COURSE DESCRIPTION
CALCULUS I
MA 125–8A, 55422
FALL 2018

DEPARTMENT OF MATHEMATICS
UNIVERSITY OF ALABAMA AT BIRMINGHAM

Course Instructor: Ivan H. Mann III
Office: CH-454
Phone#: (205) 934-2154
E-mail: ivanmann@uab.edu
Office Hours: Tuesday, Thursday 9:30 - 10:45 AM (or by appointment)

Meeting times: Tuesday, Thursday 11:00- AM-12:50 PM
Meeting location: HB 311
Prerequisite: Grade of C or better in MA 106, MA 107 or equivalent. Any student who has not fulfilled the prerequisite will be dropped from the class.
Credits: 4 semester hours

Important dates:
First day of classes: August 27, 2018
Labor Day: Monday, September 3, 2018
Last day to drop without paying full tuition: September 4, 2018
Last day to withdraw with a “W”: October 19, 2018
Spring Break: Monday-Friday, November 19-25, 2018
Last day of class: Dec 7, 2018

Test I Tuesday, September 25 Sec. 1.1–1.6, 2.1–2.4
Test II Thursday, October 18 Sec. 2.5, 2.8, 3.1-3.5
Test III Thursday, November 8 Sec. 3.7, 4.1–4.5
Test IV Thursday, November 29 Sec. 3.6, 5.1–5.3

These dates are approximate and may be moved.
Final exam: Wednesday, December 12, 2018, 1:30-4:00 PM (Location to be announced.)

The final will not be in HB 311.

Date: August 26, 2018.
Course policies:

- Make sure that you are able to receive e-mail through your Blazer-ID account. Official course announcements will be sent to that address.
- If you are contacted by the Early Alert Program, you should consider taking advantage of the services it offers. Various services to assist you are also listed in the Student Resources section of the Blazernet web site.
- If you wish to request a disability accommodation please contact DSS at 934-4205 or at dss@uab.edu.
- If you miss a test due to a serious verifiable circumstance or official university business, the test grade will be replaced with the properly rescaled final exam score. If you miss the final exam you will receive a zero score for this exam. In all cases you must contact me about the circumstances before the exam takes place.
- Calculators (without internet access) will be allowed during any of the tests or quizzes. In addition, students can bring one quick reference card to tests including the final exam (i.e., a standard size 5” × 8”-index card; both sides can be used).

Methods of teaching and learning:

The men who try to do something and fail are infinitely better than those who try to do nothing and succeed. - Martin Lloyd Jones

- A large fraction (15%) of your grade will be determined by board presentations (see the section of this syllabus titled “How this class works”).
- Class meetings of 110 minutes consisting of student presentations, lectures and discussions of examples and homework problems. Class time also includes quizzes, and four in-class tests.
- Students are expected to undertake at least 10 hours of private study and homework per week.
- The online homework system WebAssign will be used (look for more information below).

Assessment procedures:

- Student achievement will be assessed by the following measures:
  - Regular online homework and quizzes. On line homework will be due on most Mondays. Webassign provides feedback when wrong answers are given. Students are encouraged to retake the homework problems (with randomly changed parameters) until they obtain correct answers. A limited number of takes (at most 3) is allowed during the week in which the set is available. Problems on tests are modeled after homework problems. Staying on top of homework is therefore extremely important. Quiz problems are similar to the

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¹I think he meant "people" - men and women
homework problem sets. This allows you to gauge whether you are ready to work problems in a test situation. Homework and quizzes together count for 6% of the course average.

- **Four in class tests** including short questions (Part I) as well as problems requiring in depth understanding, including word-problems (Part II). You get partial credit is where appropriate. Each test contributes 11% to the course average.

- **Students presentations** count for 14% of the grade. Normally, a student will present at most twice a week, and rarely more than three times a week (see the section titled “How this Class Works”).

- **Attendance** The roll will be taken in the beginning of every class. If attendance at the end of class begins to be a problem we may have signout rolls.

- **A 150-minute comprehensive final examination** including Part I and Part II type problems. The final contributes 30% to the course average.

- **Attendance in the course** is crucial for your success. You will lose 1/2 point on the final grade for each missed day of classes. If you are unable to attend class, you must email me BEFORE that class takes place and bring me a verifiable excuse later in order to get attendance credit.

- Your course performance is your course average (including the final exam score). This is a number between 0 and 100.

