Math 130 - A Short Course in Calculus (4 units)
Spring 2013 - Section 7 (16755), MH 442, MW 4:00 - 5:50 p.m.

Instructor: Mrs. Sunny Le  Office: MH104A  Office Hours: MW 3:30-4:00 PM, TR 5:00-5:30PM and by email

Email: sle@fullerton.edu


Calculator: Graphing Calculator (TI-83 or better)

General Course Information

1. COURSE DESCRIPTION:
   This one-semester course is designed to be an introductory course in calculus centered around classical and contemporary applications from the business, economy, and life sciences. The course will emphasize the following topics:
   - Curve-fitting and predictive mathematical models
   - Construction of linear and exponential functions
   - Classical and contemporary applications of linear and exponential functions
   - Discrete and continuous rates of changes of populations
   - Classical and contemporary models of differential equations

2. LEARNING GOALS IN GENERAL EDUCATION:
   This course may be used to satisfy the General Education requirement B.4 (B. Scientific Inquiry and Quantitative Reasoning. 4. Mathematics/Quantitative Reasoning).
   A grade of “C” (2.0) or better is required to meet this General Education requirement. A grade of “C−” (1.7) or below will not satisfy this General Education requirement.
   
   a. To understand and appreciate the varied ways in which calculus is used in problem solving, such as graph sketching, function maximizing-minimizing, etc.
   b. To understand and appreciate the varied applications of calculus to real-world problems, such as marginal analysis for cost and revenue, profit maximizing, population projecting, etc.
   c. To perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results.
   d. To demonstrate knowledge of fundamental calculus concepts, symbols, and principles in differentiation and integration.
   e. To solve problems that require mathematical analysis and quantitative reasoning, such as population model fitting, maximum-minimum problems, etc.
   f. To summarize and present mathematical information with graphs and spreadsheets that enhance comprehension.
   g. To utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used.
   h. To explain the overall process and particular steps by which a mathematical problem is solved.
   i. To demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

   These goals are achieved through the course work, including homework, classroom activities, quizzes, exams, and projects, which require the students to demonstrate understanding of the mathematical concepts presented in the course and to apply these concepts to the solutions of real-world applications.
3. **WRITING**

In addition to regular homework and exams, students are required to write solutions to a variety of problems, both mathematically oriented and applied, and to provide written explanations of the procedures used to obtain solutions to such problems. The students’ work on these exercises is assessed not only on the mathematical content and correctness of the solution, but also on the presentation of the solution, the correct use of grammar and mathematical notation, and writing style.

4. **PREREQUISITES**

Three years of high school mathematics, including two years of algebra and one year of geometry; a passing score on the ELM or exemption; and a passing score on the MQE or exemption. Math 115 or Math 125 (with a grade of “C” (2.0) or better) is an MQE exemption.

**Grade Distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/ In-Class</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes &amp; Writing Assignments</td>
<td>10%</td>
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<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Letter Grade:** A (93%-100%), A- (90-92.9%), B+( 87-89.9%) , B (83%-86.9%), B- (80-82.9%), C+ (77%-79.9%), C (70-76.9%), F (Below 70%)

**Free Tutoring:** The Mathematics Tutoring Center is located in McCarthy Hall. Please consult them for their hours of operation. Take advantage of this service, but do not expect tutors to do your homework for you.

**General Rules:**

1. **Attendance:**
   - Attendance and class participation are very important. All students are expected to attend classes regularly. In the event an absence is unavoidable, students are responsible for notifying instructors.
   - Students will be expected to come up to the board to answer questions when called upon.
   - Perfect attendance and active participation will receive 3% extra credits. You are allowed one absence for the semester, each additional absences will cost you 1% extra credits.

2. **Homework:**
   - All homework assignments are given online using MyMathLab (MML). See MML instruction page for information. Students MUST enroll in MML immediately.
   - Homework are due at 11:59P.M on each Sunday.
   - No paper or hand-in homework will be accepted.
   - Every problem is graded. I strongly suggest you to work on extra problems in the book.

3. **Exam and Quizzes:** All exam and quizzes are closed-book. No make-up exams nor quizzes will be given, unless there is a documented and compelling reason.

4. **Electronic Devices:**
   - Absolutely no electronic devices such as cell phones, laptops, or computers are allowed in class.

