

Fall 2003 Math 31L Syllabus

Instructor's Version

Textbook: Calculus (3rd ed), by Hughes-Hallett, et al.

General comments on the first week: Students will think they know this material, and you will bore them by trying to lecture on all of the topics in the first chapter. We recommend that you lecture on selected topics only, and spend some time having them work in groups on challenging problems based on the material they are reading.

Day	Section	Topic	Homework
1-1	1.1	Functions and Change	1.1/4,10,14,21,23,28,30,32,33,34,38,39; <i>Calculator Drill</i> Part 1.

Notes: Don't try to cover this material in the classroom. It should be an easy review for students, so you can talk about your policies, etc, and leave the assignment for the students to read. Briefly describe the course, labs, and grading policies. You should not make a big issue out of this course being different from the traditional course; simply tell students that it emphasizes applications and why things work. Give out Departmental and individual handouts. Also, tell students about information on the web: they can find math placement information at www.math.duke.edu/first_year, as well as links to course home pages, help room schedules, etc. Tell students that they will need to have a TI-83 calculator for this course (or a waiver as described on the web site above).

You should notice that this homework assignment and the next couple include parts of the calculator drill. I suggest you tell students that you won't collect that part, and that that part of the assignment is on the syllabus just to be sure they can handle the necessary features of their calculators before they attempt to do the labs.

Lab: Risk Factors for Breast Cancer

Notes: This lab is mathematically easy. The students fit a line to data (not with least-squares, but only by visual estimation) and then interpret the slope and intercept in context. The main purpose is to get students accustomed to interpreting math in context and to give them practice in writing a math report. You should let them know your expectations clearly.

1-2	1.2	Exponential Functions	1.2/9-11,14,17,24-27,30,32-34,36,38; <i>Calculator Drill</i> Part 2.
1-3	1.3	New Functions from Old	1.3/1,5,6,9,11,12,15,24-29,31,34,36; <i>Calculator Drill</i> Part 3.

Notes: Many students do not understand composition of functions, even though they think they do. Give a short lecture, and then have students work together in class on some hard problems such as 28-30 at the end of the section. You may be surprised at how hard many students find those problems.

Day	Section	Topic	Homework
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2-1 1.4 Logarithmic Functions 1.4/4,5,8,18,23,24,26,30,34,36,37,42,45,49,50.

Notes: The change of base theorem for logs is not covered in the textbook. It's useful later in the course if you show them that result now: $\log_b(x) = \log_B(x) / \log_B(b)$. In lab tomorrow students will make use of some of the other properties of logs when they construct log-log and semilog plots. You can emphasize that they will be making a connection between data and theory.

Lab: Log plots

Notes: In section 1.2 students used ratios to uncover an underlying exponential relationship. In this lab they learn a better method, one which does not require equal changes in the independent variable. You can make a comment to students about what they'll be doing. This topic is not in the textbook.

2-2 2.1 Measuring speed 2.1/2,4,5,7-9,12-16,18-20.

Notes: This is a good chance to have students work along with you on an exercise. You can ask them to compute some average velocities with their calculators over shrinking intervals of time. Talk about the problem of observing instantaneous velocity and why we need the concept of a limit.

2-3 2.2 Limits 2.2/1,13-16,20,22,30-32,34-38.

Notes: Do not try to do an ϵ - δ presentation. Use intuition, graphs, and numerical approximations. Tell students that they are NOT responsible for the ϵ - δ definition and examples in the textbook.

3-1 2.3 Derivative at a point 2.3/2,5-7,9-11,14,16,17,26,29.

Notes: Most of your students have had high school calculus. They think they understand these topics, but many don't. Make them compute the derivation at a constant value of x by using the definition.

Lab: Strategies for Buying Stock

Notes: This is a new lab. The idea is to reinforce the meaning (and usefulness) of difference quotients (and second difference quotients). This lab replaces an old one on US Population.

3-2 2.4 The Derivative Function 2.4/1-3,5,8,13,14,21,28-30,32,35,37.

Notes: Try to convince the students that the derivative is a function and that it means something. To students who took high school calculus it appears to be only a "formula."

3-3 3.9 Linear Approximations 3.9/3,9,14 (Replace first sentence with "Assume f is concave up."),15 (Replace first sentence with "Assume f is concave down.").

