Course Policy Statement  
SM221 Calculus III  
Asst. Professor Justin Allman, Fall 2018

1. The basics

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Office Hours (EI): You may email me at any time to make an appointment for EI at the times posted by my office door. These include most times during the academic day, except on Tuesdays. I cannot guarantee that I will be available at the exact time you prefer, but I can promise to work with you to find a mutually agreeable time.

Names: You should call me “Professor Allman” both in written and spoken communication. I intend to learn (hopefully quickly) your preferred names and call you by them. Please let me know your preferred name. For example, if your first name is given as Elizabeth in MIDS, but you prefer to be called “Lizzy”, “Ella”, “Ellie” etc., please let me know.

2. Grades

Your grade depends on multiple types of Knowledge Demonstration Opportunities [KnowDOs]. The final weighted percentage associated to each type of KnowDO is listed below in the table depicting the breakdown of your final grade.

2.1. Table of Final Grade Breakdown.

<table>
<thead>
<tr>
<th>KnowDO type</th>
<th>Percentage Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebAssign Average</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Test 1</td>
<td>13</td>
</tr>
<tr>
<td>Midterm Test 2</td>
<td>13</td>
</tr>
<tr>
<td>Midterm Test 3</td>
<td>13</td>
</tr>
<tr>
<td>Midterm Test 4</td>
<td>13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

2.2. Letter grades. In each marking period, your letter grade will be determined by the following grades (with the following weights):

- **At 6 weeks:**
  - Your Homework Average through 6 weeks (20%)
  - Your Participation Average through 6 weeks (20%)
  - Your score on Midterm Test 1 (60%)

- **At 12 weeks:**
  - Your Homework Average through 12 weeks (15%)
  - Your Participation Average through 12 weeks (15%)
  - Your average score on Midterm Tests 1, 2, and 3 (70%)

- **At the end of the semester:**
  - Refer to the table in Section 2.1.
2.3. **WebAssign Homework and Participation.**

*WebAssign:* We will have homework assignments each week on WebAssign (usually due on Wednesday mornings before the academic day begins).

*Participation:* Many days there will also be “participation assignments” which will be checked quickly in class by you and your classmates. These participation assignments plus your contributions to your group and class discussions will lead to the *participation* grade. Some of our class discussions will be framed around “classroom voting” questions, which typically are a lot of fun.

The participation assignments are designed not just to teach you how to do computations, but to motivate ideas and deepen your understanding of mathematics. It is *very* important that you complete these assignments to the best of your ability before class to adequately participate; your group and the class will be counting on your valuable contributions. Sometimes these assignments will introduce new material we have not completely discussed in class; this is OK because...

**For your reference:** You should be spending approximately one hour (or less) on these assignments on the nights they are assigned. The standard for “completing” the participation assignments is that you have attempted every problem to the best of your ability and, although you frequently will not obtain a completely correct solution (THIS IS OK), you can articulate to your peers what you tried and some intelligible guesses as to how to proceed given more time. Even better, try to articulate how the ideas/concepts/computations/facts in each problem compare/contrast/connect to other ideas/concepts/computations/facts you already know about in mathematics.

2.4. **Average on Midterm Tests.** We will have four midterm written in-class exams tentatively scheduled per the syllabus. Exact dates will be announced at least one week in advance.

Each midterm test will be weighted equally; see the table above. I will write your midterm tests; other sections of SM221 will have different midterm tests.

2.5. **Final Exam.** The final exam location and time will be announced. Be advised that both the location and time are very likely to be different from our normally scheduled class location and time. Observe that the final exam is weighted at roughly twice the value of one of the in-class tests. The final exam is common across all sections of SM221 (including SM221P sections) and will include multiple choice and free response questions.

2.6. **An important grade lifeline.** One last (important) thing.... After we take the final exam, I will give you a subscore on material corresponding to that from Midterm Tests 1–4. If these subscores on the final exam are better than your scores on the Midterm Tests, I will replace them in your final grade calculation.

