



## Office Hours and Response Time

Online via Canvas Inbox and Zoom video conferencing:

MW from 10:00 – 12:00 pm AND TTH from 3:00 – 3:30 pm

Office Hours zoom link:

<https://cccconfer.zoom.us/j/93580780731?pwd=SGJLcEJGTUlsU0RIMTJqa0lua3YvZz09>

Questions outside of office hours? I will respond to your message or Q&A post on canvas within 24 hours, M - F. If you do not get a response after 24 hours, please resend.

## Course Description

A second course in differential and integral calculus of a single variable: integration; techniques of integration; infinite sequences and series; polar and parametric equations; applications of integration. Primarily for science, technology, engineering and math majors.

## Prerequisite:

“C” grade or higher in MATH 180 or equivalent

## Course Materials

- 1. Textbook (optional):** Stewart, James; *Single Variable Calculus: Early Transcendentals*, 8<sup>th</sup> Editionn.
- 2. Webassign access code (Required).** the Cengage Unlimited is the best WebAssign version for the students to purchase, and it will cover them for all their semesters taking Calculus. Cengage Unlimited costs the student \$120; it gives students access to the course for the life of the edition.

WebAssign registration is through your Canvas course. Please click on the link below to walk through accessing WebAssign and registration

<https://startstrong.cengage.com/webassign-canvas-ia-yes/>.

If you are having difficulties or Need help registering for your Cengage course materials, or have questions? Cengage team is hosting office hours at the below dates and times for you to join. Feel free to join any day to ask your questions or learn more about the materials for this course:

Date	Time	Zoom Link
Monday – Friday January 4 <sup>th</sup> – February 19 <sup>th</sup> *closed 1/18 & 2/15	Noon-2pm (PDT)	<a href="https://cengage.zoom.us/j/96564575500">https://cengage.zoom.us/j/96564575500</a>

**NOTE:** You will need access to the textbook and these class materials daily. You will need a tablet or laptop computer to access the e-book.

- 3. Calculator (Required):** A **Scientific Calculator** and/or **Graphing Calculator** are required. The Mathematics Department of Cuyamaca College highly recommends and supports the use of Texas Instruments Graphing Calculators. For this course, I would recommend the use of a TI-83, TI-84 plus. If you will be taking future mathematics classes, this is a great investment. You can also email the library at [cuyamaca.circulation@gcccd.edu](mailto:cuyamaca.circulation@gcccd.edu) about checking one out.

**Good News: The Calculator Loan Program**

- Run in collaboration with the library so students can check out a calculator for the entire semester; we added in the classroom calculators so there are more to lend.
- Students **MUST** be enrolled in a Math course at Cuyamaca.
- Monday, February 1 – Thursday, February 4 and Monday, February 8 – Thursday, February 11, students can go to the backdoor of the library to check out a calculator.
- Students must abide by the marks to keep socially distanced.
- Students must be wearing a mask, have a photo ID (any will do), know their student ID number, and have proof they are taking a math class at Cuyamaca (this can be done on their phone).
- Hours are 9:00 am – 2:00 pm or email if need a later time in the day (they will meet with students in the evening if it is needed).
- Starting on Monday, February 18, students will have to make an appointment by sending an email to [cuyamaca.circulation@gcccd.edu](mailto:cuyamaca.circulation@gcccd.edu)

**4. Three-Ring Binder:** Organized with tabs for notes, handouts, etc.

**5.** Notebook paper, pencils, erasers, highlighters and colored pencils/pens.

**6.** Grossmont-Cuyamaca Student ID card

**IMPORTANT DATES:**



<b>February 1 - February 14</b>	<b>Program Adjustment</b> (Last day to add classes/Last day to drop and qualify for a refund and to drop without receiving a “W”).
<b>February 15</b>	<b>Holiday (Washington's Birthday Observed)</b>
<b>February 16</b>	Census Day (Semester length Classes)
<b>March 05</b>	Last Day to <a href="#">Apply for P/NP</a> (semester length classes)
<b>March 27</b>	End of First 8-weeks Session
<b>March 29 -- April 3</b>	<b>Spring Recess</b>

<b>May 2</b>	Last day to drop with a "W". (It is the student's responsibility to take care of any administrative procedures involved in dropping should he/she stop attending class.)
<b>May 31</b>	<b>Holiday (Memorial Day)</b>
<b>June 1 - 7</b>	<b>Final Examinations</b>
<b>Wednesday, June 2<sup>nd</sup></b>	<b>Final Exam day, from 12:45 - 2:45 pm</b>

You can see the [Spring 2021 academic calendar](#) in its entirety here

## Assessment

**Homework on Webassign** – It is beneficial that you read the material in your textbook before it is covered in class and complete the homework assignments in a timely and responsible manner.