Notes: This is a very important lesson. You will introduce some of the ideas that will be needed in the Euler's Method lab next week (and which in second semester will be recognized as a first-order Taylor approximation). Draw pictures and try to help students reach an understanding of the ideas.

Day	Section	Topic	Homework
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4-1 2.5 Interpretations of the Derivative 2.5/1-3,5,10,14,16,18.

Notes: Lead the class through a careful discussion of some examples. The students are not used to thinking like this—especially those who recite the phrase “instantaneous rate of change.” Example 2 on page 87 is a good example of the type of interpretations you should be presenting. Draw some pictures and tie these interpretations to the linear approximations from last time (with $\Delta t = 1$).

Lab: Introduction to Euler's Method

Notes: This topic is new to almost all students, even those who have had a lot of high school calculus. It's here because it's a nice application of the derivative, and using and understanding Euler's method requires students to understand the derivative and basic ideas about slopes of lines. After the lab is over, you can make the connection between this application and the linear approximations. Furthermore, this method will, later in the course, give us an excellent way of arguing (not a formal proof, of course) the validity of the Fundamental Theorem of Calculus.

4-2 2.6 Second Derivative 2.6/1-3,8-14,17,18,21-23.;
begin day 5-1 review problems.

Notes: Recall that students have encountered this idea in the lab on Stock Prices. Most will know the concavity interpretation from high school, but be careful in your explanations, because they won't understand why the “rules” they've memorized are true. They are also unlikely to have seen an interpretation of the second derivative other than in the context of acceleration of a moving body or concavity of a curve.

4-3 2.7 Cont. and Differentiability 2.7/1-3,6-12,14,16;
complete day 5-1 review problems.

Notes: Here's where you can bring up some of the problem cases—but don't use ϵ - δ arguments. Draw pictures and use intuition and do some calculations with the calculator. Be sure to warn students to start doing the review problems (day 5-1 HW) this weekend because the first major test is coming up next week.

5-1 *Review* p49/10,17-20,22,26-28,34,38,40;
p99/2,3,8,12-14,16,18,22-25,27-30,36,39.

Lab: Test #1

Note: If you're new to Duke, be sure you look at some experienced instructors' old tests before you write your test. A number of copies of old exams are in the resource room (118 Physics). It would be preferable for you to proctor your own test, but if you can't be in lab, then your lab assistants will have to administer the test; however, you, not your lab assistants, should grade the test.

5-2 3.1 Power Functions & Polynomials 3.1/1,2,4,6-8,10-15,22,24,31,32,45,
48-51,54,55,57,59,60.

Notes: This lesson is short and easy. Look at the homework problems and spend some time working an example or two like the hardest ones.

5-3	3.2	The Exponential Function	3.2/1,4,10,12,17,22,36,38,40,41,43-45,47. Notes: This lesson is an excellent opportunity to have students “discover” something with their calculators. They can produce results like those on page 113 (don't let them see the book at this point). After you establish that the derivative of b^t is (some #) $\cdot b^t$, you can have different groups of students compute an approximation for the constant multiplier for different values of b . Then, after you've established e such that $\frac{de^t}{dt} = e^t$, then you can “borrow” the future result, $\frac{de^{kt}}{dt} = k e^{kt}$, to show that $k = (\text{some \#}) = \ln(b)$. The chain rule lesson, from which we're borrowing a result, comes two lessons hence.
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6-1	3.3	Product and Quotient Rules	3.3/1,2,4,5,11,15,16,19,20,28,31,32, 34-37,41,44,46,48,49,52. Notes: Easy stuff. Have the students work an example so they can see that it cannot be true that $(f \cdot g)'$ is the same as $f' \cdot g'$. The book has a slick way of deriving the quotient rule.
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Lab: Newton's Law of Motion: An Introduction to Differential Equations

Notes: This lab is the first time students encounter the phrase “differential equations.” It's easy for most students, but the main point is to get them used to the terminology and the basic idea of solving an initial value problem.

