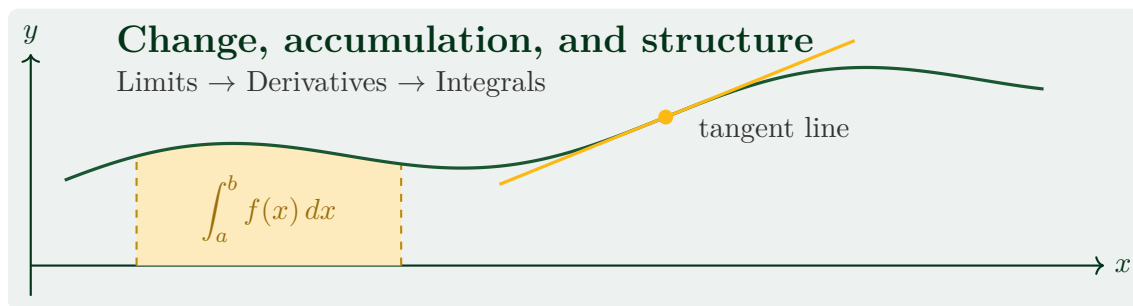


Course Syllabus

MA 125 – Calculus I

University of Alabama at Birmingham

Fall 2026



Instructor	Dr. Lauren Wickman
Email	lwickman@uab.edu
Office	UH 4037
Math Learning Lab Hours	HHB 202, Monday & Wednesday, 10:00–11:30 a.m.
Zoom Office Hours	Tuesday & Thursday, 5:00–6:00 p.m.
Lab Instructor	See your lab section in Canvas
Course Site	Canvas course page and Pearson MyLab Math

Canvas and Pearson deadlines are listed in Central Time.

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Instructor Information

How to Reach Me

Students are encouraged to ask questions early and often.

The best ways to receive help are:

- visiting Math Learning Lab hours;
- attending Zoom office hours;
- speaking with your lab instructor;
- emailing when a question cannot easily be handled in person.

When emailing, please include **MA 125** in the subject line so I can identify your course quickly.

I typically respond within approximately 24 hours on weekdays. Emails received after 5:00 p.m. Friday may receive a slower response over the weekend.

Math Learning Lab

The Math Learning Lab in HHB 202 is an excellent place to work on Calculus while instructional support is nearby.

Students are strongly encouraged to use the Math Learning Lab before they become significantly behind.

Shared Values Statement

Collaboration, integrity, respect, and excellence are core values of our institution and affirm what it means to be a UAB community member.

A key foundation of UAB is diversity. At UAB, everybody counts every day. UAB is committed to fostering a respectful, accessible, and open campus environment.

We value every member of our campus and the richly different perspectives, characteristics, and life experiences that contribute to UAB's unique environment.

UAB values and cultivates access, engagement, and opportunity in our research, learning, clinical, and work environments.

Course Information

Course	MA 125 – Calculus I
Credit Hours	4
Term	Fall 2026
Course Format	In-person course consisting of two 75-minute lecture meetings and one 50-minute lab meeting each week. During most lab meetings, students will participate in small-group mathematical presentations and discussion.
Main Platforms	Canvas and Pearson MyLab Math
Required Text	<i>Thomas' Calculus</i> , 15th Edition, by Hass, Heil, Bogacki, and Weir. E-book access is included through UAB First Day Access via Pearson MyLab Math; a hard copy is not required.
Calculator	TI-84 Plus/TI-84 Plus CE or similar. Calculators with a computer algebra system (CAS), including TI-Nspire CAS, are not permitted on exams.

Course Description

Calculus I provides the foundation for higher-level mathematics as well as the basis for understanding many physical laws of the universe.

Calculus is the study of change, and it allows us to measure and predict how quantities vary, even on infinitesimal scales.

With a solid understanding of Calculus, students can interpret predictive models across a wide range of disciplines, including finance, physics, biology, engineering, and computer science.

