

Math 1220-90 Calculus II, Fall 2021

Course Information: Math 1220 Calculus II is a 4 credit course.

Prerequisite Information: “C” or better in (MATH 1210 OR MATH 1250 OR MATH 1270 OR MATH 1311 OR MATH 1310) OR AP Calculus AB score of at least 4 OR AP Calculus BC score of at least 3.

Course Description: Geometric applications of the integral, logarithmic, and exponential functions, techniques of integration, conic sections, improper integrals, numerical approximation techniques, infinite series and power series expansions, differential equations (continued).

Instructor: Todd Vawdrey

Email: todd.vawdrey@utah.edu

Office Hours: Office hours will held be over Zoom and will be available through the Zoom tag in Canvas. They will be Tuesday and Thursday from 4:30-5:30 pm local time until Dec 9 except on Oct 14 and Nov 25.

Text: *Calculus with Differential Equations*, by Varberg, Purcell, and Rigdon (9th edition). Additional information regarding purchasing the textbook can be found at <http://www.math.utah.edu/schedule/bookInfo/>. The textbook may be available electronically through the library reserves.

Overview: This is an exclusively online class, run primarily through the Canvas interface. You can access the Canvas page through CIS or by logging in at utah.instructure.com. Students should check the Canvas page regularly for course information and resources. Email notifications and correspondence will be sent to the student’s UMail address ([u-number]@utah.edu); this email account must be checked regularly.

There will be short lectures posted each week on Canvas discussing the main points of the chapter; however, students will need to supplement these lectures with careful reading of the book sections. Students have many resources available to use in learning the course material in addition to the text, posted videos, and the assigned problem sets. These include

- **Interaction with the Instructor-** The instructor will be available to meet in person or online for office hours, will respond to emails, and participate in discussion boards.
- **Interaction with Other Students-** The Canvas interface makes connecting with other students easy. Though it is required that every student do his or her own work, you are encouraged to form study groups and/or ask questions of your peers. Students are encouraged to answer discussion posts too.
- **Math-Department Tutoring Lab-** Room 155 of the T. Benny Rushing Mathematics Center (in the basement connector between the LCB and JWB math buildings). They will have online tutoring options available. For more information, see <https://utah.instructure.com/courses/722146/>
- **Supplementary Notes & Past Exams-** There is a departmental webpage for the class that has some additional resources, including exams from past semesters. See <http://www.math.utah.edu/online/1220/>.
- **Anything Else...-** There are many free resources available on the web that may be helpful. Beware, however, that the quality and accuracy of these resources vary. If you find a helpful website or video, feel free to share it with the other students.

This course is not a learn-at-your-own-pace course. It follows the University’s semester-based academic calendar and has hard due dates for homework and exams. Because course learning is guided through an online interface, it does provide greater time flexibility than a traditional lecture course. However, with this time flexibility comes the responsibility to use your time wisely and effectively.

The instructor will try his/her best to be helpful, responsive, and available. However, it is the student’s responsibility to ask questions well in advance of homework due dates. On scheduled school days, you can expect the instructor to reply in the evening the day an email is sent if sent by 5:00pm local time. It is imperative that you get started on the homework assignments early so that you allow time for responses to any questions you might have. In general, you should not expect an answer to homework question posed past 5:00pm until the next school day.

When sending an email question, please be **specific** about the concept, problem number, and trouble area. It is very hard to assist via text. It becomes nearly impossible to provide meaningful assistance to

emails of the form, "I don't understand the homework," or "I got stuck on problem 13." Please include pictures or screenshots when possible.

Keys to Success: To be successful in this online course format, a student must be an active participant in their own learning. This requires motivation, time management, and discipline. Here are some strategies that will be effective:

