Meeting Times

| Sec. F4 | 6/24 - 8/14 | MTWTh | 12:20pm - 2:20pm | SEC-203 (BUS) |

Lecturer

Name: Joseph Guadagni (Dr. G)
Email: joseph.guadagni@rutgers.edu
Office hours: MTWTh, 2:40pm - 3:40pm, Hill-215 (BUS)
Text: phone number is on Canvas course site
Web Page: [https://sites.math.rutgers.edu/~jg1314/](https://sites.math.rutgers.edu/~jg1314/)

Yes, you may text me with questions. General rule is that if you text after midnight, you will likely not get a response until the next day. Same rules for email. Please identify yourself the first time you text me. Do not worry: I will not text you except in response to your questions.

Textbook


You may also use the 3rd edition. Just be aware the section numbers used in this course will follow the 4th edition.

SAS Core Curriculum Goals

This course fulfills both the Quantitative Information (QQ) and Mathematical or Formal Reasoning (QR) learning goals of the SAS Core Curriculum:

- **QQ**: Formula, evaluate, and communicate conclusions and inferences from quantitative information.
- **QR**: Apply effective and efficient mathematical or other formal processes to reason and to solve problems.

Important Dates

- No classes: Thursday, July 4
- In-class midterm #1: Monday, July 15
- In-class midterm #2: Thursday, August 1
- Final exam: Wednesday, August 14, 12:20pm - 3:20pm in SEC-209 (BUS)

Web Page

All general course materials (e.g., worksheets, sample quizzes, sample exams, syllabus, etc.) can be found on my personal teaching page:

[https://sites.math.rutgers.edu/~jg1314/math152.html](https://sites.math.rutgers.edu/~jg1314/math152.html)

Certain course materials (e.g., current quiz solutions, workshop assignments, grades, etc.) can be found on the Canvas course page. General information about this course can also be found on the mathematics department course page:

[https://www.math.rutgers.edu/academics/undergraduate/courses](https://www.math.rutgers.edu/academics/undergraduate/courses)

Navigate to “01:640:152 - Calculus II for the Mathematical and Physical Sciences”. You should read the entire contents of this web page.
**Format**

Each class meeting will be divided into two portions:

- (80 mins.) Lecture on current topic, taught with a mix of both traditional and active-learning techniques.
- (40 mins.) Recitation on previous day’s topic, taught in a workshop-style format in which you work in small groups to solve practice exercises. On alternating days, a quiz will be given in the final 15 minutes.

A short video lecture (15 - 25 mins.) will also be assigned in Canvas before each lecture, which serves as an introduction to the next lecture topic. It is imperative that you watch these videos as the next day’s lecture will assume you have watched the corresponding video carefully. Following each video, you will complete a short “comprehension quiz” that covers the material in the video.

**Grading**

<table>
<thead>
<tr>
<th>TOTAL:</th>
<th>530 course points</th>
<th>100.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sapling (online homework):</td>
<td>40 course points</td>
<td>7.55%</td>
</tr>
<tr>
<td>Workshop writeups:</td>
<td>40 course points</td>
<td>7.55%</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>50 course points</td>
<td>9.43%</td>
</tr>
<tr>
<td>Midterm #1:</td>
<td>100 course points</td>
<td>18.87%</td>
</tr>
<tr>
<td>Midterm #2:</td>
<td>100 course points</td>
<td>18.87%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>200 course points</td>
<td>37.73%</td>
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</table>

**Sapling:**

Please see the document “Gaining Access to Sapling” for details on accessing Sapling. Late submissions will not be accepted.

**Workshop writeups:**

During recitation, you will work in small groups of 3-5 students to solve practice and challenge exercises, and you will submit full solutions to some subset of these problems by each Sunday night online via Canvas. You must explain your reasoning in concise, clear, and complete English sentences. There are 11 planned workshop writeups and none are dropped. Late submissions will not be accepted.

**Quizzes:**

There will be a written quiz in class on alternating days, and 13 such quizzes are scheduled (each worth 10 quiz points). Your lowest quiz grade is dropped. Additionally, successful completion of one “comprehension quiz” (24 are scheduled) will earn you 1 point in your total quiz grade (up to 24 out of 120 quiz points). Your total out of 120 quiz points will then be scaled to 50 course points to determine your quiz grade for the course. There will be no make-up quizzes for any reason. If you must miss a quiz for a truly compelling and documented reason, then you will be excused from that quiz.