**Exam Schedule:**

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Exam 3</th>
<th>Final Exam</th>
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<tbody>
<tr>
<td>February 25</td>
<td>March 25</td>
<td>April 29</td>
<td>Wednesday, May 22nd at 5:00-6:50PM</td>
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## Tentative Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Section To Be Covered</th>
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<tbody>
<tr>
<td>01/28</td>
<td>02/01 Course Introduction, Review</td>
</tr>
<tr>
<td>02/04</td>
<td>02/08 Section 1.2</td>
</tr>
<tr>
<td>02/11</td>
<td>02/15 Quiz 1, Section 1.5 -1.6</td>
</tr>
<tr>
<td>02/18</td>
<td>02/22 PRESIDENT DAY WA 1, Review</td>
</tr>
<tr>
<td>02/25</td>
<td>03/01 Exam 1</td>
</tr>
<tr>
<td>03/04</td>
<td>03/08 Section 2.2</td>
</tr>
<tr>
<td>03/11</td>
<td>03/15 Quiz 2, Section 2.4</td>
</tr>
<tr>
<td>03/18</td>
<td>03/22 Section 2.6-2.7 WA 2, Review</td>
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<tr>
<td>03/25</td>
<td>03/29 Exam 2</td>
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<tr>
<td>04/01</td>
<td>04/05 SPRING BREAK</td>
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<tr>
<td>04/08</td>
<td>04/12 Section 3.2 - 3.5</td>
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<tr>
<td>04/15</td>
<td>04/19 Quiz 3, Section 3.4 WA 3, Section 4.1-4.2</td>
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<tr>
<td>04/22</td>
<td>04/26 Section 4.3 Review</td>
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<tr>
<td>04/29</td>
<td>05/03 Exam 3</td>
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<tr>
<td>05/06</td>
<td>05/10 Section 5.3</td>
</tr>
<tr>
<td>05/13</td>
<td>05/17 Quiz 4, Section 6.1, 6.2 Review</td>
</tr>
<tr>
<td>05/20</td>
<td>05/24 FINAL EXAM Wed 05/22 5-6:50 PM</td>
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### Important Add/Drop Dates:

**February 11 (Monday):** Last day for students to ADD with a permit. All permits expire at midnight on February 11.

**February 11 (Monday):** Last day for students to DROP without a grade of “W”. Students drop using Titan Online.

**March 8 (Friday):** Last day the Math Department will be flexible on the approval of late withdrawal requests. Beginning Monday, March 11, students must have a serious and compelling reason for withdrawing (e.g. medical reason) and must provide supporting documentation for their reason. **Please encourage students who are considering withdrawing to do so BY MARCH 8.**

**April 26 (Friday):** Last day to withdraw with a truly serious and compelling reason that is clearly beyond the student’s control. Students must document their reason. See Math Department for more info.
**Disability Accommodation:** During the first week of classes, inform me of any disabilities or special needs that you have that may require special arrangements related to attending class sessions, carrying out writing assignments or service learning component, or taking examinations. Students with disabilities need to document the disability at the Disabled Students Services office in UH 101.

**Academic Integrity:** Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students, and the university, policies on academic integrity are strictly enforced. This includes receiving a disciplinary F in the course and having your name and the incident reported to the appropriate academic deans. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook (see the website at the following address: [http://www.fullerton.edu/deanofstudents/judicial/policies.htm](http://www.fullerton.edu/deanofstudents/judicial/policies.htm)).

Examples of academic dishonesty include, but are not limited to:
- Unacceptable examination behavior, i.e. communicating with fellow students, copying material from another student’s exam or allowing another student to copy form an exam, possessing or using unauthorized materials, or any behavior that defeats the intent of an exam.
- Plagiarism, i.e. taking the work of another and offering it as one’s own without giving credit to that source, whether that material is paraphrased or copied in verbatim or near verbatim form.
- Unauthorized collaboration on a project, homework or other assignment.
- Documentary falsification including forgery, altering of campus documents or records, tampering with grading procedures, fabricating lab assignments, or altering medical excuses.

**Emergency Procedures:** In the event of an emergency such as earthquake or fire:
- Take all your personal belongings and leave the classroom.
- Use the stairways; do not use the elevator (they might not be working once the alarm sounds).
- Go to the lawn area towards Nutwood Avenue.
- Stay with your classmates for further instruction. For further information on exits, fire alarms, and telephones, see the Building Evacuation Maps located near each elevator.
- Anyone who may have difficulty to evacuate the building please see the instructor.

**The instructor reserves the right to change or amend the syllabus of the course after announcing in the class.**
MyLab / Mastering Student Registration Instructions

To register for Math130 CSUF MW 4PM:

2. Under Register, click Student.
3. Enter your instructor’s course ID: le81975, and click Continue.
4. Sign in with an existing Pearson account or create an account:
   - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click Sign In.
   - If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor’s online course:
   - Use the access code that came with your textbook or that you purchased separately from the bookstore.
   - Buy access using a credit card or PayPal.
   - If available, get 17 days of temporary access. (Look for a link near the bottom of the page.)
6. Click Go To Your Course on the Confirmation page. Under MyLab / Mastering New Design on the left, click Math130 CSUF MW 4PM to start your work.

Retaking or continuing a course?

If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

To sign in later:

2. Click Sign In.
3. Enter your Pearson account username and password. Click Sign In.
4. Under MyLab / Mastering New Design on the left, click Math130 CSUF MW 4PM to start your work.

Additional Information

See Students > Get Started on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.