Syllabus for Math 1502, Calculus II, Fall 2006

August 21, 2006

Instructor: Ernie Croot

Class Meeting Times and Place: MWF 12:05 - 12:55, Howey (physics) L3

   Session E1 (82722) = Alessandro Pugliese, Skiles 146.
   Session E2 (84601) = Beth Hart, Skiles 170.
   Session E3 (82292) = Adam Tart, Skiles 246.
   Session E4 (84599) = Prateek Shah, Skiles 270.
   Session E5 (84602) = Charles Martin, Skiles 153.

Office Hours: TR, 2:00 - 3:00 in Skiles 267.

Texts: Calculus: One and Several Variables, 9th Edition, by Salas, Hille and Etgen; and, Linear Algebra from the Beginning, by Carlen and Carvalho.

Grade Calculation: I will use the standard 90-100 is an A, 80-89 is a B, 70-79 is a C, 60-69 is a D, and anything below 60 is an F.

You grade in the class will be based on your performance on a series of short quizzes (30% of your grade), two midterms (20% for each midterm), and a final exam (30% of your grade).

Missed Exams and Quizzes: There will be no makeup quizzes or exams given. If you miss a quiz or exam, I will redistribute the weight of your other quizzes or exams to make the difference. For example, say I give 5 quizzes, and you miss one of them (valid excuse needed). Say your average on those 4 is 80%. Then, you quiz grade will be 80 points, and then applying the rule
that 30% of your final grade comes from quizzes, that gives 24 percentage points (out of 100) towards your final grade.

In order to have your missed exams be filled in by performance on the other exams, you must present, in writing, good evidence for why you were unable to take the exam (such as doctor’s note or funeral notice).

**Course Material:** I will loosely follow the standard syllabus listed on

http://www.math.gatech.edu/~bourbaki

The emphasis in this course will be both on solving problems using the tools of Calculus, as well as understanding the underlying mathematics. Regarding this second point, you will be required to understand and give some basic proofs of some simple mathematical statements. One reason for this is that there are a lot of cases where math is applied to physics, engineering, or even economics, and this or that mathematical formula or theory is used as a black box to solve the problems, with little or no understanding of the underlying theory or hypotheses that need to be satisfied before it should be applied. Sometimes the consequences can be disastrous; see, for example,

http://www.math.rutgers.edu/~zeilberg/Opinion32.html