

Berkeley City College Spring 2015
Mathematics 3B Calculus II Code: 21944, 5 units
Syllabus v1.0

Instructor: Shawn McDougal **E-mail:** smcdougal@peralta.edu
Office Hours: MW 1:30-2:30pm, TTh 2-3pm (plus 1 hr by appointment)
Office Location: Room 353 **Phone:** (510) 981-5018

Class Meeting Days/Times: Monday and Wednesday, 10am-12:15pm **Location:** Room 14

Prerequisites: Math 3A or placement through assessment

Textbook: *Single Variable Calculus: Early Transcendentals* by James Stewart. 7th edition
The textbook is available for purchase in the bookstore (Room 517). The text is also on reserve in the BCC library (Room 131).

Materials: You should obtain a scientific calculator. Access to a graphing utility for some of homework problems is encouraged but not required.

Catalog Description

Applications of the definite integral: Methods of integration, polar coordinates, parametric equations, infinite and power series.

Class format

Our typical class will be a mix of lectures clarifying and expanding upon the points raised in the book and the videos, hands-on problem solving sessions, solution presentations (from students as well as me), and open discussion. About half the class will be "workshop"—you will be working on problems individually or in groups as I go around helping as needed. In addition to providing feedback and guidance, I will often ask you to talk through the problems or ideas with other students. Talking through your ideas with others is a good way to 1) test and refine your ideas, 2) learn multiple ways of thinking about a concept or solving a problem, and 3) practice putting the ideas in your own words.

Every day your main homework is to *prepare for class*: you should come to class having already read the section(s) to be covered in class that day, as well as having watched any designated videos. (Before most classes there will be around 3 short—5 to 10 min.—videos for you to watch.) You should take notes on the examples you see in the videos, get a basic idea of the key concepts and theorems in the book, and know where to find things. You are *not* expected to understand everything you read or see the very first time—that is the point of coming to class and doing the follow-up exercises!—but you will get the most out of class—and you will not be lost—if you come prepared. In class I will give a list suggested "homework" problems to guide your follow-up study, but I will not collect or grade them.

Self-intros

Every day for the first few weeks of the course, 3-4 students will get a chance to briefly introduce themselves to the class. "Briefly" meaning 30 sec. to 1 min. This will allow all of us to get to know a bit about each other. Include an answer to one of the following "questions":

- One experience you had after age 13 that really shaped who you are or how you think.
- Something a lot of people who meet you wouldn't guess about you.
- If you could, what is one thing you would change about society?

Grading Allotment

| | points each | total points | total percent |
|-----------------------|-------------|--------------|---------------|
| Quiz (5) | 28 | 140 | 35% |
| Final Exam | 100 | 100 | 25% |
| Daily Preps (20) | 4 | 80 | 20% |
| Solution Shares (2) | 10 | 20 | 5% |
| Moodle Check-ins (20) | 1 | 20 | 5% |
| Connections (5) | 4 | 20 | 5% |
| Projects | 20 | 20 | 5% |

Grading Scale A: 90% - 100 %, B: 75% - 89%, C: 65% - 74%, D: 55% - 64%. F: Below 55%

Daily Preps

In almost every class there will a *Daily Prep*—a brief (< 5 min.), open notes (and usually open book) "quiz". I use quotes because anyone who comes prepared to class—i.e. watches the assigned videos, does the reading, and takes notes on the key points—will easily get full credit. Each *Daily Prep* is worth 4 points (i.e. 1% of the grade). There are no make-ups. To account for the fact that life happens and sometimes folk can't come to class prepared, there are many free passes: out of about 27 *Daily Preps* I will count only your best 20.

Solution Shares

I want to foster an environment where students learn from each other. I also want to help students improve their presentation skills. On two occasions, you will prepare and present for the class a solution to a problem selected from the suggested HW. Each *Solution Share* is worth 10 points (i.e. 2.5% of the course total). You will choose which problem to present in advance, from a list of options I provide. I the presentations will typically last 3-5 min., with another 3-5 min. for questions. Grading will be based on clarity, correctness, and appropriate terminology. (A rubric will be provided.)

Quizzes

There will be a quiz every two weeks, every other Wednesday starting in Week 2. There will be 7 quizzes altogether. Each quiz is worth 7% (i.e. 28 points). There are no make-up quizzes. There will be 2 free passes: I will drop your lowest 2 quiz scores, so only your best 5 quizzes will be counted. The quizzes will be mostly—if not totally—based on the suggested HW problems.

