

Day	Date	Sec	Topic	Problems and Comments
Wed	12-Jan	1&2	Rev functions and models	Rev p56 #1,2,3,5,6,8,9,10,11,12,16,17,18,19
Fri	14-Jan	2.1	tangent and velocity problems	#1,2,3,5,6,8,9
Mon	17-Jan		M.L. King Birthday	No Classes
Wed	19-Jan	2.2	Limit of a function	#2,4,5,6,9,12,13,15,25,28
Fri	21-Jan	2.3	Calculating limits	#1,2,11,13,15,17,20,22,28,39,40,45,46,49
Mon	24-Jan	2.3&2.4	2.3 cont'd; 2.4 Precise defn lim (lightly)	2.4#1,2,3,4,5,6,9,10
Wed	26-Jan	2.5	Continuity	#1,3,4,5,6,7,9,11,17,21,37
Fri	28-Jan	2.6	Tangents, velocities, rates of change	#1,2,3,5,13,15,17,18,23
Mon	31-Jan	3.1	Derivatives	#3,4,6,7,9,12,15,16,19,22,25,26,
Wed	2-Feb	3.2	Derivative as a function	#1,2,4,7,10,12,17,25,36,39,41 Last day to drop without a grade
Fri	4-Feb	3.3	Differentiation formulas	#5,10,16,18,21,25,28,33,40,44,53,57,58,62
Mon	7-Feb		Review	
Tues	8-Feb		Examination 1 7:30-9:30PM	Rooms TBA
Wed	9-Feb	3.4	Rates of chng - nat. & soc. sciences	#1,4,6,9,15,18,19,20,22,28
Fri	11-Feb	3.5	Derivatives of trig. functions	#3,6,9,12,18,29,30,35,36,43
Mon	14-Feb	3.6	The chain rule	#1,5,6,7,10,15,16,19,25,28,45,46,55,56,
Wed	16-Feb	3.7	Implicit differentiation	#3,4,7,10,14,15,25,26,29,35,39
Fri	18-Feb	3.8	Higher derivatives	#1,2,3,11,18,25,26,39,41,44,49,50,53
Mon	21-Feb	3.9	Related rates	#1,2,4,7,8,10,11,12,16,
Wed	23-Feb	3.9	Related rates, cont'd	#6,14,15,17,19,20,21,22
Fri	25-Feb	3.10	Linear, approx & differentials	#1,3,7,8,13,15,27,31,32,37
Mon	28-Feb	4.1	Maximum and minimum values	#1,2,3,4,5,9,11,17,18,23,47,48,52
Wed	2-Mar	4.2	The Mean Value Theorem	
Fri	4-Mar		Review	UK rules require that students get mid-term
Mon	7-Mar		Review	grades by Mar 7. I wait to include Exam 2 scores, but no later than Mar 11.
Tues	8-Mar		Examination 2, 7:30-9:30PM	Rooms TBA
Wed	9-Mar	4.3	Derivatives & shape of a graph	
Fri	11-Mar	4.4	Limits at infinity, horizontal asymptotes	
Mon-Sat	14-Mar-19-Mar		Spring Vacation, No Classes	
Mon	21-Mar	4.5	Summary of curve sketching	
Wed	23-Mar	4.6	Graphing with calculus & calculators	
Fri	25-Mar	4.7	Optimization problems	
Mon	28-Mar	4.7	Optimization-cont'd	
Wed	30-Mar	4.9	Newton's method	
Fri	1-Apr	4.10	Anti-derivatives	
Mon	4-Apr	5.1	Areas and distances	
Wed	6-Apr	5.2	The definite integral	
Fri	8-Apr		Review	
Mon	11-Apr		Review	
Tues	12-Apr		Examination 3, 7:30-9:30 PM	Rooms TBA
Wed	13-Apr	5.3	The fundamental theorem of calculus	
Fri	15-Apr	5.4	Indefinite integrals & Net Change Th	
Mon	18-Apr	5.5	The substitution rule	
Wed	20-Apr	6.1	Areas between curves	
Fri	22-Apr	6.2	Volume	
Mon	25-Apr		Review	
Wed	27-Apr		Review	
Fri	29-Apr		Review	Last Class
Thur	5-May		Final Examination, 8:30-10:30 PM	Rooms TBA

MA113/114 Calculus I/II Spring 2005 Information for Instructors
Course coordinator: Brauch Fugate

Prerequisites: *MA 113:* Math ACTM score ≥ 26 , or MA 109 and 112, or MA 110.
MA 114: MA 112 and a grade \geq "C" in MA 113. Enforcing prerequisites is the responsibility of the Instructor; there is no automatic enforcement by the Registrar.

