MATH 1210-090: Calculus I
4 credit course, online

Instructor: Heather Brooks
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Office Hours:
- In person in LCB 311: Friday 10 am-12 pm, or by appointment.
- Online office hours on Canvas: Thursday evening 8:30-9:30 pm.
- Email office hours: 9-10 am Monday through Friday.


Prerequisites: “C” or better in (((MATH 1050 AND 1060) OR MATH 1080 OR (MATH 1060 AND Accuplacer CLM score of 80+)) OR AP Calc AB score of 3+ OR Accuplacer CLM score of 90+ OR ACT Math score of 28+ OR SAT Math score of 630+).

Course Description: Functions and their graphs, differentiation of polynomial, rational and trigonometric functions. Velocity and acceleration. Geometric applications of the derivative, minimization and maximization problems, the indefinite integral, and an introduction to differential equations. The definite integral and the Fundamental Theorem of Calculus.

Expected Learning Outcomes: Upon successful completion of this course, a student should be able to:

- Take limits of algebraic and trigonometric expressions of the form 0/0 (that simplify), non-zero number over 0, including limits that go to (positive or negative) infinity, limits that don’t exist and limits that are finite.
- Use the limit definitions of derivative and definite integral for polynomial, rational and some trigonometric functions; understand definition of continuity.
- Differentiate all polynomial, rational, radical, and trigonometric functions and compositions of those functions; perform implicit differentiation and compute higher order derivatives.
- Use differentiation to find stationary, singular and inflection points, as well as domain and limit information to determine vertical and horizontal asymptotes, and then use all of that information to sketch the graph of a curve, y = f(x).
- Apply differentiation to optimization and related rates problems.
- Compute indefinite and definite integrals, using the power rule and basic u-substitution and the Fundamental Theorems of Calculus.
- Apply the definite integral to compute area between two curves, volumes of solids of revolutions, arc length, surface area for surfaces of revolution and center of mass.
Overview
This is an exclusively online class, run primarily through the Canvas interface. You can access the Canvas page through CIS or by logging in at utah.instructure.com. Students should check the Canvas page regularly for course information and resources. Email notifications and correspondence will be sent to the student’s UMail address ([u-number]@utah.edu); this email account must be checked regularly.

There are video lectures posted on Canvas (under the ‘Pages’ tab) discussing the main points of the chapter; however, students will need to supplement these lectures with careful reading of the textbook sections. Students have many resources available to use in learning the course material in addition to the text, posted videos, and the assigned problem sets. These include:

- **Interaction with the Instructor** - The instructor will be available to meet in person and/or online for office hours, will respond to emails, and participate in discussion boards.

- **Interaction with Other Students** - The Canvas interface makes connecting with other students easy. Though it is required that every student do his or her own work, you are encouraged to form study groups and/or ask questions of your peers. Students are encouraged to post and answer discussions on Canvas (see section on Extra Credit below).

- **Math-Department Tutoring Lab** - Room 155 of the T. Benny Rushing Mathematics Center (in the basement connector between the LCB and JWB math buildings). For more information, see [http://www.math.utah.edu/ugrad/mathcenter.html](http://www.math.utah.edu/ugrad/mathcenter.html).

- **Supplementary Notes & Past Exams** - There is a departmental webpage for the class that has some additional resources, including exams from past semesters. See [http://www.math.utah.edu/online/1210/](http://www.math.utah.edu/online/1210/).

- **Anything Else...** - There are many free resources available on the web that may be helpful. Beware, however, that the quality and accuracy of these resources vary. If you find a helpful website or video, feel free to share it with the other students.

This course is not a learn-at-your-own-pace course. It follows the University’s semester-based academic calendar and has hard due dates for homework and exams. Because course learning is guided through an online interface, it does provide greater time flexibility than a traditional lecture course. However, with this time flexibility comes the responsibility to use your time wisely and effectively.

