



UNIVERSITY OF MINNESOTA

Calculus 1371

University of Minnesota

College of Science and Engineering (CSE)

Course Syllabus 2024-2025

CSE Calculus 1371 introduces limits and the processes of Differentiation and Integration and provides numerous real-world examples of their uses. Success in this course requires hard work and dedication. I strongly recommend you to form study groups with your classmates. If you ever have questions, including homework questions and conceptual questions, do not hesitate to ask me!

Course Information

Provided, required textbook: Stewart, J. Calculus: Early Transcendentals, 7th Ed.

Course taught at...

Meeting time:

Instructor:

School phone:

E-mail:

Website:

[Teacher name] is available for student questions and assistance before school by appointment from 7:30 - 8:05 as well as during his advertised preparation period. Appointments are needed because this is also the time where I will be preparing for classes, including making copies and creating other instructional materials, meeting administrative requirements, contacting parents, and examining new technologies and classroom materials. is rarely available after school due to other commitments.

Google Classroom will also be regularly updated with a weekly agenda and a listing of the standards discussed every day in class.

Course Prerequisites

1. Successful completion of a rigorous precalculus course with a grade of an A or an A-.
2. Junior or senior standing in high school.

Attendance Expectations

Regular attendance is very important to success in this course. Please do your best to attend class every day. If you cannot attend class, please get any notes missed from a friend or the class website and copy them into your notebook as soon as possible. Students must be in the classroom when the bell rings or they will be marked tardy and will be disciplined according to the student handbook.

Students that miss an assessment due to an excused absence must make the assessment up on their own time within two days of returning to class. Students are responsible for setting up the replacement assessment with the instructor.

Grading

Grades will be assigned according to the following weights:

- First Midterm Exam: 10%
- Second Midterm Exam - 10%
- First Final Exam - 20%
- Third Midterm Exam - 10%
- Fourth Midterm Exam - 10%
- Second Final Exam - 20%
- In-class assessments, including the Gateway Exam - 20%

Extra credit may be offered within the final 20% section on in-class assessments, but will be announced and made available to all students.

Final exam dates will be announced when determined.

Letter grades will be determined according to total percentage:

Letter Grade	Percentage Range
A	93% - 100%

Letter Grade	Percentage Range
A-	90% - 93%
B+	87% - 90%
B	83% - 87%
B-	80% - 83%
C+	78% - 80%
C	73% - 78%
C-	70% - 73%
D+	68% - 70% (no credit awarded)
D	63% - 68% (no credit awarded)
D-	60% - 63% (no credit awarded)
F	Less than 60% (no credit awarded)

Goals for the Course

Students will develop skills in the differentiation of single-variable functions and explore the basics of integration of single-variable functions. Applications of these techniques include determining the local and global minimum and maximum values of functions, using related rates to solve problems, finding the area under a curve or between curves, and sketching the graphs of functions.

General Timeline for the Course

- Week 1: Textbook sections 1.1, 1.2, 1.3
- Week 2: Textbook sections 1.4, 1.5, 1.6
- Week 3: Textbook sections 2.1, 2.2
- Week 4: Textbook sections 2.3, 2.4
- Week 5: Textbook sections 2.5, 2.6
- Week 6: Textbook sections 2.7, 2.8
- Week 7: Review and Midterm Exam 1

- Week 8: Textbook sections 3.1, 3.2
- Week 9: Textbook sections 3.3, 3.4
- Week 10: Textbook sections 3.5, 3.6
- Week 11: Textbook sections 3.7, 3.8
- Week 12: Review and Midterm Exam 2
- Week 13: Textbook sections 3.9, 3.10
- Week 14: Textbook section 4.1
- Week 15: Review
- Week 16: Review and Final Exam 1
- Week 17: Textbook sections 4.2, 4.3
- Week 18: Textbook sections 4.4, 4.5
- Week 19: Textbook sections 4.6, 4.7
- Week 20: Textbook section 4.8
- Week 21: Review and Midterm Exam 3
- Week 22: Textbook sections 4.9, 5.1
- Week 23: Textbook sections 5.2, 5.3
- Week 24: Textbook sections 5.4, 5.5
- Week 25: Textbook section 6.1
- Week 26: Review and Midterm Exam 4
- Week 27: Textbook section 6.2
- Week 28: Textbook section 6.3
- Week 29: Textbook section 6.4
- Week 30: Textbook section 6.5
- Week 31: Review
- Week 32: Review and Final Exam 2
- Week 33: If course time allows, textbook section 7.1
- Week 34: If course time allows, textbook section 7.2
- Week 35: If course time allows, textbook section 7.3

Classroom Behavior Expectations

- Respect everyone, including the teacher, other teachers, staff, administrators, other students, and yourself at all times.
- Put forth your best effort at all times.
- Ask questions if you are confused, need something clarified, or seek help...I am here to help!

Specific Classroom Rules

- Raise your hand to talk and respect others while they talk, including the teacher.