Textbook Stewart 5th ed. will be used in both courses, and will be used in MA 213, beginning Summer 2005. Stewart 5 comes in two formats:

- i) Single Variable (covering MA 113 and 114) and Multivariable (covering 213)
- ii) the usual format, (covering all three courses).

Students who don't plan to take MA 213 can save money by buying only SV. If they change their minds, they can buy MV when they enroll in MA 213. Students who plan to take all three semesters will find it cheaper to buy ii).

Syllabus A course Calendar with suggested problems is available. Each instructor should also give every student an individual syllabus giving their name, contact information and office hours, as well as additional information about grading policy. See *University Rules* below.

University Rules The University Ombud has made several requests concerning syllabi and other requirements of University Rules:

1. The syllabus should describe curving policy. This is apparently in response to instructors who used "negative curves".
2. Describe carefully what is meant by an excused absence, if attendance will be used in grading. You may have any student who misses both the first two class meetings dropped from the course. Just take a list of names to Cindy Iten, in POT 257.
3. All teachers must provide undergraduate students with a Midterm Evaluation of their course performance by Friday, Mar. 11, 2004.
4. No examinations (except make-ups) are to be given the last week preceding Final Examinations.
5. Please see the ombud's memo for the full story.

Math resource center The mathematics resource center or Mathskeller is in room 65 in the basement of the Classroom Building. Tutorial help is available for all 100-level MA courses. All teaching assistants for MA113/114 are asked to schedule at least one of their office hours in this facility (and a total of three office hours). After this week, Mathskeller hours are 8-8 MTWR, 8-5 F. There will probably be additional hours just before Midterm Examinations.

Exams There will be three exams and a final. These exams are scheduled in the evening at the times shown in the course Calendar. Rooms for exams will be assigned after classes begin. If you don't want to write your own, feel free to join other

lecturers to write a common exam. Note that there is a uniform time for the Final Examination in MA 113, but not for MA 114.

Please emphasize to your students that they should try to clear their schedule for these exams. Students are allowed to register for a course that meets at the same time as a common exam. Students are required to give their instructor two weeks notice, in writing, of any conflict of a Common-Hour Exam with a class, and the instructor is required to give an alternate exam. With this much notice, it should be possible for lecturers to write a common alternate exam, if they want to. See p.19 "Spring 2005 Schedule of Classes" for details. (Note that alternate exams are only required for students with *excused* absences.) Instructors in evening classes generally give their exams during a regularly scheduled class meeting.

Homework There are no paper graders for either MA113 or MA114. Please note that, by Departmental policy, TA's are *not* to be used as homework paper graders. For information on how TA's may be used to *check if homework is attempted*, see the attached "Notes for Lecturers". It is expected that TA's and faculty will share equally in grading examinations and quizzes.

MA193/194 In addition to the 4 hours of credit for MA113/114, the department offers one additional hour of credit for MA193/194 on a pass/fail basis. Instructors may set their own grading policy for MA193/194. MA 193/194 is the Recitation section of MA 113/114. Hence, it is appropriate to require students to attend MA 193/194, and to use attendance/participation in course grades for MA 113/114, even if the student is not enrolled in MA 193/194. Below are a few common questions about MA193/194.

Must a student take MA193/194? No, unless the student is in MathExcel. Math-Excel students must take MA193/194.

What section of MA193/194 should a student register in? Students should register in the same section number for both MA193/194 and MA113/114. If a student drops or changes sections of MA113/114, they should also drop or change sections of MA193/194. Instructors and teaching assistants should check their MA193/194 rolls near the end of the semester. If there is a name that is unfamiliar, please try to determine if the student is registered in another section of MA113/114.

Can MA193/194 be repeated? Yes, though there is little benefit to this.

Can MA193/194 be taken without MA113/114? Yes, though it is not recommended.

Problems Students should try to resolve problems with their instructor and/or teaching assistant. If this is not successful, they should contact the departmental ombud, Prof. Ted Suffridge.

If you have suggestions or corrections for the Calendar, please let me know.