**Instructor communication expectations:** The instructor will try her best to be helpful, responsive, and available. However, it is the student’s responsibility to ask questions well in advance of homework due dates. The instructor will hold “email office hours” from 9-10 am every weekday; during this time students can expect to receive responses as soon as the email is received. Outside of these hours, you can expect instructor replies within one business day of sending. It is imperative that you get started on the WebWork assignments early so that you allow time for responses to any questions you might have. In general, you should not expect an answer to a homework question posed past 7:00 pm until the next day. Note that this includes Friday evenings (when WebWork assignments are due), so plan accordingly.
Coursework and Grading

Grading: The following are the grade components and the percentage each contributes to a student’s final grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebWork Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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</tbody>
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Using the above weights, letter grades will be assigned as follows: If $X$ is your percentage total grade listed in Canvas, then

\[
X \geq 88\% \Rightarrow A, \quad X \geq 85\% \Rightarrow A-, \\
X \geq 82\% \Rightarrow B+, \quad X \geq 73\% \Rightarrow B, \quad X \geq 70\% \Rightarrow B-, \\
X \geq 67\% \Rightarrow C+, \quad X \geq 58\% \Rightarrow C, \quad X \geq 55\% \Rightarrow C-, \\
X \geq 52\% \Rightarrow D+, \quad X \geq 43\% \Rightarrow D, \quad X \geq 40\% \Rightarrow D-, \quad X < 40\% \Rightarrow E.
\]

The instructor retains the right to modify this grading scheme during the course of the semester; students will, of course, be well notified of any adjustments. Note that, given the percentages outlined above, missing a midterm exam will result in a student’s grade falling at least one and a half letter grades, while missing the final exam will result in a student’s grade falling at least two letter grades. It is therefore unlikely a student will pass the class if any exam is missed.

WebWork Assignments: Homework will be due more or less weekly and will utilize the WebWork environment. For specific due dates and times, please consult the course calendar or the Canvas modules. Students will be emailed a Webwork user name and password automatically on the first day of class (or a day or so after a late add). Students must login to the WebWork environment by following the links given on the ‘Assignments’ page in Canvas, or by going to [http://webwork3.math.utah.edu/webwork2/math1210summer2017-90/](http://webwork3.math.utah.edu/webwork2/math1210summer2017-90/) There will be 11 homeworks in total, plus one introductory assignment. The number of questions per assignment and hence the total points each assignment is worth will vary. The introductory Demo assignment is graded. In WebWork, students get immediate feedback on their work, which aids in the learning process. A student is given a problem, consults the book for relevant examples, works through the problem, then inputs the answer into the WebWork interface. If the student gets it right, great! If not, there are several strategies for success: First, the student should go through their steps again and read the question carefully. Second, re-consult the text. Third, consult Canvas for relevant discussion posts on the problem. If you find a problem difficult, chances are other students do too! Finally, use the “email instructor” button at the bottom of the Webwork problem page. Taken together, this virtual learning environment with real-time feedback is highly effective for learning.

Midterm Exams: Two 90-minute exams will be given during the semester. Midterm exams will be given via computer and will be composed of a multiple choice portion, a short fill-in-the-blank portion, and a written answer portion. You will be given a sheet on which to write your answers for the short answer portion. No notes or calculators will be allowed. Exams must be taken in one of the U of U’s exam proctoring centers. A student ID is required for entrance. Out-of-area students can arrange with UOnline to have exams administered by a proctor (see UOnline website for more information). YOU must schedule a block of time with the testing centers to take the exams during their normal 9:00-5:00 business hours. Students will be required to sign up for their time slot at least 1 business day before they take the exam.
Score distributions of the midterm exams will be centered at 70 or higher. What this means is the following: Once the exams have been graded, the exam average will be computed. If it is above 70, then there will be no score adjustment. If it is below 70, then points will be added to everyone’s score so that the exam average is 70. For example, if the average of the first midterm is 62, then everyone will have 8 points added to their exam scores?making 70 the new exam average. This only applies to the first two midterm exams and not the final exam.

**Final Exam**: One 150 minute exam will be given at the end of the semester. Follow the same instructions as above to sign up for a time and location.