2.7. **Cutoffs.** In each marking period, your letter grade will be determined by the following score cutoffs:

<table>
<thead>
<tr>
<th>If you score this percentage</th>
<th>then you are guaranteed to make at least the grade of</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥90</td>
<td>A</td>
</tr>
<tr>
<td>≥80</td>
<td>B</td>
</tr>
<tr>
<td>≥70</td>
<td>C</td>
</tr>
<tr>
<td>≥60</td>
<td>D</td>
</tr>
</tbody>
</table>

Above, I say “at least” because I reserve the right to curve your grades, but only for the purpose of *improving* them. In other words, it’s possible that the final cutoff for an A could be something like 88, but the cutoff won’t exceed 90.
3. Class Meetings

We will be spending a lot of our class time working together (sometimes in small groups, sometimes as a whole) on tasks that increase your understanding of mathematics. At the end of many days, there will be some further tasks, practice problems, and/or synthesis problems for you to work through outside of class, as homework. The rest of your group, and the class, will be depending on you to complete this work in a timely manner. We will have class discussions on this material, in which you are expected to be involved, participate, and often present your ideas to the class.

4. Diversity, Inclusion, and Equity

As your instructor, I am committed to creating a classroom environment that welcomes all students, regardless of race, ethnic background, gender, color, creed, social class, religious beliefs, sexual orientation, etc. We all have implicit biases, and I will try to continually examine my judgments, words, and actions to treat everyone with the fairness and respect they deserve. I hope that you will do the same, and that you will let me know if there is anything I can do to make sure everyone is encouraged to learn, participate, and succeed in this class. You should feel free to discuss with me any questions, concerns, or suggestions regarding this, and any other, aspect of the classroom environment.

Below are four axioms for learning, teaching, and doing mathematics:

- Mathematical talent is distributed equally among different groups, irrespective of geographic, demographic, and economic boundaries.
- Everyone can have joyful, meaningful, and empowering mathematical experiences.
- Mathematics is a powerful, malleable tool that can be shaped and used differently by various communities to serve their needs.
- Every student deserves to be treated with dignity and respect.

Moreover, it is important to acknowledge that whether your experience with mathematics has previously been positive/negative/neutral, EVERYONE can still look forward to present and future enjoyment of mathematics.

5. Attendance

You are expected to attend class.

6. Computers, Calculators, etc.

During class we will often be using either a computer or calculator for calculations. There will be days when I ask you to bring your laptop to class. With the exception of those days, please keep your laptops away.

You will be allowed to use the TI-36X calculator that has been issued to you on all assignments. Other than that specific calculator, you will not be allowed to use any technology on tests and exams, but you are welcome to use aids on your homework for the purpose of deepening your learning.

7. Comments on WebAssign

Many of the problems on the midterm tests and most of the problems on the final exam will reflect the scope, style, and difficulty of the problems in WebAssign. In past semesters, students who have been very diligent with WebAssign have been better at: 1) clearly articulating the topics
they are struggling with, and 2) as a result have more productive EI sessions, and finally 3) do much better on tests and the final exam.

8. Citing sources

When you present ideas to the class, unless you state otherwise, you are claiming these ideas to be your own work or the work of your group. If you got a key hint or idea from someone or somewhere else, the honorable course of action is to inform your audience by saying “We saw this formula in the textbook, on page . . . ” or “Professor X suggested we look at . . . ” or “My roommate said this was . . . ” or “I googled it and found . . . ” or whatever the case may be. If you used your calculator or computer to do a computation, this should be stated as well. If you are watching another student present, and are not sure where an idea or computation came from, please ask them to clarify. Similarly, when you hand in written work, either as part of homework or on a test, you are claiming this work to be your own. Especially on written work, you should make sure that explanations are written in your own words, even if you worked with others on figuring out the solutions (you almost certainly will). If you got help from a person, book, the internet, a magical hobbit living under your bed, or any other resource, again the honorable course of action is to cite that person or resource on your paper. A statement “I worked with MIDN Boaty McBoatFace on this problem”, “I checked this answer with Wolfram Alpha”, etc. is typically sufficient.