The course is organized into three broad units:

- **Unit 1:** Review of essential functions and their characteristics; limits; continuity; definition of the derivative; basic derivative rules; product, quotient, and chain rules.
- **Unit 2:** Implicit differentiation; linearization; Newton's Method; derivative analysis; optimization; and antiderivatives.
- **Unit 3:** Substitution; area under a curve; Riemann sums; definite integrals; the Fundamental Theorem of Calculus; natural logarithms as accumulated area; inverse functions; and exponential functions.

Prerequisites and Corequisites

Students should have successfully completed college-level Pre-Calculus and Trigonometry before attempting Calculus I.

Calculus I assumes substantial fluency with algebra, functions, trigonometric functions, exponentials, logarithms, and graph interpretation.

Course Time Zone

Canvas and Pearson assignment deadlines in this syllabus are listed in **Central Time**.

Course Objectives

Upon successful completion of this course, you will be able to:

- Evaluate limits numerically, graphically, and algebraically.
- Analyze limits to determine appropriate evaluation methods.
- Use limits to determine end behavior.
- Determine intervals of continuity and classify discontinuities.
- Apply the Intermediate Value Theorem.
- Compute average rates of change.
- Compute derivatives using the limit definition.
- Apply the power, product, quotient, and chain rules.
- Differentiate trigonometric functions.
- Perform implicit differentiation.
- Apply linearization.
- Apply the Mean Value Theorem.
- Use derivatives to determine increasing/decreasing behavior.
- Apply first and second derivative tests.
- Use concavity to analyze graphs.
- Apply Newton's Method.
- Solve optimization problems.
- Compute antiderivatives using reverse derivative rules.
- Use substitution to evaluate integrals.
- Approximate area under a curve with Riemann sums.
- Interpret and evaluate definite integrals.
- Apply the Fundamental Theorem of Calculus.
- Analyze inverse functions.
- Differentiate logarithmic and exponential functions.

How Calculus I Is Organized

Calculus I includes both a large lecture component and a smaller weekly lab component.

The two parts of the course have different purposes.

Lecture

You will meet in lecture twice each week for 75 minutes.

Lecture is where new mathematical ideas are introduced, developed, connected, and practiced.

Although lecture may include questions and short activities, the large class size means that much of the initial course instruction occurs in this setting.

Lab

You will also meet once each week for a 50-minute lab class with approximately 40 students and a Calculus I lab instructor.

Lab is intended to be a more active environment.

During most lab meetings, you will:

- work with an assigned group;
- prepare and explain calculus problems;
- listen to other students' mathematical reasoning;
- ask and answer mathematical questions;
- practice communicating mathematics clearly.

Lecture and Lab Serve Different Purposes

Lecture: Learn and develop new mathematical ideas.

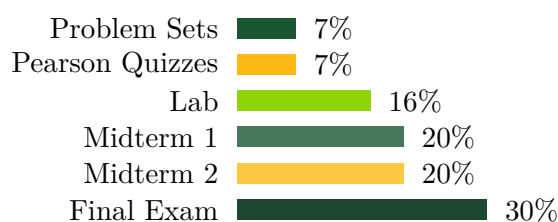
Independent Practice: Work through problem sets, Pearson quizzes, and presentation packets.

Lab: Explain, discuss, question, and apply the mathematics with classmates.

Course Grading and Policies

Grade Breakdown

Assignments and Activities	Value
Weekly Problem Sets	7%
Weekly Pearson Quizzes	7%
Lab Presentations and Participation	16%
Midterm 1	20%
Midterm 2	20%
Final Exam	30%
Total	100%



Grading Scale and Rounding Policy

The following scale will be used to determine final course grades:

Letter Grade	Final Course Percentage
A	88.00% and higher
B	75.00%–87.99%
C	62.00%–74.99%
D	50.00%–61.99%
F	0.00%–49.99%

Grades in Canvas are entered and calculated to the nearest hundredth of a percent, meaning to the nearest 0.01%.

Final course grades will be assigned according to the exact cutoffs above.

There is no additional rounding at the end of the semester.