**Extra Credit**: Participating in the Canvas Discussions allows you to earn a small amount of extra credit. Everyone who posts a discussion question or reply with mathematical content will receive one additional point on that week’s homework assignment (maximum of one point per week). This does not seem like very much, but a student who participates every week will add about 2% to their final course score. You will also find that the benefits you receive by participating in the discussions go well beyond the extra credit. Keep in mind, though, that to receive the maximum benefit you need to start participating early in the semester. Everyone benefits when there is more class participation in the Discussions. There will be no other extra credit opportunity.

**Keys to Success**
To be successful in this online course format, students must be active participants in their own learning. This requires motivation, time management, and discipline. Here are some strategies that will be effective:

**Get Started Early**- Get started learning the material early in the week. You will retain and understand the material better if you do a small amount of work each day for a few days than if you try to cram the week’s material into one day. Plus, starting early gives you plenty of time to get questions answered from discussion or email. Set aside specific times each week that you will devote to the course work. If you work a job during the day or are more of a night owl, pretend that the homework is due the night before it actually is; that way, you will be sure to get it done in time, and you will have the next day to get any remaining questions answered. Do not wait until the last minute!

**Work Examples**- A math textbook is not good bedtime reading. You should be actively working while you are reading. Get out paper and pencil and read through the text and examples, working through each step on your paper. If you do not understand a step, go back and work through it again. Progress may be quite slow, but your time will be rewarded by a better understanding of the material.

**Print Out Homework**- Print out the WebWork problems and do them first carefully with paper and pencil. Remember that, although WebWork only requires an answer, exams will be taken with paper and pencil. On exams, it will be important that you show your work and that your work is clear and legible. Your method is as important as your final answer! Practice this on your WebWork assignments.

**Ignore your Calculator**- Do your WebWork assignments without a calculator. There are a few WebWork problems that do expect numerical answers, but most problems do not require a calculator. For example, suppose you find that an answer to a problem is $53+\sin(\pi/4)$. You could get out your calculator and
find that this equals 1.45246..., then input 1.4525 into the WebWork blank. However, it is better to input the whole expression and let WebWork handle the calculation. In this example, you would input ‘\(\sqrt{5}/3+\sin(\pi/4)\)’. This is better for three reasons. If you need to use this answer in another part of the problem, you can simply cut and paste and/or modify your entry appropriately in the new blank. This eliminates any rounding errors that might cause your second answer to be counted as incorrect if the rounded decimal form is used. Secondly, if you enter decimal answers, it is virtually impossible for the instructor to understand what you are doing to arrive at that answer. This makes it difficult for the instructor to diagnose the problem by looking at your previous answers. Finally, you will not be allowed calculators on your exams, so you should not become dependent on it. Kick the calculator habit!

**Use Homework as a Tool**- You should view the WebWork homework as a tool for accessing and evaluating your understanding of the course material. Getting a high homework score is desirable, of course. However, that should not be your only goal. WebWork questions vary in difficulty and relevance, but they will often follow an example in the book quite closely. All you are required to input is the answer, and it may be possible to get that answer by shortcut methods (following computations in the book, finding a pattern in previous answers, etc). It is not in your best interest to take shortcuts; any additional points you get by these methods will be negated by points you miss on an exam where the problems will be different and you will be expected to show all of your work. There is nobody looking over your shoulder to make sure you are doing the WebWork problems honestly, so you need to police yourself. If you get a correct answer but are not totally confident of the method, go back and work it again.

**Seek Help if Needed**- If you are having difficulty with a concept or question, it is up to you to seek help from the instructor, other students, or a tutor. You should attempt to be an honest evaluator of your own understanding. Constantly ask yourself, ‘How well do I understand this concept?’ One way to evaluate this is to pick a problem from the end of the section in the book. If you can’t get started or keep getting stuck, then you clearly are lacking some necessary component of understanding. So seek out help. There is no shame in getting assistance. Learning mathematics alone is difficult for everyone and often you just need a nudge back in the right direction. Make sure the help you are getting is directed at your conceptual understanding and not just how to get the final answer. Whether or not you get a particular answer correct or not on your homework will have a negligible effect on your course grade, but whether or not you understand the underlying concept will ultimately have an effect on your course grade through higher exam scores.
Other Policies and Resources

Email: Students MUST use their U-mail email account ([u-number]@utah.edu) for all student-instructor email correspondence, and must send email to the instructor using the email address listed above. Check your U-mail regularly because all official class announcements will be sent through this email. Also, you should receive your WebWork login account information at this address at the beginning of the semester.