You will have the opportunity to have extension requests in Webassign but with 20% penalty from the total unearned points. The request must be made within 4 days from when the homework date was due. For example, if the homework is due on 02/07 then the last day to ask for an extension request is 02/11 and you'll have a week to complete the homework. In addition, I will drop your two lowest homework scores; the two dropped scores are there for emergency situations. Homework assignments will be assigned and completed on WebAssign; and they are graded automatically. Homework due dates are found on the WebAssign site for the class but will be **due every Sunday of each week** by 11:59 p.m. Because the material from this course builds on itself, it is important to keep up with the homework assignments, as they are due. Make sure you check WebAssign daily to ensure you are caught up. To accommodate any technical difficulties, you are allowed 10 attempts on each HW.

**Quizzes on Webassign** – Each week you may have a short homework quiz via webassign; each will open after class and is due by 11:59 pm on Sunday. The quizzes will be open-book, open-notes. The problems will be lifted DIRECTLY from the previous week's assigned homework or similar. To accommodate any technical difficulties you may have, I typically allow two attempts for each quiz. There are no extension requests for online quizzes; I will drop two of your lowest Quiz scores. Each quiz is worth 10 points. I might require that you upload the full solution for some of the quizzes on webassign to receive full credit (i.e. show work will be required).

## **Reading Assignments, Discussion, Group Work & Other Assignments –**

Discussions are an integral part to applying what is learned from the reading assignments. Part of your work will be completed through the interactive reading assignments on Canvas. Interactive reading includes discussions focused around reading passages. Additionally, each week, you may have a group work covering the interactive reading materials via Zoom.

Initial posts to any discussion will be due by Thursday of each week when it was assigned. You will have until Sunday to post TWO responses to other group members' posts. I will drop your lowest two scores from this category. Assignments' due dates will be on canvas with more details on the initial and final submissions.

**Canvas:** <https://www.cuyamaca.edu/student-support/technology-center/canvas-help.php>

**Exams –** There will be three exams during the semester; each exam is worth 100 points. You **CAN NOT** make-up a missed exam! However, in the event of an emergency, communicate with me immediately or preferable a few days before the exam to possibly arrange an appointment for you to take the exam. Some exams might be on webassign (to accommodate any technical difficulties you may have; students will have 2 attempts) and other exams will be on canvas (no attempts). In all cases, step-by-step solution is required to be uploaded.

**Final Exam –** A comprehensive final exam will be given at the end of the course. The final exam is mandatory and may not be dropped. If you do not take the final, you may receive a failing grade.

This is a Cuyamaca Math Department standard policy to pass the course.

- To earn a C or better in the class a student must earn an overall grade of C or better AND
  1. a D or better on the final assessment(s) OR
  2. an average of a C or better on all exams which includes the final assessment(s) (without dropping any exam scores).

**Final Exam: Wednesday, June 2<sup>nd</sup> from 12:45 pm – 2:45 pm**

## Cuyamaca Tutoring is Online!

If you feel you need more help than I or other classmates can offer, then it is highly recommended that you utilize the free math tutoring services available in the STEM Achievement Center (Tutoring Center) or Academic Resource Center (ARC). The hours are *Monday & Thursday 9:00 am – 6:00 pm; Tuesday & Wednesday 9:00 am – 7:00 pm; Friday 10:00 am – 2:00 pm*. You can make half-hour one-on-one appointments with tutors; you will need your student ID to do this. To make an appointment, please either call 619-800-2407 or email [cuyamacatutors@gmail.com](mailto:cuyamacatutors@gmail.com) with the course and time you would like to meet with a tutor.

Please understand these hours are subject to budget restrictions and may change. The hours of both centers are [located online](#).