6-2	3.4	Chain Rule	3.4/1,4,6,9,15,17,27,36,45,49,51,52,54, 55,57,58,61,63.
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6-3	Course Pk	Differential Equations	Course Pack p75/1a,c,e,2a,b,c,3a,c,4a,c,5,10a,b,13. Notes: This lesson is <u>packed</u> with material, and students will feel overwhelmed by the time they get to their homework problems. The strategy here, necessitated by the timing of class versus labs, is to cover all of this material quickly today. (I tell my students to “fasten your seat belts.”) Then on Monday you can do a quick review and spend the entire day working homework problems. <u>It is of utmost importance that students enter next week's lab with the ability to solve a DE of the form $\frac{dy}{dt} = a y + b$.</u>
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7-1	Course Pk	Differential Equations	Course Pack p75/3b,d,4b,9,10c,20,21. Notes: Spend this entire day giving a brief summary of the techniques covered last time and working homework problems. Warn the students that tomorrow's lab is challenging; tell them that even though it will be hard to recognize in the context of the lab, they will be solving DEs of the form $\frac{dy}{dt} = a y$ and of the form $\frac{dy}{dt} = a y + b$.
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Lab: Chemical Rate Equations

Notes: Most students view this lab as the hardest one we do this semester. Be sure you're familiar with the lab, and be sure you find out from your lab assistant exactly what they covered in lab. In the following class be prepared to give an overview of the lab and to help them finish the lab. You can pick up some lab solutions from Lewis which can be useful to handout in class on Friday.

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Notes: You'll be surprised at how many students can recite rules such as, "When the derivative is positive, then the function is increasing," but who have trouble making connections between features of the graphs of f , f' , and f'' . That lack of understanding is why we do the lab we do this week. This lesson and tomorrow's lab should prepare them for solving the max/min problems which appear in the next lesson.

Lab: First & Second Derivatives and Roots

Notes: Rolle's Theorem and the Max/Min value theorem should be "discovered" in this lab. Most of this lab is easy for students, and it's a "breather" after the Chem Rates Lab.

9-2 4.3,4.4 Optimization; Econ Example 4.3/3,4,7,12,19,21,23,24,26,31,33; 4.4/5-7.

Notes: The last lesson and the last lab should have prepared students for this lesson and the next one. You should work very carefully two or three max/min problems of increasing difficulty. Note that using the calculator opens up the possibility of our solving optimization problems which lead to functions with messy derivatives that don't factor nicely.

9-3 4.5 More Optimization 4.5/2,5-7,12,18,21,23; 4.4/14,15;
begin day 10-1 Review Problems.

Notes: Remind students to do the review problems this weekend.

10-1 Review p159/54,60-62,70-72,74-77,83a;
p212/7,10,12,24,27,30,31,38;
Course Pack p76/4d,10c,15.

Lab: Test #2

10-2 5.1 Distance from Velocity 5.1/1,3-7,9,11,12,14.

Notes: You can give the students a handout with some velocity data. Have them use the data to compute a table of approximate distances. Discuss whether they think they have overestimated or underestimated the distance. Discuss how to improve the estimate. Connect this idea to areas of rectangles. Try to convince the students that there should be a limiting value as they reduce the size of the time intervals. Next week's lab is designed to reinforce these ideas by having the students use the calculator to show that the sums approach a limit as the size of the intervals shrinks. Note that The Fundamental Theorem of Calculus will be covered right after the lab next week.

10-3 5.2 The Definite Integral *Calculator Drill* Part 5;5.2/2,3,6,28-30,32,36,37.

Notes: This is the definition. The Fundamental Theorem of Calculus is next week. You can use geometry and the area interpretation to deduce the values of some of the definite integrals. Many students will already have the misconception that the Fundamental Theorem is the definition. You will likely find it a challenge to undo that misconception.

11-1 5.3 Averaging 5.3/1,4-7,10-14,18,20,21,26,29-31.

Notes: This is another case where some students may have memorized in a previous course the definition of average value. Use a concrete example (such as averaging temperature over a day) to show students that computing a weighted average leads us to the well-know definition of average value of a function.

Lab: Riemann Sums

Notes: Students compute some sums of areas of large numbers of rectangles. The idea is to reinforce the definition of the definite integral and let students see that the sums will approach a limit as the width of the intervals shrinks.

11-2 5.4 Fundamental Theorem of Calc. 5.4/1,2,12-20; 5.3/19,22,23.

