Information.

Instructor: Dr. S. Muir  
Office: St. Thomas (STT) 160 A  
Office Hours: M 3:00 – 4:00 p.m., TR 1:30 – 3:00 p.m.  
Office Phone: 941-6580  
Electronic Mail: muellers2@scranton.edu  
Web Address: www.academic.scranton.edu/faculty/muellers2  
Class Meetings: Section 5: MWF: 10:00 – 10:50 a.m., STT 311  
Section 4: MWF: 11:00 – 11:50 a.m., STT 311

Important Dates.

February 1: First day of class  
February 5: Last day to add a class  
March 3: Last day to drop a class with no grade  
March 15 – 19: Spring break, no class  
March 22: Midsemester grades submitted  
April 1, 2, 5: Easter break, no classes  
April 16: Last day to withdraw with a “W” grade  
May 14: Last day of class  
May 17: Section 5 Final, 10:15 a.m. – 12:15 p.m.  
May 19: Section 4 Final, 10:15 a.m. – 12:15 p.m.

Textbook: The required textbook for this course is Calculus for Business, Economics, and the Social and Life Sciences, 10 ed. by Hoffman and Bradley.

Catalog description: (Prerequisites: MATH 106, Math Placement PT score of 12 or higher, or chairperson’s permission) Topics from differential calculus including limits, derivatives, curve sketching, marginal cost functions, and maximum-minimum problems. Integration. Not open to students with credit for or enrolled in MATH 114.

Before we get started: Mathematics is a discipline which builds on prior knowledge. Because of this, it is imperative that fundamental skills are practiced and conquered throughout this course. Students should expect to spend a reasonable amount of time outside of the scheduled class time reading the text, mastering terminology and notation, and solving problems. In addition, students should understand that solving a problem is a process and the steps of this process are as important as the final result. Therefore, this emphasis on the process will be reflected in the grading and unsupported answers may receive no credit. Participation in this course is also strongly encouraged.

Course Objectives: This learning objectives of this course include:

- Learn and use appropriate terminology and notation.
• Develop quantitative/mathematical skills.
• Develop problem-solving skills.

The graded material (details given below) will attempt to ascertain if these objectives have been met. You may find it necessary to seek additional help to meet these expectations and objectives.

**Grading:** There will be three exams each worth 15% and a final worth 25%. There will be quizzes which will account for the remaining 30% of the course grade. Exam dates will be announced in class. The final is cumulative and thus worth more than a regular exam.

**Homework:** Homework will not be collected; however, suggested problems will be given in class. Since homework is not being graded, you may discuss the assignments with other members of the class. *Students who do not make an effort to understand the homework are likely to have difficulty with the quiz and exam material.*

**Quizzes:** There will be a quiz every Friday in class unless otherwise stated. *The problems will be taken directly from the suggested homework problems.* These problems will be posted on my web page which is given above. Note that the quizzes together will weigh as much as two regular exams. Your lowest two quiz scores will be dropped when computing your quiz average.

**Calculators:** No calculators may be used on any graded assignment unless stated otherwise in class. Students should not come to rely on calculators too heavily outside of class as all work on graded material must be supported.

**Attendance/Missed Assignments:** Go to class. I expect you to be in attendance for every class. If you miss for any reason, you are still responsible for all announcements made and all material presented. Make-up privileges for absences may be extended at the discretion of the professor. *It is your responsibility to contact me to request alternative arrangements.* If at all possible, contact should be made *prior* to the absence.

**Cheating:** Copying or cheating on any graded work is not allowed! The penalty for cheating can be a *failing grade* in the course, and it may be reported to appropriate administrators. Whenever you turn in any work to be graded, you are implicitly stating that you abided by the conditions stated in this syllabus and in the Academic Code of Honesty. See the Academic Code of Honesty and [http://www.scranton.edu/academicintegrity](http://www.scranton.edu/academicintegrity) for more information.

**Other stuff:** Please remember to turn your cell phone off before class. It is expected that cell phones will *not* be used during class. When writing email, please use capitalization, punctuation, and complete sentences.

In order to receive appropriate accommodations, students with disabilities must register with the CTLE and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (Ext. 4039) or Jim Muniz (Ext. 4218), 5th floor, St. Thomas Hall, for an appointment.
Some keys to success: Often the best way to learn is through practice, and this practicing needs to permeate the semester. “Cramming” does not usually lead to a meaningful course nor a deep understanding. Working diligently and frequently is a key to success in this course. Below are a few suggestions that you may find helpful. I encourage you to take advantage of all your resources!

- Attend class and participate in class regularly. We only meet for 40 class periods (counting exam days) and missing a class leaves you in a deficit. See above for information on missed assignments.

- Homework tips:
  1. Start the homework early. This gives you time to ask questions along the way.
  2. Be prepared to ask questions and learn from others’ questions during the class period prior to a quiz.
  3. I’ve heard so many students say, “I don’t want to write anything down until I know how to solve the problem” or “I don’t want to write anything down until I know where it will go.” In my experience, if you wait to write something down until you know how to do the problem, you probably won’t get very far! You will take wrong turns while solving problems and that in itself can be a learning experience!
  4. When working homework problems, write out complete solutions, as if you were taking a test. Don’t just scratch out a few lines and check the answer in the back of the book. If your answer is not right, rework the problem; don’t just do some “work in your head” convincing yourself you can do the problem. Do the problem!!
  5. Working backwards can help you get a solution, but then you should work similar problems until you are comfortable working in the forward direction!
  6. As you do the homework, make lists of formulas and techniques and identify key words in the directions associated with these techniques to use later when you study for tests.
  7. And work more problems if needed!

- Actively read the text. You should have paper and a pen in hand while reading. Try solving the examples before reading the solution. Check that you are using proper notation and terms. Return to an example later and see if you can solve it without using the text or your notes.

- Associated with this class is your very own Instructional Assistant, Kate Osenbach. She will attend several classes and facilitate group study sessions regularly. These workshops are not replacements for class or regular individual studying! You can get the most from these sessions by working problems prior to attending. More details on the workshop structured will be discussed later.

- My office hours (listed above) are times for you to drop in (no notice needed) to ask questions about course material, assignments, etc. If you are unavailable during my scheduled office hours, do not hesitate to contact me as I am available more often than just the times listed.

- Lastly, some assignments can be discussed with other students and you can find a class list by logging in to My.Scranton. More details on assignments and working together were given above.