

Berkeley City College Spring 2018
Mathematics 3A Calculus I Code: 23718, 5 units
Syllabus (v.1-17)

Instructor: Shawn McDougal **E-mail:** smcdougal@peralta.edu

Office Hours: M/W 2-3:15, T/Th 5:45-6:30 (plus 1 hr by appointment)

Office Location: Room 353 **Phone:** (510) 981-5018

Class Meeting Days/Times: MW 3:30-5:45pm **Location:** Room 321

Prerequisites: Math 2, or Math 1 + Math 50, or placement through assessment

Textbook: *Single Variable Calculus: Early Transcendentals*, by James Stewart (7th edition). It's the one with the white cover and blue integral sign. It may be 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

Theorems on limits and continuous functions, derivatives, differentials, and applications; Fundamental theorems of calculus and applications; properties of exponential, logarithmic, and inverse trigonometric functions, and hyperbolic functions.

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. A portion of 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.

Daily Preps

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. (There will be usually be one or two 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 be get the most out of class—and you will not be lost—if you come prepared. Occasionally during the semester there will be an extra credit pop quiz, called Daily Prep. It will be open notes, and based on the indicated video/text for the day as indicated in the Daily Preps document. Each Daily Prep is worth 2 points.

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. Tell us a bit about yourself, and answer *one* of the following "questions":

- One experience you had after age 13 that really shaped who you are or how you think.
- If you could, what is one thing you would change about society?

Grading Allotment (400 points = 100% for course)

	points each	total points	total %	notes
Moodle Check-ins (15)	4	60	15%	
Connections (4)	5	20	5%	
Quizzes (10)	20	200	50%	out of ~14 keep best 10
Solution Share	20	20	5%	
Final Exam	100	100	25%	

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

Solution Share

I encourage students to learn from each other, take time to really think through challenging problems, and improve their presentation skills. Once during the term, you will present your solution to a problem selected from the Suggested HW list. The *Solution Share ('SS')* is worth 20 points (i.e. 5% of the course total). The problems that count for SS credit are indicated in the Suggested HW list. Grading will be based on clarity, correctness, and timing. (A rubric will be provided.) The presentation of an SS from a given section must be within a week (i.e. 1 or 2 class meetings) after we have covered that section in class.

Quizzes & Homework

For each section I will give a list of suggested homework (HW) problems to guide your study, but I will not collect or grade the HW. If you master the problems you will learn a lot and be well-prepared for the quizzes and final.

There will be a short quiz almost every week, starting in Week 2. Usually Mondays unless otherwise announced. Each quiz will cover all of the material since the last quiz. (Usually 2 days worth of material.) There will be ~14 quizzes altogether. Each quiz is worth 14 points (i.e. 3.5%). They will be mostly (if not completely) based on the HW problems. I will drop your lowest few quiz scores, so only your best 10 will count. There are no make-ups.

Final Exam

The Final Exam is scheduled for Monday of Finals Week, in class. It will cover all of the material of the course. Most of the problems will be taken from the quizzes. It's worth 100 points (i.e. 25%).

Moodle Check-ins

Fifteen times during the semester—during 15 different weeks—you are expected to write a Moodle *Check-in*. The purpose of the *Check-ins* 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.

For credit, the check-ins must be 1) posted before the start of the next week--by Sunday 11:59pm--in the appropriate weekly forum, 2) be about the math discussed in class or the book that week, and 3) be a *useful* question, comment, or response to someone else's question. Some clarifying examples:

- *useful question*: "On problem X I tried to do Y but got the wrong answer. What am I missing?"
- *not-so-useful questions*: "I don't get problem X." or "Please do problem X for me."
- *useful comment*: "I like method X because it's easier to remember than method Y."
- *not-so-useful comment*: "I like method X."
- *useful response*: "I agree. Also, Method Y uses Theorem W, which I don't really get."
- *not-so-useful response*: "I agree."