- Your final grade is determined according to the following table:

  Course performance: 88-100 75-87 62-74 50-61 below 50
  Final Grade: A B C D F

  The final grade is calculated:

  \[ Q \times .05 + H \times .05 + P \times .16 + T \times .44 + F \times .30 \]

  where

  - **Q**: Total percentage on quizzes
  - **H**: Total percentage on homework
  - **P**: Total percentage on presentations
  - **T**: Total percentage on all four test
  - **F**: Total percentage on the final

- In addition your grade may be raised by a strong performance on the final exam (normally at most one letter grade).

**Tips:**

- Past tests are available at [www.math.uab.edu](http://www.math.uab.edu) under Student Resources/Test Bank.
- Help is available in the Math Learning Lab (HH 202); M–Th 9–8, F 9–5.
- By working steadily and regularly, you will increase your chances to succeed in this course.
As in most games, it is easier to get ahead and coast than it is to fall behind and catch up.

Remember, being a full-time student is a full-time job.

How to get started on Enhanced WebAssign:
(1) Go to www.webassign.net and click on I HAVE A CLASS KEY in the sign in link.
(2) Enter the following course key:

   uab 5303 4799

and proceed. (If prompted for your institution, enter uab)
(3) When prompted to purchase an access code, select “. . . trial period” (Do not purchase an access code at this time. However, you must purchase an access code within two weeks for you to continue using the system beyond the two-week trial period. The system will prompt you to enter your access code when the deadline approaches. Your book may have an access code bundled with it. You must use it.)
(4) After your first registration, you can sign in as returning user.
(5) Should you run into technical problems Enhanced WebAssign provides technical support online and/or by phone.

Sections to be covered:
- Chapter 1: 1.1 – 1.6.
- Chapter 2: 2.1 – 2.5 and 2.8.
- Chapter 3: 3.1 – 3.7.
- Chapter 4: 4.1 – 4.5.
- Chapter 5: 5.1 – 5.3.

HOW THIS CLASS WORKS

This class will be taught in a way that is likely to be different from mathematics classes you have encountered in the past. Much of the class will be devoted to students working problems at the board and much of your grade will be determined by the amount of mathematics that you produce in this class.

I use the word produce because the best way to learn mathematics is by doing mathematics. Therefore, just as I learned to ride a bike by getting on, falling off, and getting on again, I expect that you will learn mathematics by attempting it and occasionally falling off!

You will be expected to work assigned problems from the book and present some of them on the board. You should consider seriously the value of becoming an independent thinker who tackles doing mathematics, and everything else in life, on your own rather than waiting for someone else to show you how to do things.
A Common Pitfall

There are two ways in which you can approach this class. The first is to say, I will wait and see how this works and then see if I like it and put some problems up later in the semester after I catch on.

Think of the course as a forty-yard dash. Do you really want to wait and see how fast the other runners are? If you try every night to do the problems then you may get a problem and be able to put it on the board with pride and satisfaction. Alternatively, you will struggle with the problem, learn a lot in your struggle, and then watch someone else put it on the board. When that person puts the problem up you will be able to ask questions and help yourself and others understand it. And then you can say to yourself, “Ahhhh, now I see where I went wrong and now I can do this one and a few more for next class.”

If you do not try problems each night, then you will watch another student put the problem on the board. Most likely you will not quite catch all the details. Then, when you study for the tests or try the next problems, you will have only a loose idea of how to tackle such problems. Basically, you have seen it only once in this case. The first student saw it once when s/he tackled it on her/his own, again when either s/he put it on the board or another student presented it, and then a third time when s/he studied for the next test or quiz.

Board Work

Here are some rules and guidelines associated with the board work.

- I will call for volunteers every day and will pick the person with the fewest presentations to present a given problem. You may inform me that you prepared a problem in advance (which I appreciate), but the problem still goes to the person with the fewest presentations on the day I call for a solution.
- Ties are broken randomly before the first test. Once the first test has been returned, ties are broken by giving precedence to the student with the lower last test score. A student who has not gone to the board on a given day will be given precedence over a student who has gone to the board that day.
- To present a problem at the board means to have written the problem statement up, to have written a correct solution using complete mathematical sentences, and to have answered all students questions regarding the problem.
- Since you will be communicating with other students on a regular basis, here are several guidelines that will help you.
  - Most importantly, remember that the whole class is on your side and wants to see you succeed, so questions are intended to help everyone, not to criticize you.
  - When you speak, do not use the words obvious, stupid, or trivial.
  - Do not attack anyone personally or try to intimidate anyone. Do not get mad or upset at anyone. If you do, try to get over it quickly.
  - Do not be upset when you make a mistake. Brush it off and learn from the problem.
  - Do not let anything go on the board that you do not fully understand. Do not say to yourself, I will figure this out at home.
Do not work together without acknowledging it at the board.
Do be polite and respectful.
Do let people answer when they are asked a question.