For example, a final course grade of 87.99% is a B, while a final course grade of 88.00% is an A.

Similarly, a final course grade of 61.99% is a D, while a final course grade of 62.00% is a C.

Please do not email at the end of the semester to request additional rounding or individual exceptions to these cutoffs.

To ensure fairness to all students, the grading scale will be applied consistently.

Student Access to Grades

Grades will be updated throughout the semester and posted in the main Calculus I Canvas gradebook (not the Calculus I Lab Canvas page).

Pearson quiz grades should be available shortly after submission, although syncing to Canvas may take some time.

Weekly problem sets are graded by the Calculus I instructional team using the common completeness/effort rubric.

Lab instructors will record presentation grades and audience-participation credit in the main Calculus I Canvas gradebook.

Manually graded work will typically be returned or entered within approximately one week when possible.

Late Assignment Policy

Important Sunday Deadline Policy

Weekly problem sets and weekly Pearson quizzes are due on Sunday nights at **11:59 p.m. Central Time**.

A brief grace period is built into the system. Students may still submit until approximately **1:00 a.m. Monday morning**.

After that time, assignments will lock and cannot be submitted.

Assignments emailed after the deadline will not be counted.

Students are responsible for confirming that their submissions are uploaded correctly before the assignment closes.

Weekly Problem Sets – 7%

A problem set will be assigned each week to provide structured practice with the concepts developed in lecture.

Problem sets are graded primarily for:

- completeness
- effort
- evidence of mathematical thinking

- appropriate supporting work
- organization
- reflection

They are not graded primarily for perfect correctness.

Each problem set is worth 10 points.

Category	Points	Expectation
Completion	6	A serious attempt is made on every section of the assignment.
Work Shown / Reasoning	2	Appropriate supporting work and explanations are included when requested.
Organization / Readability	1	Work is legible, organized, and submitted in the requested format.
Reflection	1	The weekly reflection is completed thoughtfully in complete sentences.
Total	10	Problem sets reward consistent mathematical practice and effort.

- Problem sets must be submitted through Canvas as **one single PDF file**.
- Problems should be clearly labeled and submitted in order.
- Show supporting work when appropriate.
- Answers without supporting work may receive reduced credit even if the final answer is correct.
- You do not need every answer to be correct to receive full credit, but you must make a genuine mathematical attempt.
- Problem sets are due Sundays at 11:59 p.m. Central Time, with the brief grace period described above.

Weekly Pearson Quizzes – 7%

Weekly Pearson quizzes provide additional practice and immediate feedback on the week's material.

Unlike the problem sets, Pearson quizzes are graded for correctness.

- Pearson quizzes are completed outside of lecture and lab.
- Quizzes are not proctored.
- You will have 3 attempts on each Pearson quiz.
- Only your best attempt will count toward your grade.
- Pearson quizzes are due Sundays at 11:59 p.m. Central Time, with the same brief grace period described above.

Lab Presentations and Participation – 16%

The Calculus I lab is designed to give you opportunities to actively do and communicate mathematics.

This part of the course is intentionally different from lecture.

During most lab meetings, students work in assigned groups and give short mathematical presentations based on a nine-problem presentation packet.

Presentation Packets

Each presentation packet contains 9 calculus problems.

You should work through all nine problems before lab.

On presentation day, the nine problems will be randomly assigned to the nine groups.

You will therefore not know in advance which problem your group will present.

Presentation packets are intended as structured practice on material already being studied in the course.

They are not an additional assignment to submit.

What Happens During a Presentation Lab?

A typical presentation lab will follow this structure:

1. Sit with your assigned lab group.
2. Your lab instructor records attendance.
3. Problems 1–9 are randomly assigned to the nine groups.
4. Groups receive a few minutes to organize their explanation.
5. Each group presents its assigned problem.
6. The class or lab instructor asks the presenting group a mathematical question.
7. At the end of class, students receive the presentation packet for the next presentation week.

Presentation Timing

Each group has approximately **4 minutes total**.

