

MATH 141

Calculus I

Textbook:

Calculus: Early Transcendentals (9th edition) by James Stewart. You may use an older edition, however there will be some differences in page and section numbers.

Prerequisites: Fall semester students must earn a satisfactory score on the MATH 141 Basic Skills Exam (see BSE section below).

Course Description and Learning Objectives:

Elementary real functions: algebraic, trigonometric, exponential, their inverses, graphs, and derivatives; limits, l'Hopital's rule, mean value theorem, maxima and minima, curve plotting, with geometric and physical applications. Students will obtain a deep understanding of differential calculus of one variable, including how to solve various problems in abstract and applied settings.

Grade: *The percentages below are typical and may change from semester to semester. In all cases, proctored exams must comprise at least 60% of the course grade per department policy.*

Recitation Attendance and Participation – 5%

Webwork Homework – 15%

Basic Skills Exam – 10%

2 Midterms – 20% each

Comprehensive Final Exam – 30%

The Final Exam will have two parts: Part A will cover the material tested in both Midterms 1 and 2, while Part B will only contain questions related to material appearing after Midterm 2. Part A accounts for 10% of your course grade and Part B accounts for 20% of your course grade. In addition, the Part A score will replace the lowest midterm score if it is indeed higher (but not both). Makeup exams are typically **not** offered, outside of exceptional circumstances approved by the course Professors. If you feel you have an exceptional situation discuss it with your instructor ASAP. Otherwise, if you miss a midterm exam, Part A of the final exam will usually count as your makeup. In all cases, Final Part A can only replace one of midterms 1 or 2. Additionally, Final Part A will replace your BSE score if it is higher.

Incomplete “I” grades are almost never given. The only justification is a documented serious medical problem or a genuine personal/family emergency. Falling behind in this course or problems with workload on other courses are not acceptable reasons.

You will NOT be permitted calculators or other electronic devices (smart phones, smart watches, etc) on any exams. You will NOT be permitted books, notes, or “cheat sheets” on any exams.

Basic Skills Exam (BSE):

All students in MATH 141 during the fall semester are required to take the MATH 141 BSE. Spring semester MATH 141 students are exempt from the BSE. The BSE is entirely pre-calculus material that is reviewed during the first few lectures of the course. Relevant class notes for these sections will be posted in blackboard, as well as relevant practice problems and exams from prior years. The BSE is 10% of your course grade.

Additionally, if your BSE score is:

BSE score < 50%: if you score less than 50% on the BSE, then you will be automatically dropped to MATH 140. Note: You should discuss the MATH 140 grading policies with the MATH 140 instructor.

$50 \leq \text{BSE score} < 60\%$: If you score at least 50%, but less than 60% on the BSE, then you will NOT be automatically dropped, but you will be required to discuss an action/study plan with the MATH 141 course coordinator to remain in MATH 141.

$\text{BSE score} \geq 60\%$: If you score at least 60%, no action is required.

Webwork Homework:

WeBWorK problems are completed online and provide instant feedback as to whether you have done a problem correctly or not. You are encouraged to discuss problems with other students, however WeBWorK problems are individualized for each student, so you must do your own assignment. There will be weekly WeBWorK assignments, which may consist of up to 25 problems.

To access webwork click the Webwork link on the MATH 141 blackboard site.

Recitations:

Recitations meet once a week, attendance and participation typically accounts for 5% of your final grade. Recitations start the 3rd week of the semester. There are no makeup recitations, but typically several of your lowest recitation scores will be dropped as determined by the course coordinator each semester.

In recitation you will discuss worksheets related to material covered in lecture. These problems will generally be more difficult than problems on the homework or examples in class. Instead of doing routine calculations, you will be asked to analyze and explain in a small group. The questions will aim to get you to think more deeply about the material you are learning in class. The purpose of recitation is to spend 75 minutes discussing and thinking about the material taught in class. This should help you solidify your own understanding of the material, as well as that of your peers. Explaining a topic to others is one of the best ways to learn the material! Therefore, you will not be graded on correct answers, but instead you'll be graded individually depending on your total engagement and effort in the workshop.