**Midterms:**

All exams are closed book: no formula sheets, notes, calculator, or any electronic device. There will be no make-up exams for any reason. If you must miss an exam for a truly compelling and documented reason, then your score on the final exam will count for more of your total grade to make up for the missed exam.

**Final Exam:**

The final exam is cumulative. The date and time are determined by the university and cannot be changed. You cannot be excused from the final exam for any reason.
**Final Grades**
Grades will be assigned so that the level of achievement to earn an A, B+, B, etc. corresponds as closely as possible to the level of achievement required for that grade in the fall and spring counterparts to this course. The decision about what number of points constitutes an A, B+, B, etc. will be made after the final exam has been graded. See the FAQ below for more details.

**Integrity**
All students in the course are expected to be familiar with and abide by the academic integral policy, which can be found at

[http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers)

Violations of the policy are taken very seriously.

**Testing Services**
Full disability policies and procedures are indicated at

[http://ods.rutgers.edu](http://ods.rutgers.edu)

Students with disabilities requesting accommodations must present a Letter of Accommodations to me as early in the term as possible. See

[https://ods.rutgers.edu/my-accommodations/letter-of-accommodations](https://ods.rutgers.edu/my-accommodations/letter-of-accommodations)

For students on the autism spectrum, Rutgers University has several services that offer support for social skills, academic skills, self-care, etc. through the College Support Program (CSP).

**Mental Health**
College is a very stressful time for many of you, and not everyone has a good support system. Unfortunately, a lot of new students also often do not know the resources available to them. Many of you will also cope by self-medicating, usually with alcohol. If you are looking for support, you can check the many resources at

[http://health.rutgers.edu/](http://health.rutgers.edu/)

You should particularly use these services if you are seeking counseling or if you are concerned about your drinking or substance abuse (or that of a friend). If you need emergency support, call 911 or the National Suicide Prevention Lifeline at 1-800-273-TALK. You can also feel free to come to me if you are having difficulty, and I can help you find the proper support. (Anything you tell me is kept in confidence.)

*Please let someone know if you are in crisis.*
Frequently Asked Questions:

- **How can I reach you with questions?**
  The best way to get help is to see me in person during office hours. You do not need to make an appointment; just show up during the allotted period at any time. If you cannot make office hours, you should email or text me with general questions. If you have a question about a specific Sapling problem, click on “Ask Your Teacher” for that problem and send your question (you should explain your confusion and describe any work you have already done). This message goes directly to me, and I will be able to answer your question directly through Sapling.

  If you decide to text me for any reason, please be sure to identify yourself the first time you text me. If you are texting with a question on a specific problem, also please include a picture or screenshot of the work you have already done.

- **Is this class graded on a curve? What does that even mean?**
  If a class is graded on a curve, then a fixed and pre-determined percentage of students taking that course get each letter grade. That is, quotas are set for each letter grade, with no regard for actual achievement. For instance, a professor who grades a course on a curve may decide that the top 10% of student get A’s, the next top 10% get B+, and so on. It may turn out that the top 10% of scores in the class are all 94% or above, or maybe 78% or above.

  This class is not graded on a curve. Not in any semester. Letter grades in Math 152 are not given out by quotas but rather determined by absolute achievement standards. These standards are summarized below, where “the next course” means “a course that has Math 152 as a prerequisite”.

  - **A**: The student has exhibited mastery of almost all topics in Math 152 and is well-prepared for the next course.
  - **B**: The student has exhibited mastery of some topics in Math 152 and proficiency in others and is prepared for the next course.
  - **C**: The student has exhibited proficiency in most topics in Math 152 and may succeed in the next course with some extra self-study.
  - **D**: The student has exhibited proficiency in few topics in Math 152 and success in the next course is unlikely without extensive additional study. Degree credit may be awarded but moving on to the next course is not recommended.
  - **F**: The student has not shown sufficient proficiency in Math 152 to be successful in the next course.

  In principle, all students could earn A if they all meet the above standard. Same for the grade of F. This course is not graded on a curve. It is also important to understand that there are no university standards for letter grades. That is, it is not true that 90% entitles you to a grade of A and it is not true that 60% entitles you to pass.

- **I scored above average on the exams, but I still failed!**
  Since the course is not graded on a curve, it is well possible to score better than the class average yet still earn a final letter grade of F. It is an extremely common misconception of students that earning scores above or below the class median or class average entitles one to a certain grade.