About 3 minutes Explain the problem and solution

About 1 minute Respond to a question from the class or lab instructor

These are short mathematical explanations, not formal speeches.

You do not need:

- slides;
- a memorized script;
- a polished performance.

Your goal is to help your classmates understand the mathematics.

Everyone in the Group Participates

Every group member who is present should make a meaningful mathematical contribution.

A student might:

- explain what the problem is asking
- identify the rule, theorem, or strategy
- begin the calculation
- explain an algebraic step
- finish the calculation
- interpret the final answer
- explain how to check the answer
- respond to the audience question

Group members do not need equal speaking time, but every present student should participate.

Presentation Grading

Each group presentation is worth 10 points.

Presentation Criterion	Points
Mathematical reasoning and solution are substantially correct	4
Explanation is understandable and shows the mathematical process	2
All present group members make a meaningful contribution	2
Group responds thoughtfully to the audience/lab instructor question	1
Presentation is organized and stays within the time limit	1
Total	10

Small mistakes are okay.

A minor arithmetic or algebra mistake does not automatically ruin a presentation.

The emphasis is on sound mathematical reasoning, communication, participation, and the ability to respond thoughtfully to questions.

Group Grades

In most cases, all students who are present and participate in the presentation will receive the same presentation grade as the rest of their group.

However, the participation portion of the rubric may be adjusted individually if a student does not make a meaningful contribution.

Lab Groups

Students will work with several different groups during the semester.

Your first group will be assigned near the beginning of the course.

Because enrollment may change during the add/drop period, early group assignments may require adjustments.

New groups will be assigned:

- in **Week 7**;
- again in **Week 10**.

The purpose of changing groups is to give students experience communicating and collaborating with different classmates.

Audience Participation

Learning mathematics also means listening carefully to someone else's reasoning and responding to it.

During the semester, every student must make at least 2 substantive mathematical questions or comments during other groups' presentations.

These are recorded in Canvas as:

- **Audience 1 (Required)**
- **Audience 2 (Required)**

Students may make up to two additional substantive contributions for extra credit:

- **Audience 3 (Extra Credit)**
- **Audience 4 (Extra Credit)**

A contribution should demonstrate that you are thinking about the mathematics being presented.

Examples include:

- "Why did you choose that method?"
- "Could you solve this another way?"
- "Why is that step valid?"
- "How could you check the answer?"
- "Would the same strategy still work if the function changed?"
- "I used a different method (explain the method). Would this also be valid?"

The following do not count by themselves:

- "Good job."
- "I agree."
- "Can you repeat that?"
- unrelated questions or comments.

Missed Lab Presentations

Because presentations depend on real-time group participation and classroom discussion, there are no individual makeup presentations.

A student who misses a presentation without an approved excuse will receive a score of **0** for that presentation.

An absence may be excused for a documented or otherwise approved circumstance, such as:

- significant illness or injury
- a medical procedure
- an accident
- bereavement
- a university-sponsored activity
- another serious circumstance that reasonably prevents attendance

An approved missed presentation will be marked **EX** in Canvas and excluded from the student's presentation average.

Students should notify their lab instructor and the course coordinator within 7 calendar days of the missed lab whenever reasonably possible.

Requests submitted substantially later may not be approved unless the circumstances prevented timely communication.

Up to two presentation absences may be handled through the normal excused-absence process.

Students who anticipate or accumulate more than two excused presentation absences must contact the course coordinator.

Additional absences will be considered individually based on:

- the circumstances
- documentation when appropriate
- the amount of the lab participation component that has been missed

Students with approved accommodations or university-authorized absences will be handled in accordance with the applicable university policy.

First Two Weeks of Lab

There are no presentations during Weeks 1 and 2.

Week 1 is used to:

- introduce the Calculus I lab model
- review lab expectations
- administer the Calculus Readiness Assessment

Week 2 is used to:

- review the readiness assessment
- establish lab groups
- distribute the first presentation packet

Because the University is closed Monday of Week 2, Monday lab sections will not meet that week.