Calculators Most students are familiar with graphing calculators such as the TI-82. These calculators allow students to graph functions, solve equations, evaluate derivatives and definite integrals numerically. Elizabeth has TI-82 calculators that each instructor may check out. I suggest that students be allowed to use such calculators on exams. Test questions should be written so that it is clear whether a numerical answer from the calculator is acceptable or if students must carry out the computation by hand. In addition, some students will have machines that can carry out symbolic computations. I suggest that students *not* be allowed to use these on exams. Examples include the TI-89, TI-92, the HP48 and, of course, laptop computers.

Computer labs The math department has a computer lab, Inslab, that instructors may use. See <http://www.ms.uky.edu/~inslab> for more information. This lab has Maple and Matlab available. The university also maintains numerous computer labs where students may use Maple and other mathematical software. These labs contain classrooms that may be reserved.

MA 113 Calculus I Notes for Lecturers

Brauch Fugate

December 2004

Disclaimer I've never taught from Stewart 5 and the problem sets are quite different from Stewart 3. I have taught all three semesters from Stewart 3. What follows describes my most recent experience teaching *Calculus II*. Feel free to use or ignore any of it.

Suggestions on Teaching

Format Three lectures/week to 70-100 students; Two 75-min recitations, lead by TA's; no paper graders; three mid-term examinations on Tuesday nights, written by individual lecturers, plus a Final Examination.

Homework Assignments: I assigned 9-12 problems at each lecture.

First Method: Before the first exam, students did not have to submit any homework. I said that at least half the problems on the exam would be taken directly from the homework, possibly with changed coefficients. Exam 1 was a disaster (40% E). Also, the TA's said that the students were not doing the homework

Second Method: After Exam 1, the TA's suggested a change. Each assignment had to be submitted at the following lecture; each recitation section in a separate stack. Homework was returned at the next lecture, sorted by section and alphabetically within section. There was a two-point maximum on each assignment, 1 for handing it in with most of the problems attempted, 1 more if they attempted the problem that I told the TA's to examine. One TA would assign a score to all students, and record it on an Excel spreadsheet. (The next assignment was graded by a different TA.) The problems were not checked for correctness. The TA's said that they could do this very quickly. Homework scores were 15% of the course grade. Exam 2 scores were much better (18% E), and most of the students were doing most of the homework.

Quizzes Initially, Practice Quizzes were given each week in recitation and graded by TA's. (The scores did not count in course grades.) After Exam 1, we stopped Quizzes and collected homework.

Attendance From the beginning, attendance at recitations was mandatory; the recitation grade (10% of course grade) was reduced by 10% for each unexcused absence. After Exam 1, attendance at lecture was effectively mandatory, since they had to be there to turn in homework. (Some students would leave during the lecture; I made no attempt to stop this.)

Student Preparation. While teaching Techniques of Integration, it became obvious that they did not know standard integrals. I gave a 15 min. test in lecture over the Quick Reference Card, #1-3, 5-14, 19, and 20. This counted as part of Exam 2.

Their knowledge of trigonometry was poor. We had another 15 minute test in lecture over the Trig Reference page at the front of the text. (The entire left column, plus the first 10 Fundamental Identities, Double and Half-Angle Formulas.) This counted as part of Exam 3. I think that both tests helped a lot. Next time, I'll give these memory tests earlier.

TA Supervision I met with them once a week to discuss what we were doing, plans and student performance. They got copies of all assignments, and all class handouts. They did not see the tests until 30 minutes before they were given. (I had no reason to distrust any of them, but I wanted to eliminate student complaints about "unfair information given by TA's for other sections".) I observed each of them teach once. I wish that I had done it earlier; there were a number of obvious things that needed to be done differently.

Record Keeping If you keep class records on a spreadsheet, and more than one person prepares some of the data, I suggest being rather rigid about the format. Next time, I wouldn't copy SIS data into Excel until after the last day to add; then I'd make sure that no names were ever deleted.

Grades 14% A, 20% B, 23% C, 11% D, 16% E, 17% W.

Student Comments Most students liked required homework, with credit being given for attempts instead of correctness. There were some complaints about starting this system after Exam 1. Some students complained about the recitation being boring and not well-structured. Apart from trying to correct this in my weekly meeting with TA's, I didn't have time to do anything more. Several students requested Quizzes over Series, but I thought that the TA's had enough to do.