- **Get Started Early-** Get started learning the material early in the week. You will retain and understand the material better if you do a small amount of work each day for a few days than if you try to cram the week's material into one day. Plus, starting early gives you plenty of time to get questions answered from discussion or email. Set aside specific times each week that you will devote to the course work. If you work a job during the day or are more of a night owl, pretend that the homework is due the night before it actually is; that way, you will be sure to get it done in time, and you will have the next day to get any remaining questions answered. Do not wait until the last minute!
- **Work Examples-** A math textbook is not good bedtime reading. You should be actively working while you are reading. Get out paper and pencil and read through the text and examples, working through each step on your paper. If you do not understand a step, go back and work through it again. Progress may be quite slow, but your time will be rewarded by a better understanding of the material.
- **Print Out Homework-** Print out the homework problems and do them first carefully with paper and pencil. Remember that, although homework only requires an answer, exams will score both answer and work. On exams, it will be important that you show your work and that your work is clear and legible. Your method is as important as your final answer! Practice this on your homework assignments.
- **Ignore your Calculator-** Do your homework assignments without a calculator. There are a few homework problems that do expect numerical answers, but most problems do not require a calculator. For example, suppose you find that an answer to a problem is $\frac{\sqrt{5}}{3} + \sin\left(\frac{\pi}{4}\right)$. You could get out your calculator and find that this equals 1.45246..., then input 1.4525 into the homework blank. However, it is better to input the whole expression and let the computer handle the calculation. In this example, you would input 'sqrt(5)/3+sin(pi/4)'. This is better for three reasons. If you need to use this answer in another part of the problem, you can simply cut and paste and/or modify your entry appropriately in the new blank. This eliminates any rounding errors that might cause your second answer to be counted as incorrect if the rounded decimal form is used. Secondly, if you enter decimal answers, it is virtually impossible for the instructor to understand what you are doing to arrive at that answer. This makes it difficult for the instructor to diagnose the problem by looking at your previous answers. Finally, you will not be allowed calculators on your exams, so you should not become dependent on it. Kick the calculator habit!
- **Use Homework as a Tool-** You should view the homework as a tool for accessing and evaluating your understanding of the course material. Getting a high homework score is desirable, of course. However, that should not be your only goal. Homework questions vary in difficulty and relevance, but they will often follow an example in the book quite closely. All you are required to input is the answer, and it may be possible to get that answer by shortcut methods (following computations in the book, finding a pattern in previous answers, etc). It is not in your best interest to take shortcuts; any additional points you get by these methods will be negated by points you miss on an exam where the problems will be different and you will be expected to show all of your work. There is nobody looking over your shoulder to make sure you are doing the homework problems honestly, so you need to police yourself. If you get a correct answer but are not totally confident of the method, go back and work it again.
- **Seek Help if Needed-** If you are having difficulty with a concept or question, it is up to you to seek help from the instructor, other students, or a tutor. You should attempt to be an honest evaluator of your own understanding. Constantly ask yourself, 'How well do I understand this concept?' One way to evaluate this is to pick a problem from the end of the section in the book. If you can't get started or keep getting stuck, then you clearly are lacking some necessary component of understanding. So seek out help. There is no shame in getting assistance. Learning mathematics alone is difficult for everyone

and often you just need a nudge back in the right direction. Make sure the help you are getting is directed at your conceptual understanding and not just how to get the final answer. Whether or not you get a particular answer correct or not on your homework will have a negligible effect on your course grade, but whether or not you understand the underlying concept will ultimately have an effect on your course grade through higher exam scores.

Grading: The following are the grade components and the percentage each contributes to a student's final grade:

Webwork Assignments (17%) - assignments will be due more or less weekly and will utilize the Webwork environment. You can access the Webwork assignments by clicking on the Assignment listing in Canvas. For specific due dates and times, please consult the course calendar. There will be 11 homeworks in total, plus an introductory assignment. The number of questions per assignment and hence the total points each assignment is worth will vary. The introductory assignment is graded. The lowest score will be dropped.

Written Supplementary Assignments (8%) - these will be due more or less weekly and will involve uploading written work for a few problems to Canvas or Gradescope. The purpose of this course component is to practice and get feedback on writing clear and complete solutions (as opposed to focusing on a correct final answer, as is done in Webwork). The lowest score will be dropped.

Midterm Exams (45%) - Two 90-minute exams will be given during the semester. Midterm exams will include a multiple choice portion and a written answer file upload portion. The midterms will be administered through the Testing Center and will have a one-week window. For students who are unable or unwilling to take the exam in person, an alternate exam will be given remotely. Exams will be proctored, either through ProctorU or Zoom, so both a webcam and phone/scanner will be required for the exam. The use of the textbook, notes, and a calculator will be allowed during the exam. Online resources and communication with others (either in person or electronically) will not be allowed during the exams. Violations of these rules will be considered academic misconduct; a zero will be given on the exam and a report will be sent to the College of Science. In the event the test center closes less than two weeks before an exam, a second remote exam date will be provided.

Final Exam (30%) - One cumulative 150 minute exam will be given at the end of the semester. It will be the same format and follow the same rules as the midterm exams, only it will be longer. The exam will be given at a common time determined by availability.

