

About this course: The goal of this course is to develop your understanding of the concepts of integral calculus, infinite series, and differential equations and your ability to apply them to problems both within and outside of mathematics.

Text: *Single Variable Calculus (Stony Brook Edition 4)*, by James Stewart.

This is the same book as Stewart's [Single Variable Calculus: Concepts and Contexts, 4th ed](#), but with a [different cover](#). However, the Stony Brook Edition comes with an [access code](#) for [WebAssign](#). The Stony Brook edition of the text is available at the [campus bookstore](#). You can also use the [older version](#) (the [3rd edition](#)) although you'll have to get WebAssign separately (\$47 or ask someone taking MAT127 to give you theirs). There is also an electronic-only version of the text available at [WebAssign](#) (\$75 including WebAssign access). In addition, you can buy a new printed copy of the text online from [the publisher](#), including webassign access (while supplies last) for about \$50 less than the bookstore.

Calculators: A calculator is **not required** for this course, but you may find using a graphing calculator helpful. (I prefer a laptop). However, be careful how you use it. Many students become dependant on their calculators, and wind up being unable to do anything without them. In this course, **no calculators will be allowed on exams**.

Clickers: Both lectures will use a [classroom response system \(ie, clickers\)](#) from Turning Technologies. These are available from the bookstore or from [Turning Technologies](#) (use the code "4sbu" if purchasing online). You should register your clicker on blackboard: go to "tools" and select "TurningPoint Registration Tool". If you don't have a clicker from another class, you can also a smartphone, laptop, or any other device that can get a web page.

Homework: You *can not* learn calculus without working problems. Expect to spend at least 8 hours a week solving problems; do all of the assigned problems, as well as additional ones to study. If you do not understand how to do something, get help from your TA, your lecturer, your classmates, or in the Math Learning Center. You are encouraged to study with and discuss problems with others from the class, but write up your own homework by yourself, and make sure you *understand* how to do the problems. Specific problem assignments can always be found on the web at <http://www.math.sunysb.edu/calculus/mat132>. A significant fraction of the homework problems will be done on WebAssign; see the [class web page](#) for details. WebAssign homeworks are due every wednesday in the morning (think "Tuesday before I go to sleep"); problems solved at least 2 days before the due date get extra credit. Paper homeworks will be due at the second recitation of each week.

Examinations and grading: There will be two evening exams, and the ever-popular final exam. The dates and times are listed below; the locations will be announced later. Success on the exams will require correct and efficient solutions to the more difficult of the homework problems. Part of your grade will be based on class participation in both recitation and lecture.

What	When		% of Final Grade
Exam 1	Thursday, October 6	8:30–10:00 pm	25%
Exam 2	Wednesday, November 2	8:30–10:00 pm	25%
Final Exam	Monday, December 19	8:15–11:00 pm	35%
homeworks (WebAssign and paper)			10%
participation in lecture and recitation			5%

Make sure that you can attend the exams at the scheduled times; **make-ups will not be given**. If you have evening classes, resolve any conflicts *now*. If one midterm exam is missed because of a serious (documented) illness or emergency, the semester grade will be determined based on the balance of the work in the course.

Reading: The textbook is intended to be read. Read the assigned sections **before the lecture!** This will greatly increase your comprehension, and enable you to ask intelligent questions in class. Furthermore, the lectures will not always be able to cover all of the material for which you will be responsible.

Office Hours: All lectures and TAs must hold at least three scheduled office hours per week. They are there to help *you*, so make use of these hours. You may go to any hours for any of the people associated with the course; the various office hours are listed on the [Teaching Staff](#) section of the class web page. You can also make appointments at other times.

Math Learning Center: The [Math Learning Center](#), in Math S-240A, is there for you to get help with Calculus. It is staffed most days and some evenings— your lecturer or TA may hold some of his or her office hours there. A schedule should be posted outside the room and at the Math Undergraduate Office.

Disabilities: If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at <http://studentaffairs.stonybrook.edu/dss/> or (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website:

<http://www.stonybrook.edu/ehs/fire/disabilities.shtml>

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 instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at

<http://www.stonybrook.edu/uaa/academicjudiciary/>

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, or inhibits students' ability to learn.