Final Exam

The Final Exam is scheduled for Monday, 5/18 in class. It will cover all the material of the course. Many of the problems will be taken from the quizzes. The Final is worth 25% of the course total.

Moodle Check-ins

For every class from Week 2 until Week 15 you are asked to write a Moodle Check-in. The purpose of the check-in is to 1) encourage folk to discuss the material outside of class, 2) let me know which concepts I most need to clarify in class, and 3) build community among students.

The Moodle Check-in can be any of the following:

- a *good question* about a problem or concept or example in the book or in a video
 - good question: "On problem X in section Y I tried to find the slope using the formula $m = \text{change in } x / \text{change in } y$ but got the wrong answer. What am I missing?"

- not-so-good question: "I just don't get problem X."
- an *interesting comment* about a problem or concept or example in the book or in a video
 - interesting comment: "I wonder how people decide when to fit a line and when to fit a polynomial to a given set of data."
 - not-so-interesting comment: "Curve fitting is cool!"
- a *substantive response* to someone else's question or comment.
 - substantive response: "Seems there should be some sort of convention or standard around how much error there is when you try to fit a line."
 - not-so-substantive response: "Me too!"

The Check-ins are to be posted in the appropriate weekly forum on our Moodle site. Each Check-in is worth 1 point. There will be 27 class meetings from W2 to W15, so you get 7 free passes: you only need to do 20 Check-ins to get full credit (20 points = 5%) for this part of the course.

Weekly Schedule

| Week of Monday... | Sections | quizzes/notes |
|------------------------|--------------|---|
| 1/19* | Review | no class M 1/19 |
| 1/26 | 6.2-3 | Quiz 1 |
| 2/2 | 6.4-5;7.1 | |
| 2/9 | 7.2-3 | Quiz 2 |
| 2/16* | 7.4 | no class M 2/16 |
| 2/23 | 7.5,7.7 | Quiz 3 |
| 3/2 | 7.8;8.1,8.5 | Form Project Teams (cf. Projects handout) |
| 3/9 | 8.2-3;11.1 | Quiz 4 |
| 3/16 | 11.2-4 | |
| 3/23 | 11.5-6 | Quiz 5 |
| Spring Break | | |
| 4/6 | 11.7-9 | |
| 4/13 | 11.10; 9.1-2 | Quiz 6 |
| 4/20 | 9.3-5 | |
| 4/27 | 9.6; 10.1-2 | Quiz 7 |
| 5/4 | 10.4-6 | |
| 5/11 | | Present Projects + Review for Final |
| Final Exam Monday 5/18 | | |

Important Dates (cf. BCC Spring 2015 Academic Calendar)

Feb. 1 – Last day to add regular session classes.

Feb. 1 – Last day to drop regular session classes and receive a refund.

Feb. 6 – Last day to file for P/NP grading option for regular session classes.

Apr. 25 – Attendance Verification Day. Last day to drop with "W".

Connections Assignments

Connections is an opportunity for students to connect with diverse colleagues outside of class while reflecting on issues relating to math, personal interest, or community interest.

There will be 5 *Connections* assignments, spaced a week apart. The first is due Wednesday 1/28 (during week 2, aka "W2"). The others are due on successive Wednesdays. Each should take 15-30 minutes to complete.

- Each week (from W2 to W6) students will form teams of 2 or 3 people.
- Each team will submit a roughly 2-3 paragraph write-up.
- Either hardcopy or electronic submission (pdf, rtf, or plaintext format) via Moodle "dropbox" is fine. They are due at the beginning of class. (See Connections Form for the required info.)
- Each *Connections* assignment is worth 4 points (i.e. 1%).
- In order to get credit for N assignments, each student must team up with at least N different people. (So I suggest you don't team up with the same people every week ;^)
- On each team, there are 2 roles: Initiator and Responder. Students choose who plays what role.
 - The Initiator makes the initial remark to get the conversation started. The Responder (or Responders) responds to or follows up on the comment.

Menu of options

1. a recent experience that has really impacted you
2. something you're confused, curious, or excited about in class
3. news story with (interesting, confusing, problematic) use of math
4. example of how (lack of) math knowledge is used to trick people
5. an issue in the school or community that really bothers you and/or an idea for improving things in the school or in the community
6. interview a "community expert" on how math impacts their work or the way they think ("community expert" meaning someone who works at BCC or in the local community)
7. attend and comment on a school or community event related to math, science, or social justice

Connections Form (template)

Initiator Name:

Responder Name(s):

Date:

Topic: (or Name and Job of Community Expert or Name of Community Event)

Write up:...