Score distributions of the midterm exams will be centered at 70 or higher. What this means is the following: Once the exams have been graded, the exam average will be computed. If it is above 70, then there will be no score adjustment. If it is below 70, then points will be added to everyone's score so that the exam average is 70. For example, if the average of the first midterm is 64, then everyone will have 6 points added to their exam scores, making 70 the new exam average. This only applies to the first two midterm exams and not the final exam.

Final course letter grades will be determined as follows: If X is your course percentage weighted according to the above, then $\{X \geq 88\% \Rightarrow A, X \geq 85\% \Rightarrow A-, X \geq 82\% \Rightarrow B+, X \geq 73\% \Rightarrow B, X \geq 70\% \Rightarrow B-, X \geq 67\% \Rightarrow C+, X \geq 58\% \Rightarrow C, X \geq 55\% \Rightarrow C-, X \geq 52\% \Rightarrow D+, X \geq 43\% \Rightarrow D, X \geq 40\% \Rightarrow D-, X < 40\% \Rightarrow E\}$.

The instructor retains the right to modify this grading scheme during the course of the semester; students will, of course, be well notified of any adjustments. Note that, given the percentages outlined above, missing a midterm exam will result in a student's grade falling at least one and a half letter grades, while missing the final exam will result in a student's grade falling at least two letter grades. It is therefore unlikely a student will pass the class if any exam is missed.

Extra Credit- Participating in the Canvas Discussions allows you to earn a small amount of extra credit. Everyone who posts a discussion question and a reply with mathematical content will receive one additional point on that week's homework assignment (maximum of one point per week). This does not seem like very much, but a student who participates every week will add about 2% to their final course score. You will also find that the benefits you receive by participating in the discussions go well beyond the extra credit. Keep

in mind, though, that to receive the maximum benefit you need to start participating early in the semester. Everyone benefits when there is more class participation in the Discussions. There may be additional extra credit opportunities.

Other Important Information

- Students MUST use their U-mail email account ([u-number]@utah.edu) or the Canvas messenger for all student-instructor email correspondence. Check your U-mail regularly because all official class announcements will be sent through this email.
- If you are having difficulty with a Webwork problem and would like help from the instructor, please use the ‘email instructor’ button within the assignment. This will send the instructor an email containing your question and a link which allows the instructor to view your specific problem and the previous answers you have input. This added information makes diagnosing your problem much easier.
- When asking about a problem, either via the homework “email instructor” button or discussion posts, please make sure to include the following information: (1) state the problem in your own words, (2) state your general strategy to solve the problem and any relevant intermediate computations, and (3), your answer. Often, you will find that if you take the time to write out the above information clearly, your mistake will become apparent. Also, the above information is important because the homework problems are randomized. No two students will get the same homework problems. So references to answers without the problem context will not be meaningful.

When all three elements are included, the instructor can very often diagnose any problems in the student’s computations and/or strategy and suggest a correction. The instructor will most likely not supply a complete answer in reply. The goal of instructor interaction is to facilitate learning. It is the student’s responsibility to complete their own calculations to earn credit.

- Practice tests will be posted about a week prior to each exam. Practice exams will be similar in structure and format to the real exam. There are also exams and solutions from previous semesters which can be accessed through a link on the departmental webpage <http://www.math.utah.edu/online/1210/>.
- The university suggest that you use Firefox, Chrome, or Safari to login to Canvas, but not Internet Explorer. For any technical help with Canvas, you should contact the UOnline Helpdesk at (801) 581-6112.
- The Canvas interface (discussion posts, chat, etc.) should be used for Calculus II coursework only. The instructor moderates student activity and has the right to initiate disciplinary action in the event of inappropriate activity.

Expected Learning Outcomes: Upon successful completion of this course, a student should be able to:

1. Compute derivatives and integrals for exponential, logarithmic, hyperbolic functions, and inverse trigonometric functions.
2. Integrate integrable functions using integration by parts, u-substitution, trigonometric substitutions, rationalizing substitutions, partial fraction decomposition, and trigonometric identities. This includes knowing which techniques to apply to a given integral.
3. Use L’Hopital’s Rule to calculate indeterminate-type limits and also know what limits are the non-indeterminate forms and how to compute those limits.
4. Compute improper integrals.
5. Understand the difference between an infinite sequence and infinite series and determine if a sequence converges or diverges.
6. Determine whether or not an infinite series of numbers converges or diverges using a variety of tests.

