your trimester mastery grade is determined by full period exams, brief quizzes, and any graded assignments. Homework is *not* figured into the mastery grade. Your scores on quizzes and any graded assignments will make up 20% of your trimester grade. Exams will make up 80%.

❖ Quizzes and Exams

You can expect

- a quiz nearly every week,
- an exam at the end of a topic or at the end of a group of related topics.

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A quiz may be given at any time without prior announcement. Your lowest quiz score will be dropped. Exams will be announced well in advance and will generally require a full class period to complete. If you are absent for a quiz or an exam, *you* are expected to arrange to make it up.

❖ Effort

Good effort is shown when

- you do all homework carefully and thoughtfully, even if you do not get the correct answer;
- you ask specific questions rather than saying, “I don’t get it”;
- you are eager to learn at the very start of class, as evidenced by being quietly seated at an uncluttered desk, and equipped with pencil (not pen), eraser, notebook, and homework;
- you thoughtfully, respectfully, and politely contribute to class discussions;
- you ask questions to better understand a topic or to explore it;
- you start without delay on in-class work and stick to it; and
- you take notes during class and keep an organized notebook.

❖ Notebooks

An organized three-ring binder is required.

❖ Class Notes

In mathematics class, every important point is made *both* audibly in spoken words *and* visually in words, symbols, and drawings that go on the board. When you take notes on a solution, derivation, or proof, you do the mathematics along with your teacher. It is like climbing a mountain step by step with an experienced guide, rather than merely hearing or seeing some directions. Taking notes raises your thinking to a higher level, because you interpret, judge, evaluate, and organize what you are seeing and hearing in class while it is happening.

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❖ **Homework**

**Doing assignments on time is the most important action
you can take to succeed in mathematics.**

In mathematics, your learning depends on your thoughtfully working the assigned problems and staying caught up. This is the best way to prepare for exams and to understand new material as it is presented in class. **Expect to spend about 5 hours per week outside of class working on mathematics.**

In sports, music, and theater you play or perform like you practice. Sloppy practice, sloppy performance. Just as you would insist on doing your personal best when practicing a sport at which you desire to excel, so too you should insist on your best when you practice mathematics.

❖ **Calculators**

An inexpensive (\$20 or less) scientific calculator will be useful. Exams will be written so that students who may own a graphing calculator will not have an advantage over those who do not. If you are planning to take the SAT II in mathematics, you should purchase a graphing calculator; apparently the use of such a device is recommended by ETS on that test. I would recommend the Casio FX-9860G as the best combination of power and ease of use; TI 84 Plus is popular. If you are seriously thinking of engineering or a related field, the HP 50G (the most powerful calculator and one that allows entry by efficient Reverse Polish Notation) is what you want. The HP 50G is very expensive and also very difficult to learn to use.

❖ **Web resource**

I will maintain a simple web site at <http://math.mnrt.net/>. I hope that parents and students will make use of this. If you are absent, you can get the day's assignment and any handouts from class at this site. I usually update it by about 5:30 p.m.

Here you will find

- the current assignment and all past assignments,
- copies of everything handed out in class including problem sets, and solutions to selected problems,
- my notes when the day's topic was especially complex,
- links to sites of mathematical interest.

This is not intended as a substitute for keeping an assignment notebook, which you are required to do. If you are absent from class, check here for the day's assignment and any handouts given during class. Parents will find the definitive answer to the question: "Do you have any mathematics homework?"

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Please follow the link for *Standards for Success*. These excellent standards will help you to understand how and why what we are doing in class is preparing you for future success.

❖ **Help**

Please seek my help outside of class. I teach because I love to do mathematics with you. The student who makes the extra effort to get help when needed makes a very good impression on the teacher. Do not expect the impossible, though. If you have not kept up with assignments, meeting with me for an hour as the exam date approaches is not going to do you much good. If that was all it would take for you to do well, I would not be giving all these assignments in the first place.

❖ **Knowing and doing mathematics**

Mathematics is *not* a grab bag of facts, procedures, techniques, and tricks. Knowing mathematics means using a few basic ideas with skill, insight, and understanding. It means you can often solve a problem seemingly *unlike* any you have already done or seen done.

You improve in mathematics through thoughtful and purposeful practice and discussion. Watching someone else do mathematics and feeling like you get it is no guarantee that *you* can do it on your own. Jump in! Question, discuss, argue, and practice!

❖ **Parents**

Thank you for reviewing this with your student. Throughout the school year, please contact me when you have questions, comments, or concerns. I check e-mail whenever I return to my desk. E-mail will catch my attention the quickest, then we can arrange to talk by phone or meet in person. I try to check phone messages at the end of the day.

❖ **Parent signature**

Please review this with your parents and ask a parent to sign it below. I will not collect this, but I will check in class for a parent's signature.

Parent signature _____