• Points are given for presentations from these guidelines:
  – If you get the solution correctly, you get four points.
  – If the solution is essentially correct, except for a minor arithmetical error or something similar, you get four points.
  – If the solution is almost correct, but you missed something that somebody else points out, you get three points.
  – If the solution is close, but you need some help to get it right, you get two points.
  – If the solution is wrong and we can’t fix the solution, you get one point.

• Do not use concepts we have not defined.
• Write the problem and solution in advance.
• Do learn from your mistakes.
• Do refer to earlier results and definitions by number when possible.

Those who have played soccer and basketball have probably heard the coach say you miss every shot you don’t take. Every time you don’t hold up your hand, you don’t get four points.

It is the same thing in Calculus. Suppose you hold up your hand ten times, get four problems correct, two almost correct, one close, and three not even close. You get 25 points.

Suppose you hold up your hand twice, and get it right both times. You get 8 points.

Some recommendations

(1) Get a spiral notebook to take notes in class.
(2) Date each page as you use it.
(3) Take notes and copy other presentations problems in the notebook.
(4) Plan study time close to class time.
(5) Don’t wait until Sunday night to start on the online homework.

How to Study each Day

(1) Read over your notes from class that day and the relevant section(s) of the textbook.
(2) Make a list of questions to ask me at the beginning of the next class. Put the questions on the next day’s page in the spiral notebook.
(3) Review the recent problems.
(4) Work on several new problems and read the appropriate new section of the textbook.
(5) Write up as many solutions as you can so that you can copy these onto the board the next day.
Common Courtesies for Any Class:

(1) Putting your head on your desk resting or sleeping during class is rude. If you need sleep, please go to your room or home - not to class.

(2) There is almost no text message, email, or call that is so important that it can’t wait until after class. At least put your phone on silent so that it doesn’t distract those around you.

(3) If you need to leave class early, it is polite to tell the instructor before the class starts. Class attendance is expected.

(4) Arrive for class a few minutes early so that class can begin without interruption. If there is a problem, let the instructor know.

Problems for Presentations

Section 1.1: p. 8, Problems 1, 2, 4, 14, 22, 25, 48, 52
Section 1.2: p. 21, Problems 2, 14, 38, 48, 58
Section 1.3: p. 33, Problems 2, 4, 8, 12, 16
Section 1.4: p. 43, Problems 2, 10, 14, 22, 38, 50, 56
Section 1.5: p. 54, Problems 2, 4, 10, 20, 34, 38, 40, 44
Section 1.6: p. 67, Problems 2, 10, 14, 20, 32, 36, 42
Section 2.1: p. 80, Problems 4, 9, 16, 20, 28, 36
Section 2.2: p. 92, Problems 2, 6, 10, 14, 20, 34
Section 2.3: p. 105, Problems 2, 8, 10, 16, 22, 39
Section 2.4: p. 112, Problems 2, 4, 10, 14, 16, 42, 48, 57
Section 2.5: p. 120, Problems 2, 6, 12, 20, 22, 56, 58, 70
Section 2.8: p. 138, Problems 2, 6, 12
Section 3.1: p. 150, Problems 2, 4, 30, 36, 42, 50
Section 3.2: p. 157, Problems 2, 8, 14, 16, 18, 24
Section 3.3: p. 164, Problems 2, 6, 12, 22, 28
Section 3.4: p. 172, Problems 2, 8, 14, 22, 26, 34
Section 3.5: p. 180, Problems 2, 6, 8, 10, 12, 16, 27
Section 3.6: p. 187, Problems 1, 7, 9, 14
Section 3.7: p. 194, Problems 2, 10, 13, 16, 25
Section 4.1: p. 208, Problems 2, 6, 11, 13
Section 4.2: p. 221, Problems 2, 4, 12, 30
Section 4.3: p. 231, Problems 2, 8, 14, 24, 28
Section 4.4: p. 240, Problems 2, 6, 16, 22
Section 4.5: p. 247, Problems 8, 12, 14, 34, 46
Section 5.1: p. 259, Problems 3, 13, 17, 33, 35, 37, 41
Section 5.2: p. 268, Problems 1, 3, 13, 15, 23, 51, 59, 61
Section 5.3: p. 274, Problems 3, 7, 9, 23, 27, 45, 49