Academic Honesty:

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at <https://www.rochester.edu/college/honesty>

In this class, homework collaboration is encouraged. Collaboration means discussing the problems together, however, it is important that you fully understand the solutions to homework problems. Similarly, direct copying of answers from A.I. tools is not allowed and considered academic dishonesty.

Also, be aware of the Department of Mathematics policy on unauthorized online resources: Any unauthorized usage whatsoever of online solution sets or AI-generated material is considered an academic honesty violation and will be reported to the Board on Academic Honesty. In particular, any assignment found to contain content copied from such sources is subject to a minimum penalty of zero on the assignment and a full letter grade reduction at the end of the semester (e.g. a B would be reduced to a C). Depending on the circumstances, this may apply even if the unauthorized content was obtained through indirect means (through a friend for instance) and/or the student is seemingly unaware that the content was copied from such sources. If you have any questions about whether resources are acceptable, please check with your instructor.

Help:

If you are having difficulty seek help immediately - do not wait until it is too late to recover from falling behind or failing to understand a concept. There are several avenues for you to get help and ask questions, outside of lecture:

- Attend instructor office hours or schedule an appointment to meet with your instructor. You

can attend office hours of any MATH 141 professor, regardless of which section you're registered for.

– Go to math department study hall, for more info see here:

<https://www.sas.rochester.edu/mth/undergraduate/tutoring.html>

– The Learning Center offers a range a resources: The Learning Center study group for MATH 141 is listed here: Learning Center Study Groups. Attend Learning Center drop-in tutoring: Learning Center Tutoring. The Learning Center also offers tutoring, study groups, and study skills counseling. More information can be found here:

<https://www.rochester.edu/college/learningcenter/>

Disability Support:

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: (585) 275-3424; Taylor Hall. Or, visit

<https://www.rochester.edu/college/disability/index.html>

Please note that to be granted alternate testing accommodations, you (the student) must fill out forms with Disability Resources at least seven days before each and every exam. These forms are not sent automatically. Instructors are not responsible for requesting alternative testing accommodations at Disability Resources or making accommodations on their own.

College Credit-Hour Policy:

This course follows the College credit hour policy for four-credit courses. This course meets 3 academic hours per week. The course also includes recitations/workshops for 1.5 academic hours per week.

Course Schedule

All sections refer to the Stewart text. Fall holidays shown. Details are subject to change based on holidays and exam dates, but content coverage does not change.

Week	Topics
Week 1	No recitations this week App.A,B,1.4-1.5: Review: Algebra, Inverses (skip inverse trig for now), Exponentials, Logs
Week 2	Labor Day: No classes Monday; No recitations this week App. D: Trigonometry
Week 3	Recitations start this week (Monday) more 1.5, 1.3: Inverse Trig. Funcs., New Funcs. From Old Funcs.
Week 4	2.2-2.3: Intro to Limits, Limit Laws
Week 5	2.5-2.6: Continuity, Limits at Infinity and Horiz. Asymptotes
Week 6	2.7-2.8: Intro. to Derivatives
Week 7	3.1-3.2: Derivatives of Polynomials, Exponentials, Product/Quotient Rule
Week 8	3.3-3.4: Derivs. of Trig Functions, Chain Rule
Week 9	Fall Break: No classes Mon/Tues; No recitations this week 3.5: Implicit Differentiation
Week 10	3.6-3.7: Log. Diff. and Inverse Trig., Rts. of Change (focus on position/velocity application)
Week 11	3.9: Related Rates
Week 12	3.10, 4.1: Linearization (skim differentials), Max/Mins
Week 13	4.1-4.2: Max/Mins (cont.), Mean Value Thm
Week 14	Thanksgiving Break: No classes Wed-Fri; No recitations this week 4.3: Derivatives and Graphs
Week 15	4.4: L'Hospital's Rule Catchup/Review
Week 16	Fall Classes End Monday; No recitations this week Catchup/Review