Students in those sections will receive the necessary presentation materials and instructions separately during lecture.

Calculus Readiness Assessment

During the first week of the semester, students will complete a Calculus Readiness Assessment.

This assessment is designed to identify gaps in prerequisite mathematics that may affect success in Calculus I.

Topics may include:

- evaluating functions
- factoring quadratic expressions
- simplifying exponential expressions
- simplifying radicals
- other foundational algebra and function skills

The assessment should be completed to the best of your ability.

Your score does not directly affect your course grade.

Instead, the assessment is intended to help you and your instructional team identify areas that may need review as the semester begins.

Exams

There are two midterm exams and one cumulative final exam.

Midterm Structure

Each midterm has two portions:

- a free-response portion completed during lecture;
- a multiple-choice portion completed during the student's scheduled lab meeting.

Assessment	Date	Coverage / Format	Value
Midterm 1	Week of Sept. 28–Oct. 4	Lessons 1–8; FRQ Tuesday 9/29 during lecture; MCQ during scheduled lab	20%
Midterm 2	Week of Nov. 2–8	Lessons 9–15; FRQ Tuesday 11/3 during lecture; MCQ during scheduled lab	20%
Final Exam	Wednesday, Dec. 9	Cumulative examination covering all three units	30%

Midterm Free-Response Portion

The free-response portion of each midterm will be completed during lecture.

Students should show appropriate mathematical reasoning and supporting work.

Answers without sufficient supporting work may receive reduced credit even if the final numerical answer is correct.

Midterm Multiple-Choice Portion

The multiple-choice portion of each midterm will be completed during your regularly scheduled lab meeting during the designated exam week.

Normal group presentations will not take place during midterm lab weeks.

Students are responsible for attending their assigned lab section unless an alternative arrangement has been approved in advance.

Final Exam

The final examination is cumulative and covers material from all three units.

The final will include both multiple-choice and free-response mathematics.

Final Exam Date

The Calculus I final exam will be held:

Wednesday, December 9, 2026
1:30–4:00 p.m.

Final exam room locations will be announced later in the semester.

Students should make travel and end-of-semester plans around the scheduled final examination.

Alternative final-exam times are not available simply because of travel, work schedules, or other avoidable conflicts.

Exam Materials and Expectations

Specific instructions will be provided before each exam.

Unless otherwise announced, students may use:

- pencils or pens
- approved scratch paper (provided by the instructor)
- an approved calculator (no CAS).

Phones, smart watches, unauthorized notes, communication with other students, and unapproved electronic resources are not permitted during examinations.

Make-Up Exam Policy

Make-up exams are not automatic.

A student may request a make-up exam when an exam is missed because of a documented circumstance outside the student's reasonable control.

Examples may include:

- significant illness
- hospitalization

- bereavement
- jury or military duty
- a university-authorized activity
- another serious emergency

Students should contact the instructor as soon as reasonably possible, preferably before the scheduled exam when circumstances permit.

Documentation may be required.

Approved make-up exams may differ in format from the original assessment and must be completed at the date and time established by the instructor.

An unapproved missed exam receives a score of 0.

Academic Integrity and Use of Resources

Students are expected to complete their own work in this course.

Submitting work that is not your own, using unauthorized resources during an assessment, sharing exam content, or misrepresenting another person's work as your own is a violation of course policy and may constitute a violation of the UAB Academic Integrity Code.

Collaboration is encouraged when studying and working through practice materials, but work submitted for an individual grade must reflect the student's own mathematical understanding.

Artificial Intelligence Use

Generative AI tools are not permitted during quizzes or exams or for completing any assessment intended to evaluate your independent mathematical reasoning.

For problem sets and other practice work, outside resources may be used to help you study concepts, but the work you submit must reflect your own understanding, reasoning, and mathematical work.

For lab presentations, your group may discuss and prepare problems together, but each student should understand the mathematics they present and be prepared to explain or answer questions about it.

Course Materials and Intellectual Property

My lectures and course materials, including notes, quizzes, exams, presentation packets, problem sets, outlines, and similar materials, are protected by copyright.