- This class is not your nap time. Please refrain from sleeping at all times.
- Cheating is not tolerated under any circumstances and will result in an automatic zero and referral under the district/school policy. Talking is not allowed during assessments.
- Please come to class prepared to learn every day. This includes bringing a pencil, a notebook, your textbook, your folder/binder, and any completed practice. You will not be allowed to go to your locker if you forget anything.
- Students on the weekly detention list are not allowed to leave the classroom.
- Stay on task! If you are given time to work on practice, then work on practice. If you should be taking notes, then take notes. If you have a question, ask ! Come to class on time. You must be seated in your seat ready to learn when the bell rings or you will be marked tardy. Unexcused tardiness will not be tolerated.
- The tools available in the classroom are for everyone's use. Please do not remove anything from the classroom without permission.
- Keep your area clean. You are asked to clean your area at the end of the period and make sure that it is at least as clean as it was when you arrived.
- Keep your cell phone out of the room in your locker. This is in accordance with school district policy.
- Be respectful to substitute instructors. Any students who cause problems for a substitute teacher will automatically escalate to step 2.

Classroom Consequences

1. You will serve 30 minutes with me before school and your parents will be notified.
2. You will serve 60 minutes of detention before school and your parents will be contacted regarding your behavior. Failure to serve your time results in an escalation to Step 3.
3. You will be required to attend a parent/student/teacher conference to discuss your behavior and the options available to you to improve your behavior. This conference will be set up after your parents have been contacted and will be completed as soon as possible. A Behavior Improvement Plan will be designed during this conference. Failure to adhere to the plan will result in an escalation to Step 4.
4. You will be referred to the appropriate administrator and your parents will be contacted and informed that you have violated the plan. Significant violations will immediately escalate to step 4. All further disciplinary action will be handled by the appropriate administrator and the instructor.

Positive behavior will be rewarded in a variety of ways, which will be communicated to students each quarter. Students with no disciplinary actions in class each quarter will be

eligible for the positive behavior rewards. Disciplinary actions in regards to positive behavior will be reset every quarter.

Electronic Device Expectations

Possession and/or use of a cell phone is not required or needed to complete the math and science curriculum at Boyceville High School. Students are expected to keep their phones and other small personal electronic devices in their locker during school time according to school policy. Any student in violation of this policy will encounter consequences in line with the student handbook.

Students are expected to bring their fully charged chromebook to class every day.

Resource Expectations

The following materials will be needed for this course:

- One two-inch binder or larger for handouts and assignments
- One 70-page spiral notebook for note-taking
- White loose-leaf paper for assignments
- A scientific calculator though a graphing calculator (TI-83 or similar) is highly recommended
- Several pencils for completing assessments, taking notes, and completing practice assignments.

University of Minnesota Policies

For general information on University of Minnesota policies, please view the [Recommended Policy Statements for Syllabi](#).

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to the Board of Regents [Student Conduct Code](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn.” The

classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For more information, please reference the policies for [Student Responsibilities](#).

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an “F” or an “N” for the course, and may face additional sanctions from the University. For additional information, please reference the policies for [Instructor and Unit Responsibilities](#).

The Office for Community Standards has compiled a useful list of suggestions on [Avoiding Scholastic Dishonesty](#).

Beware of websites that advertise themselves as being “tutoring websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Excused Absences and Makeup Work

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please reference the University policy for [Excused Absences and Makeup Work](#).

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please reference the policies for [Student Responsibilities](#).

University Grading Scales

The University has two distinct grading scales: A-F and S-N. The S-N grading option is not available for U of M sections taught through College in the Schools. For additional information, please refer to the policy for [Grading and Transcripts](#).

A-F grading scale

The A-F grading scale allows the following grades and corresponding GPA points.

Grade	GPA Points
A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000 -
F	0.000

These grades can define undergraduate credit in the following way:

- An “A” represents achievement that significantly exceeds expectations in the course.
- A “B” represents achievement that is above the minimum expectations in the course.
- A “C” represents achievement that meets the minimum expectations in the course.
- A “D” represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
- An “F” represents failure in the course and no credit is earned.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts. You can learn more about how to [report misconduct here](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. For more information, please view the policy for [Sexual Harassment, Sexual Assault, Stalking, and Relationship Violence](#).

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy for [Diversity, Equity, Inclusion, and Equal Opportunity](#).

Disability Accommodations

The University values disability as an aspect of diversity, and is committed to access and inclusion in our courses. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and arrange reasonable accommodations.

- If you are registered with the DRC and have a current accommodation letter, please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.
- If you are not registered with the DRC, and you are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and you would like to discuss accommodations and/or resources, please contact the DRC (612-626-1333).
- If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

For additional information, please visit the [DRC website](#) or contact the DRC at drc@umn.edu.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website](#).

Academic Freedom and Responsibility for courses that do not involve students in research

The following language was adapted from the American Association of University Professors "Joint Statement and Freedoms of Students".

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contacts include the CIS instructor and the CIS faculty coordinator, who you can identify on the [CIS faculty web page](#). You can also

contact CIS director E. Hanson at hans0996@umn.edu. For more information, please visit the [CIS website](#).