To make a video appointment with a tutor, please call (619)660-4525 or email [Cuyamaca.Tutoring@gcccd.edu](mailto:Cuyamaca.Tutoring@gcccd.edu) & include

- **Your name**
- **Student ID number**
- **The course**
- **What you need help with**
- **When you would like to work with a tutor**

## Grading Categories & Weights

Course grades are a way to measure what you have learned this semester related to our key learning goals. Learning is a process that necessitates collaboration, participation, productive struggle, effort, and making mistakes that produces a better performance. Therefore, you earn part of your grade through low-stakes opportunities that value teamwork, communication, and collaboration. Other parts of the grade are based on high-stakes assessments of your attainment of the learning goals for the course.

The following is the breakdown for your Math 280 grade:

- Canvas Discussions, Group Work, Participation for Zoom Activities = 20%
- Webassign Homework = 15%
- Webassign Quizzes = 15%
- Exams = 30%
- Final Exam or project = 20%

The grading scale is:

A = 90 – 100%

B = 80 – 89.99%

C = 70 – 79.99%

D = 60 – 69.99%

F = below 60%.

## Late Work

Although emergencies and other events often occur unexpectedly for us, it is important that you inform me as soon as possible so I may know how to support you in your needs. If you become aware that you will be absent or that an emergency has occurred, please notify me ASAP so that we can arrange for an early turn-in of an assignment or arrange for a later date to make-up the work.

The due date for homework will be on every **Sunday at 11:59pm**. In order to have the best learning experience, it is advisable for you to keep track of posted due dates on Canvas. I recommend that you do not fall behind on your assignments as it will help you with acquire a deeper understanding of the material. In addition, engaging and completing practice questions and reading assignments on the given due dates will assist in understanding the topics discussed in class. If you feel that you are having trouble keeping up with the assignments, please communicate with me so I can know how to support you in this effort.

Again, don't be stressed if you miss something as I have provided you with these opportunities to not harm your grades, but to support and supplement the material you are learning in the classroom. The best way for you to succeed in this class is for you to communicate with me as soon as possible if you are struggling, and to not leave it until the end of the course.

- Lowest 2 scores from Homework will be dropped so that if you unexpectedly miss one or two deadlines due to illness or personal issues, your grade will not be lowered.
- For all quizzes on webassign, you will have a week to complete them. I will drop 2 lowest quizzes for emergency situations.

Some assignments have strict due dates because they require communication with your classmates in real-time. The following assignment must be completed in real-time and cannot be made up after the due date. If you miss one, don't worry, your lowest score will be dropped.

### *Strict Due Dates:*

- Discussion boards are an important portion of your participation in this course. It requires back and forth dialogues with your classmates discussing the topic for the day. It is crucial that you post your comments by a certain time to allow for timely participation by

your classmates to read and respond to posts. As a result, the discussion boards will have strict, inflexible due dates, and the initial post on the discussion board must be submitted by the due date disclosed in Canvas. The discussion board will remain unlocked for a few days after the due date to allow you to respond to your classmates' posts. You can refer to Canvas to identify how many days you have to post your responses. These days will also allow you to upload your initial posts should you miss the initial post due date. You will no longer be able to post or reply for complete credit once the discussion board locks after the "replies deadline."

## Attendance and Participation

Regular attendance and class participation are as vital in a remote class as it is in a traditional classroom. Your presence will be counted not only by taking roll via Zoom but also by your regular contributions to discussions and activities. Attendance in a remote course is determined by participation in academically related activities. You will be considered present if there is evidence of your participation in required course activities including, but not limited to, taking a quiz or participating in a discussion on canvas. You will be considered absent if there is no evidence of your participation in the academic activities of this course.

**Students who are absent (i.e. not actively participating) for more than 2 class meetings of this 16-week course may be dropped.** However, if *you* choose to drop the course you will need to do so officially through Admissions and then notify your instructor.

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Evaluate definite and indefinite integrals using a variety of integration formulas and techniques;
- 2) Apply integration to areas and volumes, and other applications such as work or length of a curve;
- 3) Evaluate improper integrals;
- 4) Apply convergence tests to sequences and series;
- 5) Represent functions as power series; and
- 6) Graph, differentiate and integrate functions in polar and parametric form.

## Academic Integrity



Students are expected to adhere to the [College's Academic Honesty/Dishonesty Policy](#)

found in the College Catalog. Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks and appropriate documentation. By enrolling in a distance education course, you agree that you are the person accessing and completing the work for this course and will not share your username and password with others.