You may take notes and make copies of course materials for your own personal academic use.

You may not reproduce or distribute course materials publicly, whether or not a fee is charged, without expressed written consent.

How to Be Successful in Calculus I

Calculus is difficult to learn in large bursts immediately before an exam.

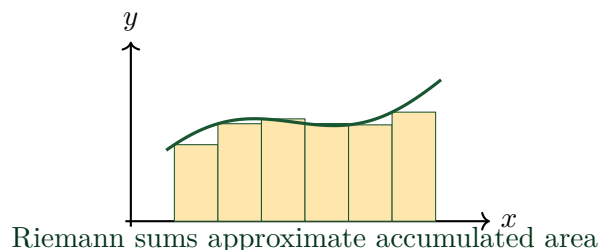
Success requires consistent mathematical practice throughout the week.

Students should plan to spend substantial time outside of class:

- reviewing lecture notes
- completing weekly problem sets
- preparing presentation packets
- completing Pearson quizzes
- reviewing prerequisite algebra
- studying for assessments

Recommended Weekly Routine

1. Attend both lecture meetings and your scheduled lab.
2. Review lecture notes soon after class while the material is still fresh.
3. Begin the weekly problem set early enough to identify questions before Sunday.
4. Work through all nine problems in the upcoming lab presentation packet.
5. Use office hours and the Math Learning Lab when you encounter concepts you do not understand.
6. Complete the Pearson quiz before Sunday night so that you have time to use multiple attempts thoughtfully.
7. Scan and upload the weekly problem set as a single PDF before the assignment closes.



Weekly Course Schedule

The following schedule is tentative.

Changes will be communicated in Canvas.

Unless otherwise stated, weekly problem sets and Pearson quizzes are due Sunday at 11:59 p.m. Central Time, with the short grace period described in the late assignment policy.

Week	Dates	Main Course Topics	Major Due Dates / Notes
Week 1	Aug. 24–30	Start Here module Lesson 1: Review of Function Essentials Week 1 Lab: Introduction to Calculus I and Calculus Readiness Assessment	Syllabus check-in Problem Set 1 and Pearson Quiz 1 due Sunday by 11:59 p.m.

Week	Dates	Main Course Topics	Major Due Dates / Notes
Week 2	Aug. 31–Sep. 6	Lesson 2: Introduction to Limits Lesson 3: Algebraic Methods for Limits Week 2 Lab: Review Calculus Readiness Assessment; receive group assignments; receive Presentation Packet 1: Limits	Problem Set 2 and Pearson Quiz 2 due Sunday by 11:59 p.m. Monday lab sections do not meet due to the university holiday; special instructions will be provided.
Week 3	Sep. 7–13	Lesson 4: Continuity Lesson 5: Tangent Lines and Derivatives Week 3 Lab: Limits Presentations Receive Presentation Packet 2: Limits of Difference Quotients	Problem Set 3 and Pearson Quiz 3 due Sunday by 11:59 p.m.
Week 4	Sep. 14–20	Lesson 6: Basic Derivative Rules Lesson 7: Product and Quotient Rules Week 4 Lab: Limits of Difference Quotients Presentations Receive Presentation Packet 3: Basic Derivative Rules	Problem Set 4 and Pearson Quiz 4 due Sunday by 11:59 p.m.
Week 5	Sep. 21–27	Lesson 8: Chain Rule Review for Midterm 1 Week 5 Lab: Basic Derivative Rules Presentations Receive Presentation Packet 4: Product Rule, Quotient Rule, and Chain Rule	Problem Set 5 and Pearson Quiz 5 due Sunday by 11:59 p.m. Prepare for Midterm 1
Week 6	Sep. 28–Oct. 4	Midterm 1 Midterm 1 covers Lessons 1–8 FRQ: Tuesday 9/29 in Lecture MCQ: Scheduled Lab Meeting Lesson 9: Implicit Differentiation	Problem Set 6 and Pearson Quiz 6 due Sunday by 11:59 p.m.
Week 7	Oct. 5–11	Lesson 10: Linearization Lesson 11: Newton's Method Week 7 Lab: Product/Quotient/Chain Rule Presentations New lab groups assigned Receive Presentation Packet 5: Implicit Differentiation	Problem Set 7 and Pearson Quiz 7 due Sunday by 11:59 p.m.