7. Understand what it means for a Power Series to converge or diverge and be able to find the Taylor Series for a given function. Determine how closely a Taylor polynomial approximates a function using Taylor's Remainder Theorem.
8. Differentiate and integrate functions in polar coordinates.

Student Responsibilities: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. <http://regulations.utah.edu/academics/6-400.php>

ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as ;Preferred first name; (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

University Counseling Center: The UCC staff is committed to supporting the mental health needs of our campus community. Their phone number is 801-581-6826. Their hours are Monday-Friday, 8:00am-5:00pm. For after-hours emergencies, contact the 24/7 Crisis Line: 801-587-3000. More information is at <https://counselingcenter.utah.edu/>.

Office of the Dean of Students: The Office of the Dean of Students is dedicated to being a resource to students through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assists with the interpretation of University policy and regulations. To contact the Office of the Dean of Students, please email deanofstudents@utah.edu or call 801-581-7066. There is more information at <https://deanofstudents.utah.edu/>.

University Covid-19 Information: University leadership urges all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

Vaccination - Get a COVID-19 vaccination if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks. Visit <http://mychart.med.utah.edu/>, <http://alert.utah.edu/covid/vaccine>, or <http://vaccines.gov/> to schedule your vaccination.

Masking - While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, CDC guidelines now call for everyone to wear face masks indoors.

Testing - If you are not yet vaccinated, get weekly asymptomatic coronavirus tests. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others. Saliva based testing is available at alert.utah.edu/covid/testing

Self-Reporting - All of us, including faculty, students, and staff, must self-report if we test positive for COVID-19 via this website: <https://coronavirus.utah.edu/>.

Course Roadmap Week-by-Week: All homework due times are 11:59pm. Webwork assignments will be due on Wednesdays (except the first assignment) and the Written Supplementary assignments (WS) will be due the following Friday (except for the final assignment, WS #11). Webwork answers will be available and the next assignment will be posted when the previous one closes.

Week 1 WebWork demo due Aug 26—learn to log in, navigate environment

Week 2 WebWork #1 due Sept 1, WS #1 due Sept 3. Chapter 6.1-4: Logs and Exponentials. **Note, Friday Sept 3 is the last day to drop the course.**

Week 3 WebWork #2 due Sept 8, WS #2 due Sept 10. Chapter 6.5-9: Exponentials, Inverse Functions, Trigonometric and Hyperbolic functions.

Week 4 WebWork #3 due Sept 15, WS #3 due Sept 17. Chapter 7.1-3: Trigonometric Integrals, Integration by Parts.

Week 5 WebWork #4 due September 22, WS #4 due Sept 24. Chapter 7.4-6: Integration Rational Functions by Substitutions, Partial Fractions.

Week 6 Exam 1 (Testing Center: Sept 27-Oct 1 or Remote: Sept 30 at 5:00 MDT).

Week 7 WebWork #5 due Oct 6, WS #5 due Oct 8. Chapter 8.1-3: Indeterminate Limits and Improper Integrals.

Week 8 Fall Break. Though no assignments are due this week, you should continue to work on future assignments and study prior materials.

Week 9 WebWork #6 due Oct 20, WS #6 due Oct 22. Chapter 9.1-2: Sequences and Series. **Note, Friday Oct 22 is the last day to withdraw from the course.**

Week 10 WebWork #7 due Oct 27, WS #7 due Oct 29. Chapter 9.3-5: Convergence Tests.

Week 11 WebWork #8 due Nov 3, WS #8 due Nov 5. Chapter 9.6-7: Power Series.

Week 12 Exam 2 (Testing Center: Nov 8-Nov 12 or Remote: Nov 11 at 5:00 MST).

Week 13 WebWork #9 due Nov 17, WS #9 due Nov 19. Chapter 9.8-9.9: Taylor and MacLaurin Series.

Week 14 Thanksgiving Break. Though no assignments are due this week, you should continue to work on future assignments and study prior materials.

Week 15 WebWork #10 due Dec 1, WS #10 due Dec 3. Chapter 10.1-4: Conics.

Week 16 WebWork #11 due Dec 8, WS #11 due Dec 9. **Note, this is a Thursday.** Chapter 10.5-7: Polar Coordinates and Calculus in Polar Coordinates.

Week 17 Final Exam (TBD between Dec 13 - 17).