Projects

Beginning in Week 7, students will form teams and choose topics to do mini-research projects on. In the last week of class, teams will present their results in a "gallery walk", attended by their peers and by some special guest judges. The Projects will be worth 5% of the course total. (I use the prefix "mini" above because the expected time spent doing the research is only about 2-3 hours.)

The purpose of the Projects is 1) for you to learn excellent examples of how mathematical thinking applies to real world issues outside the classroom, 2) help you gain valuable skills in interpreting, visualizing, and presenting data, and 3) help break down the barriers between knowledge "in the classroom" and knowledge "in the community".

Project themes (Note: These are only suggestions/examples; others may be chosen)

1. income distribution (e.g. over time, CEO pay, by career, gender, race, education level)
2. wealth distribution (e.g. current, by country, over time)
3. education by race and/or gender
4. student success rates
5. education costs over time
6. geologic time scales
7. stars and/or galaxies
8. astronomical distances
9. probability of earth-like planets
10. sizes of natural objects: micro to macro
11. light frequencies—infrared to ultraviolet and beyond
12. life expectancy (by country, income, race, over time)
13. mortality and/or injury rates by profession
14. incarceration rates (over time, by country, by race)
15. crime rates (over time, by state)
16. energy usage/carbon footprint (e.g. by sector, by country)
17. cells in the body (e.g. human vs. bacteria)
18. the brain: neurons and synapses
19. housing costs vs. income over time
20. medical costs (over time, by country)
21. public transit (usage, costs)
22. marriage/divorce rates over time

Project timeline

1. form teams of 2-4. choose theme in Week 7 ("W7")
2. formulate research question W8
3. research W9-10
4. create brief survey to engage public around issue W11
5. conduct survey with 5-10 people W12-13
6. write up results W14-15
7. present results—mini-talk or poster in gallery walk W16

A more detailed timeline and guidelines for the Project will be provided later.

Attendance

Students who miss more than 2 consecutive classes without contacting me to explain their absences may be dropped from the course. Anyone who misses the first 2 class meetings may be dropped. Still, do not assume that I will automatically drop you if you merely stop attending class. Anyone whose name appears on the final grade roster who has not been attending class will receive an F.

Academic Honesty

Any evidence of cheating on an exam or quiz will result in a score of zero (0), and may incur further penalties. Cheating includes but is not limited to bringing notes or written or electronic materials into an exam or quiz, copying off of another person's exam or quiz, allowing someone to copy off of your exam or quiz, and having someone take an exam or quiz for you.

General Information/Expectations

To be successful in this course, students should typically spend about 15 hours per week outside of class studying the material and completing assignments. Some may need more or less time to do well. Please determine what type of math learner you are and study accordingly.

Please turn off your cell phone ringers/alarms during class.

Make sure your preferred email address is listed on Passport and Moodle. For Moodle see <http://eperalta.org/spring2015/>

I usually don't answer questions about the course material over email. (Reason #1: I don't want to be swamped with emails. Reason #2: It's easier to answer a question once rather than 5 or 10 times.) To help you get your questions answered quickly by other students and/or me, and to help students share ideas and build community with each other, I have set up a Moodle site for our class. Also, on Moodle you will be able to review your grades throughout the semester.

Student Learning Outcomes

1. differentiate inverse trigonometric, hyperbolic and inverse hyperbolic functions
2. evaluate definite integrals using a variety of integration formulas and techniques
3. find indefinite integrals using a variety of integration formulas and techniques
4. apply integration to finding areas, volumes, surface areas and lengths of curves (arc length) and to solving work problems
5. evaluate improper integrals
6. apply convergence tests to sequences and series
7. express functions as power series
8. use power series representations to integrate and differentiate functions
9. graph, differentiate and integrate functions in polar and parametric forms

Justification for Course

Satisfies the General Education and Analytical Thinking requirement for Associate Degrees. Provides foundation for more advanced study in mathematics and related fields, such as Physics. Satisfies the Quantitative Reasoning component required for transfer to UC, CSUC, and some independent four-year institutions. Acceptable for credit: CSU, UC. AA/AS area 4b, CSU area B4, IGETC area 2A.