Math 162-03  
Calculus II  
Spring 2016  
MWF 9:30-10:45  
Pardee 227

Professor: Mary Clair Thompson  
Office: Pardee 202

Email: mct0006@gmail.com  
Website: sites.lafayette.edu/thompsmc

Office Hours: MW 10:45-11:30, R 10:30-12:00; other times by appointment.

Other Online Course Materials: moodle.lafayette.edu


Course Goals and Learning Outcomes: The student work in this course is in full compliance with the federal definition of a four credit hour course. Please see the Lafayette College Compliance webpage for the full policy and practice statement.

Upon successful completion of this course, you should: be able to integrate a variety of functions using the appropriate technique; understand basic numerical integration techniques and applications of integration; understand the basic ideas of differential equations; be able to work with sequences and series; and understand a variety of series convergence tests.

Homework: I will be assigning a large amount of homework, and it is your responsibility to keep up with it, ask questions about it during class and office hours, and bring your written assignments to class. I will not be collecting your homework; instead, I will be giving quizzes (described below) in order to check your work.

Homework Quizzes: I will be giving one or two short (one question) quizzes per week, on Monday and/or Wednesday. The quizzes will be pulled directly from assigned homework. I will announce the quiz and the section(s) that it covers one class period before the quiz. I will drop your two lowest homework quiz grades.

Regular Quizzes: I plan to give a short (two question) quiz each Friday, except for weeks when a test is scheduled. The quizzes will cover a topic announced a week in advance, usually a review topic such as trigonometric identities, algebra concepts, or Calculus 1 material. I will drop your two lowest quiz grades.

Labs: This course has a lab requirement. There will be 3-4 Mathematica lab assignments; some will be in-class assignments, while others may be completed outside of class. The intent of the labs is to incorporate technology into the class in order to gain a fuller understanding of the material.

Tests: There will be three regular tests and a comprehensive final. Tests will be announced at least two weeks in advance of the test date. I will not drop a test grade.
Grades:

Tests (3 @ 100 points each)  300
Homework Quiz average  150
Regular Quiz average  150
Labs  50
Final  150
Total  800

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>(744+ points)</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>(720-743 points)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>(696-719 points)</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>(664-695 points)</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>(640-663 points)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>(616-639 points)</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
<td>(584-615 points)</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>(560-583 points)</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>(480-559 points)</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>(&lt;480 points)</td>
</tr>
</tbody>
</table>

Projected Course Content: As I better determine the needs of this class, this schedule will change. Thus I reserve the right to add to/subtract from the schedule. However, at present I plan to cover the sections in the following order:

6.6, 6.8, 5.1-5.2, 7.1-7.4, 7.7-7.8, Test 1
11.1-11.6, 11.8, Test 2
11.9-11.10, 9.1-9.3, 10.1-10.4, Test 3
1 week of review
Final exam (comprehensive)

Office Hours and Tutoring: I will be in my office during the hours listed on this syllabus. You do not need to make an appointment to see me during those times. If you need extra help from me outside of the hours I’ve listed, let me know; I will do my best to accommodate you.

Calculus Cavalry is a peer tutoring service run by the mathematics department to help you with your courses. See the department website at math.lafayette.edu for more details.

Honesty: I expect all students in this course to be honest in all of their academic work. Your further participation in this course is a tacit agreement to commit to acting in an honorable fashion in this academic community and signifies that your failure to comply with this commitment may result in disciplinary action. I will report any suspected case of academic dishonesty to the Dean of the College. Penalties for academic dishonesty are often quite severe; it is certainly better to earn a low grade honestly than to take the chance of being caught cheating.
While I encourage students to collaborate on homework and labs, I also expect that the materials you turn in reflect your own work on the assignment. You may not copy or paraphrase the work of another student, nor should you use another student’s work as a model for your own. See the Academic Integrity Code of Conduct in the student handbook for more information.

During examinations and quizzes, you must not confer with other students, look at their papers, or use any unauthorized sources of information. Additionally, you may not allow another student access to your work. It is also dishonest to seek information about an examination from another student before taking a make-up examination.

In order to help assure honesty on in-class evaluations, I require that you show an appropriate amount of work for each problem on a quiz or test. The less detail you show, the less credit you will receive; unjustified answers will receive a score of 0.

See the Student Handbook for a complete statement of the College’s Policy on Academic Honesty.

Accommodation for Disabilities: Students who require such considerations should make an appointment with me during the first week of classes. Please bring your memo from ATTIC.

Attendance Policy/Absence from Quizzes and Exams: I will not be taking attendance. If you miss a quiz or test you may make it up only if you have a Dean’s excuse, doctor’s excuse, or athletic excuse for the affected day.

Calculator Policy: Calculators are not required in class. You may use calculators to assist with the homework, but they are not allowed on tests or quizzes.

Email Policy: Email is an official form of communication at Lafayette College; you are responsible for checking your email often.

Important Dates:

January 25 Classes begin
February 5 Deadline for adding/dropping courses
March 18 Mid-term
March 21-25 Spring Break
April 18 Last day to withdraw
May 6 Last class day
May 9-16 Final exams

The final exam date and time for this class will not be set until a few weeks into class. The date and time will be posted on my website once it becomes available. Until that time, do not make any travel plans for the entire exam period listed above; I will not be willing to move an exam for a student who has done so precipitously.

Student Expectations and Responsibilities: While there is no attendance policy in this class, I expect you to be in class on time every day, and to stay for the entire period. Missing class means that you will lose valuable opportunities to interact with me and your peers. In addition, if you make skipping class into a habit, I will not be willing to set up extra office hours to help you catch up.
You are likely to find that the level of work required to succeed in this class (as well as in most college courses) is remarkably higher than what you were used to in high school. Indeed, a great improvement in your thinking and studying skills is expected from you as a college student, and the rolls of a college professor vs. high school teacher reflect that leap. I am supposed to cover a great deal of material in a relatively short period of time. Thus my goal is not to force information into your head, rather to make that information understandable, giving you the tools to learn effectively. Your ability to use these tools will determine your success in this class.

I expect you to remain alert and engaged during class. Sleeping, texting, studying for other classes, or any behavior that interferes with the ability of other students to learn is unacceptable. If any of these things become an issue I will ask you to leave class for the day.

I also expect you to ask me questions during class whenever you are confused (no need to ask permission); that is simply part of the learning process. However, I do require respectful and thoughtful behavior from you; again, I will not tolerate any actions that prevent others from learning.

You must remain thoroughly engaged in your own learning process. This means that you must seek help when you see that you need it. Help can come in many forms: coming to my office hours or making an appointment to see me, attending Calculus Cavalry, or getting help from your friends in the class are all good places to start.

Your phone should be on silent during class; I don’t want to hear it ring or vibrate while I’m teaching. In addition, texting during class is rude and disrespectful; if I catch you texting chronically, I will ask you to leave class. Please refrain from using your cell phone during class time. In particular, if you are caught with a cell phone on your desk, in your lap, or anywhere in view while taking a quiz or test, I will view this as a case of academic dishonesty which will be reported to the Dean.