Plagiarism is considered academic theft because it is stealing someone else's words or ideas, but the plagiarizer robs himself or herself as well. This course will provide you with the opportunity to improve your reading, thinking, and writing skills—don't rob yourself of that chance.

Plagiarism detection software in Canvas will be used to scan written submissions. Plagiarized work will earn a failing grade and may put the plagiarizer at risk of failing the course and/or facing misconduct charges. This course adheres to the policies outlined in the Cuyamaca College catalog. For further information, see Academic Policies stated in the [catalog](#).

Cuyamaca College students are bound by the [Student Code of Conduct](#). In this course, cheating, plagiarism, fraud and/or lying may result in a grade of "F" for the assignment or test with no make-up work permitted. Any of these infractions may also result in formal disciplinary action by the Associate Dean of Student Affairs as described in the Student Code of Conduct.

## **DSPS Accommodations**

If you have a documented disability and need accommodations for this class, please send me your DSPS Academic Accommodation form as early as possible. You must complete the online Test Accommodations Registration form on the [Test Proctor Website](#) or contact the Test Proctor directly at: [cuyamaca.dspstesting@gcccd.edu](mailto:cuyamaca.dspstesting@gcccd.edu)

Please identify yourself to me (after class) and/or to Disabled Students Programs & Services staff so that the appropriate accommodations can be ensured. Contact the Disabled Students Programs & Services [DSP&S](#), Office A – 113, at the Student Services One-Stop Center or call (619) 660-4239 or TTY: 619-660-4386.

## Cuyamaca Cares

[Cuyamaca Cares](#) is a program that offers many opportunities for help with food, housing, and personal counseling. The website has a lot of useful information. Since the food bank on campus is currently closed, there will be drive through opportunities which will be shared. If you have a specific need, please email Kaylin Rosal ([cuyamaca.cares@gcccd.edu](mailto:cuyamaca.cares@gcccd.edu)).

## Course Location & Technical Support

This course is taught in Canvas. To access our course, log in to Canvas via [Cuyamaca College's website](#) by clicking the link at the top of the page.

Questions about Canvas are best handled by Canvas Support (1-844-629-6835), although I will try to assist you with technical questions when possible. The [Canvas Guides](#) are an excellent resource for you as well.

If you can't log in to Canvas, please call the Cuyamaca College [Help Desk](#) at 619-660-4395 or email [c-helpdesk@gcccd.edu](mailto:c-helpdesk@gcccd.edu). If you can't log in to WebAdvisor, call [Admissions & Records](#) at 619-660-4275.

## Instructor Communication: Regular Effective Contact

I am looking forward to working closely with you this semester, and you can expect me to play an active role in our course. I will post announcements every week, teach course material through online lecture content, join you in class discussions to help you understand course concepts, and provide detailed feedback on major assignments within one week of submission. I will also answer questions throughout the semester in the Q&A forum and in our discussions, usually within 24 hours M – F. Please let me know when you need help—that's why I'm here! Feel free to contact me by email through Canvas whenever you have questions or concerns.

## Diversity Statement and Respectful Conduct

I would like our class to be a supportive learning environment that values and builds on the richly diverse identities, perspectives, and experiences of our group. Please help me develop this environment by honoring the diverse identities of your classmates and letting your instructor know (via anonymous surveys or email, for example) if an assignment, comment, etc. makes you feel uncomfortable.

Both in the readings and in discussions, you will likely encounter cultures, ideas, and values that differ from your own. These are valuable opportunities to learn more about different perspectives and where they intersect with yours. We all see the world from a point of view informed by our experiences and backgrounds, and what we read and discuss can open new windows through which to understand both our texts and world around us. You are encouraged to contribute your ideas about our discussion prompts freely, but please remember to demonstrate respect for the works as well as your classmates and instructor. We all have unconscious biases that stem from our experiences, recognizing and discussing them can lead to unexpected insights. Conversely, disrespectful or threatening responses tend to shut down conversation and insight, and so these kinds of comments will be promptly addressed by your instructor. To keep our interactions safe and productive, please know that anyone who repeatedly engages in disrespectful or otherwise inappropriate behavior will be locked out of the discussion for the week and/or face student misconduct charges. Please join me in creating a comfortable and productive learning environment for us all.

