MATH 310: SYLLABUS

Instructor		Bradley Dirks	
Meetings		Tu/Th 2:30-3:50pm in Humanities 1003	
Office Hours		Tu/Th 1:00-2:00pm in Math Tower 4-101B, Monday 3:00pm-4:00pm in MLC	
TAs		Shuhao Li and Joao Pering	
Description		Finite dimensional vector spaces, linear maps, dual spaces,	
-		(generalized) eigenvalues/eigenvectors, inner products.	
Textbook		Linear Algebra Done Right (4th Edition) by Sheldon Axler	
Homework (HW)		See Schedule below. No late HW accepted, but under documented	
		extenuating circumstances grade may be dropped.	
Grading		Homework: 20%, Midterm I: 20%, Midterm II: 20%, Final: 40%	
Date		Section of Book	Homework (due in following Recitation)
1/23	1A-1B: $\mathbf{R}^n, \mathbf{C}^n$, definition of vector space		1A: 9, 10, 15 1B: 3, 7 1C: 3, 4, 22
1/25	1C: Subspaces		
1/30	2A: Span, Linear independence		2A: 3, 9, 19 2B: 7, 9, 10 2C: 3, 4, 20
2/1	2B-2C: Bases, dimension		
$\frac{1}{2/6}$	3A-3B: Vector space of linear maps, null space, range		3A: 3, 7, 12, 15 3B: 3, 10, 22, 25
2/8	Midterm 1		
2/13	3C: Matrices		3C: 3, 5, 17 3D: 2, 8
2/15	3D: Invertibility		
2/20	3E: Products/Quotients		3E: 4, 13, 17 3F: 5, 7
2/22	3F: Duality		
2/27	Zeroes and Division Algorithm for Polynomials		Ch. 4: 6, 7, 13, 14
2/29			
3/5	5A: Invariant Subspaces		5A: 8, 13, 20 5B: 10, 15
3/7	5B: Minimal Polynomial		
	Spring Break		
3/19	5C: Upper-Triangular Matrices		5C: 7, 12, 14 5D: 3, 4
3/21	5D: Diagonalizable Operators		
3/26			No HW
3/28	Review		
4/2	Midterm 2 (Up to Section 5E)		5E: 3,9 6A: 6, 9, 14
4/4	6A: Inner Products and Norms		
4/9	6B: Orthonormal Bases		6B: 7,9 6C: 5,12
4/11	6C: Orthogonal Complements and Minimization		
4/16	7A: Self-Adjoint and Normal Operators		7A: 7, 27 7B: 11, 20
4/18	7B: Spectral Theorem		
4/23	8A: Generalized Eigenvectors and Nilpotent Operators		8A: 6, 17, 22 8B: 8, 18
4/25	8B: Generalized Eigenspace Decomposition		
4/30	8C: Consequences of Section 8B		No HW
5/2	Review		

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1. Policies

Accommodations for students with hearing and communication impairments: Some students with hearing and communication impairments may need their instructor to wear a clear mask for lip and facial expression purposes. If the student has registered with the Student Accessibility Support Center (SASC) and has requested an accommodation for clear masks, SASC will reach out to the students instructors and provide a clear mask for them to wear while teaching and/or interacting with the student. If you have questions, please email sasc@stonybrook.edu or call (631) 632-6748.

Disability Support Services: If you have a physical, psychological, medical, or learning disability that may affect your course work, please contact Disability Support Services (DSS) office: ECC (Educational Communications Center) Building, room 128, telephone (631) 632-6748/TDD. DSS will determine with you what accommodations are necessary and appropriate. Arrangements should be made early in the semester (before the first exam) so that your needs can be accommodated. All information and documentation of disability is confidential. Students requiring emergency evacuation are encouraged to discuss their needs with their professors and DSS. For procedures and information, go to the following web site http://www.ehs.stonybrook.edu and search Fire safety and Evacuation and Disabilities.

Academic Integrity: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instance of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the website at https://www.stonybrook.edu/commcms/academic_integrity/.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn.