

CLASS INFORMATION: Note that the “R” below is used for Thursday.

SCHEDULED MEETING TIMES				
Type	Tme	Days	Where	Date Range
Lecture	3:00pm – 5:40pm	MTWR	White-Gravenor 202	July 11, 2016 – August 11, 2016

INSTRUCTOR: Erblin Mehmetaj

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Hours: T R 2:30 pm – 3:00 pm

(will take place in the classroom)

TEXTBOOK: *Calculus: Early Transcendentals*, Second Edition, Briggs, Cochran, and Gillett, Pearson (2014).

COURSE OUTLINE: A continuation of MATH 035 – Calculus I. Topics include techniques of integration, applications of the definite integral, improper integrals, sequences and series including Taylor’s theorem and power series, parametric equations, polar coordinates, and separable differential equations. We will cover selected topics from Chapters 6 through 10 from the textbook.

QUIZZES AND EXAMS: There will be **six** 10-minute **quizzes** as well as **three exams** and a **cumulative final exam**. Note that quizzes will be given at the beginning of class and will contain 1 or 2 problems. I will drop your lowest quiz grade. Missed quizzes cannot be made up. One missed quiz can be counted as a dropped quiz.

Use of calculators is also **not permitted**.

HOMEWORK POLICY: Homework will be assigned from the textbook after every class. The announcement will be made on Blackboard. Homework will not be collected, however, it will be discussed the following class. It is your responsibility to solve the problems before the following class. You may be asked to solve a homework problem on the board in front of the class.

GRADES: The course grade will be based upon the scores on the homework assignments, exams, and final exam.

Quizzes	15%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	25%
Total	100%

The final grade will be assigned according to the following grading scale:

Final Grade	Final Score
A	93% – 100%
A-	90% – 92%
B+	87% – 89%
B	83% – 86%
B-	80% – 82%
C+	77% – 79%
C	73% – 76%
C-	70% – 72%
D+	67% – 69%
D	60% – 66%
F	0 - 59%

STUDENT RESPONSIBILITIES AND CLASSROOM COURTESY: You are responsible for knowing about all announcements made in class related to tests, homework, etc., and for all material covered in class.

Be aware of the University's Honor System; see <http://honorcouncil.georgetown.edu/system> for details. If cases of academic dishonesty arise, whether on homeworks or exams, they will be pursued to their conclusion. Assistance of any type (notes in any form, books, etc.) is strictly banned during quizzes and exams. Using the work of others on quizzes, exams or homeworks is strictly prohibited. (Note the remarks above banning group work on writing homework solutions.)

Make-up exams are rarely granted. Except under exceptional circumstances (e.g., death of a family member), there are no make-up exams without proper arrangements *made in advance*. It is *not* sufficient to leave a message asking the instructor to call you back; it is not sufficient to send the instructor e-mail; if you must miss an exam, it is your obligation to talk *directly with the instructor in advance*.

Each student must conduct him or herself in a manner that promotes a positive atmosphere, conveys mutual respect, and creates no distractions, thereby allowing all students to focus on our goal: learning calculus. In particular:

- *cell phones, texting devices, laptops, and all other potentially distracting devices must be turned off during class;*
- *everyone should make a serious effort to arrive promptly for the start of class;*
- *except for serious reasons, once in class everyone should remain in class until the class is over,*
- *apart from the lecture, students asking the instructor questions, and students responding to the instructor's questions, the class should be silent.*

These rules are established to create an atmosphere that optimally enables student academic achievement; it is only fair that violations of these rules may result in significantly less partial credit on the exams of any violators.

While, on rare occasions, students may need to be absent from class for valid reasons, more than a few absences without valid explanations will be interpreted as a sign of an unsatisfactory level of effort. Attendance will be taken. Students are expected to put substantial effort into this course, starting with regular attendance, so those who have more than a few absences without valid explanations may receive significantly less generous partial credit on exam.

QUESTIONS: Everyone is strongly encouraged to ask questions during class and during office hours! Your priorities for asking questions should be: first try to ask the instructor; should you need further assistance, you may consider utilizing the Math Assistance Center for free tutoring or hire a private tutor (see <http://mathstat.georgetown.edu/resources/math-assistance-center/> for additional information).

DISABILITIES: Students with disabilities needing accommodations to fully participate in this class should contact the Academic Resource Center. All accommodations must be approved through the Academic Resource Center prior to being implemented. To learn more about the accommodation process, visit the Academic Resource Center's website at <http://academicsupport.georgetown.edu>.

HOW TO SUCCEED IN THIS COURSE: *practice, practice, practice ...*

On exams you will have to solve problems that you have not seen before. So, to prepare for exams, practice what you will encounter on the exams: do many, many practice problems. The text-book has plenty of worked examples and practice problems. If you need more, get a book such as *Schaum's Outlines: Calculus*, which is a cheap source of thousands of problems, with answers,

many with complete solutions. Use these resources actively: try to work the problems yourself *before* reading the solutions; when you read, be sure to fill in the details and ask yourself why the assertions made are valid.

Material builds up quickly in this course. It is crucial to keep up by working all assigned problems and asking about any you cannot solve. Do not let yourself fall behind, hoping to catch up before exams — this rarely works. It is ultimately far easier and more efficient to stay on top of the material than to cram before the exams.

Studying is a full-time job. You should spend a minimum of 40 hours a week studying; given that your education has a major influence on your future, putting even more time into courses is a wise investment.

Many freshman have difficulty adjusting to college courses because they got by in high school with minimal study skills. Developing effective study skills is essential for success in college. Many websites are devoted to this topic; you are encouraged to search the web for the many, many useful tips on studying.

You are responsible for your own education. You must make sure that you understand what is presented in the lectures and in the text. You must puzzle things out for yourself and ask questions when you get stuck. You must use the problems as self-tests. Lectures only assist in the learning process. The instructor exposes you to the material, explains the flow of ideas, and shows you some examples illustrating the material. The vast majority of learning occurs outside the classroom when you grapple with the ideas presented in the classroom and in the text, and when you apply these ideas yourself to solve problems. The instructor is only a guide; you have to do the hard work.