**Hate-Free Zone** – In our Zoom/online classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listen to and appreciate differences in opinions, life experience, worldviews, values/beliefs, etc. **Our class is a hate-free zone.** Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. This is especially important in a remote or virtual environment so take a moment to think about what you want to say or post in the chat/discussion board.”

**Student Support Services** – Cuyamaca College has many programs and services available to support students in a variety of ways. Check out the [Student Resource Guide](#). Through Canvas, you can also access Cuyamaca-Net Tutor which allows you to get help from a tutor online.

**Netiquette** – *Netiquette* is a set of guidelines for respectful behavior in an online environment. It is etiquette for the Internet. Knowing these social rules can help you have a more rewarding semester. The netiquette guidelines here are ones that are especially important in our online classroom.

1. **Participate.** Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don't wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a discussion with too many posts.
2. **Remember the human.** This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion post. Do not write something that you would not feel comfortable saying in a face-to-face classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the *ideas* that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.

3. **Help others.** We will be working together all semester, so let's try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.
4. **Respect other people's time.** Your posts should be focused, organized, and clear so that your classmates can quickly see your point and evidence. Another way to respect people's time is to look for answers before asking for help. For example, if you can't find something or you don't remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.
5. **Edit and proofread before posting.** We have lots of posts to read, so yours needs to be as clear as it can be. It should be organized and written in standard English. Unfamiliar abbreviations or easily fixed misspellings may tell your readers that you don't value their time, and this does not build goodwill.
6. **Don't shout.** TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don't do it. The same can be said of repeated exclamation marks!!!!!!!!!!
7. **Use emoticons sparingly.** Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so don't overdo it. :-)
8. **No flaming.** "Flaming" is an angry message, often directed at another person. When another person responds in anger, we have a "flame war" taking over the discussion. Personal attacks are unacceptable in the classroom, whether in person or online. If you see a conflict developing, try to calm things down if you feel comfortable doing so. If you feel attacked, contact your instructor rather than responding to the flaming student. We all have biases, and sometimes we are not aware of how what we say may be viewed by others, so let's all try to be generous and kind in our responses to one another. Everything we do in Canvas is permanent, so please think very carefully about your tone before submitting a post. If you don't, that mistake might haunt you for the rest of the semester.

## Tentative Course Calendar – Spring 2021

Any information in this syllabus is tentative and may change at the discretion of the instructor at any time. This is a four-unit course. Therefore, you should plan on studying, watching videos, and working on assignments at least 2 - 3 hours each day five or six days per week.

Week 1	2/01 — Introduction; Review 5.5	2/03 — Section 5.5, 7.1
Week 2	2/08 — Section 7.1	2/10 — Section 7.2
Week 3	2/15 — <b>Holiday</b>	2/17 — Section 7.3
Week 4	2/22 — Section 7.4, 7.7	2/24 — Section 7.7, 7.8
Week 5	3/01 — Section 7.8, <b>Review</b>	3/03 — <b>Exam 1</b>
Week 6	3/08 — Section 10.1	3/10 — Section 10.2
Week 7	3/15 — Section 8.1	3/17 — Section 10.3
Week 8	3/22 — Section 10.4	3/24 — Section 10.4, In-class work
Week 9	3/29 — 4/3	<b>SPRING BREAK</b>
Week 10	4/05 — Section 11.1	4/07 — Section 11.1, 11.2
Week 11	4/12 — Section 11.2, <b>Review</b>	4/14 — <b>Exam #2</b>
Week 12	4/19 — Section 11.3	4/21 — Section 11.4
Week 13	4/26 — Section 11.5	4/28 — Section 11.6
Week 14	5/03 — Section 11.7	5/05 — Section 11.8,
Week 15	5/10 — Section 11.9, <b>Review</b>	5/12 — <b>Exam 3</b>
Week 16	5/17 — Section 11.9	5/19 — Section 11.10
Week 17	5/24 — Section 6.2, 6.3	5/26 — Section 6.3, <b>FINAL REVIEW</b>
Week 18	5/31 — <b>Holiday</b>	6/02 — <b>Final Exam 12:45 - 2:45 pm</b>
<b>Final Examinations</b>	<b><u>No regular class meetings</u></b>	<b>June 1 — 7</b>

