

Syllabus: Math 105, Section 204

Basic Information

Hi! I'm your instructor. My name is Elyse Yeager. You can call me "Elyse" or, if that makes you uncomfortable, "Dr. Yeager." You can email me at elyse@math.ubc.ca. My office is room 229F in the Mathematics Building, and my office phone is (604) 822-3629.

We will meet Monday, Wednesday, and Friday from 4:00-5:00 pm in LSK room 201. Office hours are in my office, MATH 229F, tentatively scheduled for:

Thursdays 3:30-5:30 pm

Fridays 1:00-3:00 pm

Hours and location are subject to change based on the needs of the class. You can also email me to meet outside of these times.

The website for all Math 105 sections is here:

<http://www.math.ubc.ca/~kliu/common105.html>

This website has detailed information, including the course outline, policies, and practice problems. This syllabus is purely supplementary to the information on the website.

Our final exam is **not yet scheduled**. Final exams are held from April 12 to 27 inclusive, with Saturdays included. Please do not make travel plans for the summer until you know when our final will be.

Assessment

Assessment For Learning (Formative Assessments)

Online webwork will be due approximately once a week, and will be worth 10% of your final mark.

You will have a quiz roughly every other week. This will be worth 6% of your final grade. Quizzes will be similar to the practice homework problems in your book. One bonus point will be awarded if you are able to correctly predict your mark, but your total grade for all quizzes combined may not exceed 100%. During the quiz, you may not use any calculators, cell phones, or other electronics, except a (non-smart) watch. You may not have notes of any sort.

Your quizzes are tentatively scheduled for the following days: Friday January 15, Monday January 25, Friday February 12, Friday March 4, Monday March 14, and Friday April 1.

You will have the opportunity to redo one question from your quiz. After you turn in your quiz, you may elect to resubmit one problem from that quiz on Connect. Then you will be asked to grade three problems of your peers, according to a rubric. If you adequately grade your peers' assignments, your peer-assigned grade on your resubmitted problem will replace your quiz grade on that problem. If you do not adequately grade your peers' contributions, or if you submit more than one revised problem, you will get no credit for your revised work. You will be allowed to consult other people, your books, the internet, etc. before you write your revised problem, but you must write your revised problem on your own, in your own words.

Assessment Of Learning (Summative Assessments)

There are two midterms in this class. Each will be worth 17% of your final mark. The final examination will be worth 50% of your mark. Past finals can be found here: <https://www.math.ubc.ca/Ugrad/pastExams/>.

Expectations

Classtime

You are expected to come to class with some way of writing. Note-taking is encouraged, and from time to time you will be asked to work on a problem during class.

I try to foster an interactive classroom environment. I do hope that you'll raise your hand when you have a question, or to suggest an answer for a question I've posed to the class. Make sure you're participating, while still being respectful of your shyer classmates who would also like a chance to speak.

Practice Problems

The course website has suggestions for problems to do out of your textbook: it is highly recommended that you do all of these. Feel free to do more than are listed, using the learning goals as guidelines for topics.

Studying

Lecture is only a small portion of the time you should be spending on this course. You should be studying outside of class frequently. It is generally easier to learn things in small doses than all at once, so you are encouraged to set aside time every day to do some calculus.

You should be reading the textbook at home as we go through different sections in class. **Reading the text before class** can be a very useful way of previewing material. It helps you follow along during lecture, and identify the parts of the lecture where you need to pay attention the most, or where you would like to ask a question.

Additionally, you are responsible for familiarizing yourself with course policies. Reading syllabi is an excellent start (so pat on the back for getting this far), but make sure you are also familiar with the course webpage, Connect, etc.

Course Goals

I have three overarching goals for you in this course. The most obvious is that you be able to learn to do the calculations involved with integral calculus. This is probably what you'll spend the most time studying, it will be primarily what is assessed, and it's something you're used to getting out of math courses. The second is that you learn the concepts behind calculus, and how they relate to the calculations you're doing. In your careers, as you go on to use what you've learned, you'll have to be comfortable interpreting the functions that we usually give you abstractly, without context, so it's important that you have a firm grasp on the meaning behind the mathematics you're using. Also, the concepts are, for most people, the most beautiful part of calculus, and I would hate for you to miss out on appreciating them. Finally, calculus courses are often used to hone your problem solving ability. We give you big, nasty problems, and you learn to pick them apart in to manageable chunks, solve the chunks, then paste those solutions into a cohesive whole. This process, of changing something you don't know how to solve into something you do know how to solve, is an important skill both inside and outside the classroom.

Getting Help

Lots of people find their first calculus class challenging, and lots of people find their first few years in university challenging. If you find yourself struggling, I hope you'll take advantage of some of the resources available to you on campus.

Help with Course Content

It's good for your brain to work hard! But if you find yourself feeling overwhelmed, please do take advantage of some of these marvellous resources available to you.

- The Math Learning Center is staffed with tutors, and you can go there to meet other students. More information here: <http://www.math.ubc.ca/~MLC/>
- Other students in the course are an important resource. Ask the person sitting next to you if they want to work on homework together, or meet at a coffee shop to study for the next exam. Talking to strangers is hard, but having a community is helpful and important. If someone asks for help, keep in mind that teaching someone is a fantastic learning opportunity. Being able to do a problem on the homework is great, but often we learn even more when we're put in the position of explaining it to someone else.
- Free tutoring: <http://www.ams.ubc.ca/services/tutoring/> For independent, paid tutors, check bulletin boards around the math building.
- Talk to your teacher! Office hours are time I set aside to meet with students, and it gets boring when you don't come. You can grab me after class or email me at elyse@math.ubc.ca to ask a short question, or schedule an in-person meeting if office hours don't work for you.
- The internet has pretty much everything. There's our class discussion board, where you can pose a question to the class. There's lots of free online textbooks and notes you can search for; I like APEX Calculus, but find a textbook that clicks for you. There's also tutoring videos, like Khan Academy. If you look hard enough, the UBC pages have old exams.

Help with Other Issues

Student Services at UBC has a variety of programs to help you stay happy and healthy. A good place to start is here:

<http://students.ubc.ca/livewell>

UBC provides services to address, among other things: illness and injury, mental health and wellbeing, sexual assault (for people of all genders), other violence, discrimination and harassment, diversity, disability, and ongoing medical considerations. If you have legal issues, you might be able to get help from the Law Students' Legal Advice Program, <http://www.lslap.bc.ca/> The Office of Equity and Inclusion <http://equity.ubc.ca/> is a good place to go if you want more information about maintaining an environment that is respectful, especially with regards to interculturality, LGBT*QIA status, race, students who are parents, etc. The Office of Access and Diversity <http://students.ubc.ca/about/access> provides disability support.

Education is a tool for a better life, from increased earning potential to a heightened appreciation for the beauty and complexity in the world. Your real life extends far beyond the boundaries of this campus. It's important that you don't let your education interfere with your physical or emotional health.