Week	Dates	Main Course Topics	Major Due Dates / Notes
Week 8	Oct. 12–18	Lesson 12: Increasing/Decreasing and the First Derivative Test Lesson 13: Concavity and the Second Derivative Test Week 8 Lab: Implicit Differentiation Presentations Receive Presentation Packet 6: First Derivative Test	Problem Set 8 and Pearson Quiz 8 due Sunday by 11:59 p.m.
Week 9	Oct. 19–25	Lesson 14: Optimization Lesson 15: Antiderivatives Week 9 Lab: First Derivative Test Presentations Receive Presentation Packet 7: Antiderivatives	Problem Set 9 and Pearson Quiz 9 due Sunday by 11:59 p.m.
Week 10	Oct. 26–Nov. 1	Review for Midterm 2 Lesson 16: Substitution Week 10 Lab: Antiderivatives Presentations New lab groups assigned Receive Presentation Packet 8: Substitution Rule	Problem Set 10 and Pearson Quiz 10 due Sunday by 11:59 p.m. Prepare for Midterm 2
Week 11	Nov. 2–8	Midterm 2 Midterm 2 covers Lessons 9–15 FRQ: Tuesday 11/3 in Lecture MCQ: Scheduled Lab Meeting Lesson 17: Area Under the Curve	Problem Set 11 and Pearson Quiz 11 due Sunday by 11:59 p.m.
Week 12	Nov. 9–15	Lesson 18: Definite Integrals Lesson 19: Fundamental Theorem of Calculus Week 12 Lab: Substitution Rule Presentations Receive Presentation Packet 9: Fundamental Theorem of Calculus	Problem Set 12 and Pearson Quiz 12 due Sunday by 11:59 p.m.
Week 13	Nov. 16–22	Lesson 20: Natural Log as Accumulation Under $1/x$ Week 13 Lab: Fundamental Theorem of Calculus Presentations Receive Presentation Packet 10: Natural Logarithm	Problem Set 13 and Pearson Quiz 13 due Sunday by 11:59 p.m.

Week	Dates	Main Course Topics	Major Due Dates / Notes
Fall Break	Nov. 23–29	No classes	No new assignments
Week 14	Nov. 30–Dec. 6	Lesson 21: Inverse Functions and Exponential Functions Week 14 Lab: Natural Logarithm Presentations Cumulative final review	Problem Set 14 and Pearson Quiz 14 due Sunday by 11:59 p.m. Prepare for the cumulative final exam
Finals	Dec. 9	Cumulative Final Exam The final covers all three units	Wednesday 12/9/26, 1:30–4:00 p.m. Locations to be announced.

UAB Policies and Resources

Add/Drop and Course Withdrawal

- **Drop/Add:** Deadlines for adding, dropping, or withdrawing from a course and for paying tuition are published in the UAB Academic Calendar.

Review the Institutional Refund Policy for information on refunds for dropped courses.

It is the student's responsibility to initiate add/drop procedures.

Students may drop and add courses online after they have registered and until the drop/add deadline using BlazerNET.

- **Withdrawal:** To avoid academic penalty, a student must withdraw from a course by the withdrawal deadline shown in the academic calendar and receive a grade of W.

Failure to attend class does not constitute a formal drop or withdrawal.

The official course withdrawal must be completed online in BlazerNET.

Academic Integrity Code

Your success while at UAB and after graduation is valued by the University.

To gain and grow in the knowledge and skills needed for your future career, it is vital that you complete your own work in your courses and research.

The purpose of the Academic Integrity Code is to support our academic mission and maintain and promote academic integrity.