As you can see, a useful post will likely involve you sharing your own thought process. You are encouraged to participate frequently in the Moodle discussions, though you can get credit for at most one *Check-in* per week. Each *Check-in* is worth 4 points (i.e. 1%). (Moodle: eperalta.org/Spring2018/)

Weekly Schedule (tentative)

Week of...	Sections	Week of...	Sections
1/22	1.1-1.3, App.D	3/19	3.8-3.11
1/29	1.5-2.2	3/26	4.1-4.3
2/5	2.2-2.3	4/9	4.4,4.5,4.7
2/12	2.3-2.5	4/16	4.8-4.9
2/19	2.5-2.8	4/23	5.1-5.2
2/26	3.1-3.2	4/30	5.3-5.4
3/5	3.3-3.4	5/7	5.4-5.5
3/12	3.4-3.7	5/14	6.1 + review
Final Exam: Monday 5/21 (in class)			

Important Dates (cf. BCC Spring 2018 Academic Calendar)

Jan. 27– Last day to add without permission number.

Feb. 2 – Last day to add (in person, with permission number).

Feb. 3 – Last day to drop without a "W".

Feb. 9 – Last day to file for P/NP grading option for regular session classes.

Feb. 19 – Holiday (College closed)

Mar. 16 – Last Day to File Petitions for AA or AS Degree/Certificate

Mar. 22 – Professional Day (no classes or office hours)

Mar. 31-Apr. 6 – Spring Break

Apr. 26 – 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 4 *Connections* assignments, spaced a week apart. The first is due by 11:59 pm Thursday 2/1 (during Week 2, aka "W2"). The others are due on successive Thursdays. Each assignment is worth 5 points. You only need to turn in one copy per team. There are no late assignments accepted.

- Each week (from W2 to W5) you will form teams of 2-3 people and have a brief conversation.
- The conversations can be face to face, via phone, text, email, chat, or whatever.
- Each team will submit a roughly 2-3 paragraph transcript of the conversation.
- Each team submits one copy via the appropriate Moodle dropbox. Formats allowed: pdf, rtf, word, open office, or plain text. (See *Connections Form* template below for the required info.)
- On each team, there are 2 roles: Initiator and Responder. Students choose who plays what role.
 - The Initiator makes the initial remarks to get the conversation started. The Responder (or two Responders) responds to or follows up on the comment.
- In order to get credit for N assignments, each student must team up with at least N different people. (So I suggest you mix up who you team up every week.)
- There are examples on Moodle to give you an idea of how the write up should look.

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 person interviewed, or title of event attended)

Write up:...

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

- Make sure your preferred email address is listed on Passport, as I sometimes may send out announcements. Here is how to redirect your Peralta email to your preferred address:
 1. Log to your email account
 2. From the Options drop-down menu (top-right corner), click 'See All Options...'
 3. Click 'Forward your e-mail' from the Shortcuts and other things you can do Menu (Top-right panel).
 4. Enter the email address where you would like your emails to be sent in the 'Forward my email to' box at the bottom of the screen and click 'Start Forwarding.'
- For general questions about the course material—e.g. if you missed a class or want to know what will be on the quiz—do NOT email me. I almost never answer questions about the course material over email. (One: I don't want to be swamped with emails. Two: I prefer to answer a question once rather than multiple times.) To get your questions answered by me and/or your peers, and to help students share ideas and build community with each other, you should post your general questions in the *forums* on Moodle.
- For personal questions (e.g. about your grade), email me or drop by office hours. (Do NOT use the messaging feature on Moodle to contact me.)
- Please turn off your cell phone ringers/alarms during class.

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. 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.

Student Learning Outcomes (General)

At the end of the course students will be able to:

1. represent relevant information in various mathematical or algorithmic forms.
2. calculate accurately and comprehensively.
3. interpret information presented in mathematical or algorithmic forms.
4. draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
5. explain quantitative evidence and analysis.

Student Health and Wellness

Students are required to pay the Student Health fee of \$18.00 per semester for fall and spring semesters (\$15 for summer session). This fee is collected at the time of enrollment. The health fee covers low cost health, mental health and wellness services on campus at: 2000 Center St., Suite 100.

Former Foster Youth

We are making a special effort to support foster youth at BCC. If you are a former foster youth you may qualify for scholarships and services to help you achieve your educational goals. You can contact Jennifer Ajinga directly (Room 349, Email: jajinga@peralta.edu) for more information.

Disabilities Statement

Berkeley City College is committed to providing reasonable accommodations for all individuals with disabilities. Any student with a documented disability needing academic accommodations is requested to speak with Programs & Services for Students with Disabilities (PSSD), located in Room 261 and the instructor as early in the semester as possible. I encourage any student who suspect they may have a learning disability to contact PSSD for assistance. They can be reached by phone at (510) 981-2812 or 2813. All conversations will remain confidential. The syllabus and course material are available in alternate formats upon request.