Help with WebWork: If you are having difficulty with a Webwork problem and would like help from the instructor, please use the ‘email instructor’ button which is located on the problem page. This will send the instructor an email containing your question and a link which allows the instructor to view your specific problem and the previous answers you have input. This added information makes diagnosing your problem much easier.

When asking about a problem, either via the Webwork “email instructor” button or discussion posts, please make sure to include the following information: (1) state the problem in your own words, (2) state your general strategy to solve the problem and any relevant intermediate computations, and (3), your answer. Often, you will find that if you take the time to write out the above information clearly, your mistake will become apparent. Also, the above information is important because the homework problems are randomized. No two students will get the same homework problems, so references to answers without the problem context will not be meaningful. When all three elements are included, the instructor can very often diagnose any problems in the student’s computations and/or strategy and suggest a correction. The instructor will most likely not supply a complete answer in reply. The goal of instructor interaction is to facilitate learning. It is the student’s responsibility to complete their own calculations to earn credit.

Practice tests: Practice tests will be posted about two weeks prior to each exam. Practice exams will be similar in structure and format to the real exam. There are also exams and solutions from previous semesters which can be accessed through a link on the departmental webpage.

Exam time limits: Time limits will be enforced on every exam. It is the student’s responsibility to make sure their exam is returned in the appropriate amount of time. The online exam will automatically close when your time has elapsed. You should not assume that someone from the testing center will come around and collect your exam when time has expired. In order to enforce this policy, the instructor will take points off of exams that are returned late. The amount of time the exam was in your possession is recorded on the exam and electronically by the testing center. The policy is to take 1 point off of a late exam for every 2 minutes it was out over the specified time limit.

Details about Canvas: The university suggest that you use Firefox, Chrome, or Safari to login to Canvas, but not Internet Explorer. For any technical help with Canvas, you should contact the UOnline Helpdesk at (801) 581-6112. The Canvas interface (discussion posts, chat, etc.) should be used for Calculus I coursework only. The instructor moderates student activity and has the right to initiate disciplinary action in the event of inappropriate activity.

Veteran’s Center: If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class.

LGBT Resource Center: If you are a member of the LGBTQIA* community, I want you to know that my classroom is a safe zone. Additionally, the University of Utah has an LGBT Resource Center on
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veterans status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Wellness statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a students ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.
Important Dates:

Drop Deadline ............................................. Friday, September 1
Labor Day ......................................................... Monday, September 4
First Midterm Dates ........... Monday-Saturday, September 25-30
Fall Break ..................................................... Saturday-Sunday, October 8-15
Withdraw Deadline ........................................... Friday, October 20
Second Midterm Dates ......... Monday-Saturday, November 6-11
Thanksgiving Break .................. Thursday-Sunday, November 23-26
Finals Week ......................... Monday-Friday, December 11-15

WebWork Deadlines

Note: All WebWork assignments are due at or before 11:00 PM.

Friday Aug. 25: WebWork Demo
Friday Sep.  1: WebWork 1 (1.1-1.3)
Friday Sep.  8 : WebWork 2 (1.4-1.6)
Friday Sep. 15: WebWork 3 (2.1-2.3)
Friday Sep. 22: WebWork 4 (2.4-2.6)
EXAM
Friday Oct.  6: WebWork 5 (2.7-2.9)
FALL BREAK
Friday Oct. 20: WebWork 6 (3.1-3.4)
Friday Oct. 27: WebWork 7 (3.5-3.8)
Friday Nov.  3: WebWork 8 (3.9, 4.1-4.2)
EXAM
Friday Nov. 17: WebWork 9 (4.3-4.6)
THANKSGIVING
Friday Dec.  1: WebWork 10 (5.1-5.3)
Thursday Dec. 7: WebWork 11 (5.4-5.7)