All students in attendance at UAB are expected to pursue academic endeavors with integrity, honor, and professionalism and to observe standards of conduct appropriate to a community of scholars.

Please be sure you understand the different forms of academic misconduct covered by the code.

If you are suspected of cheating, you may be asked to meet with instructors to discuss and explain the work you submitted.

If the work is determined not to be your own, the incident may be submitted as an Academic Integrity Code violation.

Academic Policy Appeal

Students should request an Academic Policy Appeal when a student cannot continue in a course for reasons outside the strict qualifications under the applicable policy.

Students need to submit supporting documentation showing why they cannot continue in a course.

Additional information is available through UAB's academic policy resources.

Grading Policies and Practices

UAB provides grading policies related to grade changes, grade replacement, course repeat, and university forgiveness policies.

Students should consult the Undergraduate Catalog for current policies.

Student Conduct Code

The purpose of the University of Alabama at Birmingham student conduct process is to support the vision, mission, and shared values of the University and the tenets of The Blazer Way.

Through a student-focused and learning-centered lens, the process strives to uphold individual and community standards, foster personal accountability, promote personal growth, and protect the well-being and safety of the UAB community.

DSS Accessibility Statement

UAB is committed to providing an accessible learning experience for all students.

If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures.

Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty, and staff.

If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course.

If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit the DSS website.

Title IX Statement

The University of Alabama at Birmingham (UAB) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to UAB's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

For current contact information and additional details, please visit the UAB Title IX webpage.

Divisive Concepts

All University faculty, instructors, and teaching staff have the academic freedom to explore, discuss, and provide instruction on a wide range of topics in an academic setting.

This class may present difficult, objectionable, or controversial topics for consideration but will do so through an objective, scholarly lens designed to encourage critical thinking.

Though students may be asked to share personal views in an academic setting, no student will be required to assent or agree with any concept considered “divisive” under Alabama law, nor penalized for refusing to support or endorse such a concept.

All students are strongly encouraged to think independently and analytically about course material and may express their views in a time, place, and manner consistent with class organization and University policy.

Violence Prevention and Response Policy

The University of Alabama at Birmingham is committed to maintaining a safe and secure educational environment and workplace.

Violence and threatened violence are prohibited by UAB.

Each member of the UAB community has the responsibility to understand, prevent, and respond appropriately to campus and workplace violence.

Technology

Students are responsible for maintaining access to the technologies used in the course, including:

- Canvas
- Pearson MyLab Math
- iClicker app or website access during lecture classes
- a reliable internet-connected device for completing assignments outside of class
- any additional classroom technology announced by the instructor.

Students experiencing technical difficulties should contact the appropriate UAB or Pearson support resource promptly rather than waiting until after an assignment deadline.

Canvas Alerts

I may send alerts to students based on Canvas course information, such as current grades, assignment due dates, and assignment scores.

Alerts are sent to the student’s UAB email address.

Student Academic and Support Services

- **One Stop Student Services** provides assistance with academic records, financial aid, registration, student accounting, ONE Card, and related topics.

- **Student Assistance and Support** provides individualized assistance to promote student safety, well-being, resilience, personal accountability, and self-advocacy.
- **Disability Support Services** assists students with accommodations that ensure equal access to programs, services, and activities at UAB.
- **The Vulcan Materials Academic Success Center** provides tutoring, supplemental instruction, and academic success services.
- **The University Writing Center** offers free writing assistance to UAB students.
- **UAB Student Health Services** provides comprehensive, confidential primary healthcare to students.
- **Student Counseling Services** provides students with support for concerns that interfere with personal and academic goals.
- **UAB Blazer Kitchen** provides food and basic supplies for UAB students in need.
- **The Office of Learning Technologies** provides academic technology support and resources.
- **UAB Emergency Management** is the official source of UAB information during emergencies or severe weather situations.

Final Note

This syllabus is the official course guide, but dates and details may change when necessary. Any changes will be communicated through Canvas.

Students are responsible for reading Canvas announcements, checking UAB email regularly, and communicating promptly when questions or unusual circumstances arise.