Notes: You'll have to work hard to convince the high school calculus veterans that this is a significant result rather than "just a formula." You can use velocity and distance to motivate the result, and then you have a golden opportunity to connect different parts of the course: you can use the Euler's method construction to start with $F(a)$ and compute an Euler's approximation of $F(b)$ using Euler steps of $F'(t_k)\Delta t$. As $\Delta t \rightarrow 0$, with a little hand waving, we get the Fundamental Theorem. Emphasize that the definite integral computes a sum, and that $F(a)$ plus that sum gives us $F(b)$. Many high school calculus veterans will understand for the first time what's really going on.

11-3 5.4 Properties of Integrals 5.4/4-11,22; gateway practice on page 159.

Notes: Draw some pictures and write down some difference quotients to show students why these properties are true.

12-1 6.2,6.3 Antiderivatives, Diff. Eqns. 6.2/2,4,6,8,10-12,15,16,18,19,22,28,35,41,55, 56,58,59,70-72,75,81,82; 6.3/11,12,16,17,21-23.

Notes: Most of this was done in the DE lessons in the Coursepack. It should be easy now. Tell the students to review their differentiation results for the gateway test tomorrow. Tell them to relax: they can take this test as many times between now and the end of the semester as they need to pass it. (To pass this test, a student a student must work 7 out of 8 problems perfectly.)

Lab: Gateway Test

Notes: Your lab assistant should go to lab armed with several versions of the test. We have plenty of these on file. Students can take makeups in the helproom anytime a Math 31L teacher is on duty. (Note that you must go to the helproom prepared with copies of gateway tests after this date.) You can try to motivate students to take care of this business early by pointing out that all who have passed by Thanksgiving week will not have to go to lab that week.

12-2 6.4 FTC II 6.4/1-3,5,7,8,10,11,14,16-22.

Notes: We used to cover this theorem in a lab, but it works better for the teacher to draw some good pictures to explain why the theorem is true. Students should be able to look at your graph and

Day	Section	Topic	Homework
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tell you what area is represented by $\int_a^{x+h} f(t) dt - \int_a^x f(t) dt$, which is, of course, the numerator of the difference quotient in the definition of the derivative of the function $\int_a^x f(t) dt$.

12-3 11.3 Euler's Method 11.3/3a,b,4a,5a,9.

Next: We revisit this idea for three reasons: (1) to reinforce the concept in students' minds; (2) to give students a more general problem, i.e., y' can now be a function of both y and t ; and (3) students need to understand this material to do the last part of the lab next week. It works well to divide the class into about three groups, and have each group work the same problem (after a quick review of Euler's method). Choose a DE whose Euler's solution is sensitive to the initial condition and give each group a different initial point. You can ask Lewis for an example.

13-1 11.4 Separation of Variables 11.4/1,6,9,11,15,18,21,22,25,34; 11.5/6,18,19,23.

Notes: A good way to try to convey understanding is to present this by first doing, then undoing, a Chain Rule differentiation problem. Don't show them the separation of the differentials until you think they understand what's happening. If this doesn't make sense, then ask Lewis about it. Students will use this technique in lab tomorrow.

Lab: Net Worth of a Company

Notes: There is a computer generated graph (which carries the solution out farther than the lab requires) which can make a good handout and lead to a good discussion. I give this handout to students after they have generated their own graph as required in the lab manual. If you want to use this handout, be sure you coordinate your activities with your lab assistant, who will have been given a copy in the weekly lab "prep" meeting. (You can find the handout in the "Lab Materials" drawer of the resource room.)

13-2 11.2 Slopefields 11.2/3,4,6,8-10; 11.5/4; 11.3/2,6.

Notes: After you explain the basic idea, you can give the students a new system of DEs and give them a computer generated grid, and ask the students to form groups and work out the slopefield. See Lewis for ideas. The students enjoy this exercise and it works well.

13-3 3.10 L'Hôpital's Rule 3.10/1-3,5,11-19.

Notes: The book doesn't prove the most general theorem, but it gives a nice intuitive argument for the case it does cover. You can state the more general version without proof after you've given the argument for the case $x \rightarrow a$. And if you like to tell stories, there is a good one about L'Hôpital, Bernoulli, the first calculus textbook, and this theorem.

14-1 Review p252/1,3,4,6,9,10,14,16,18,22-24,27,29,31,35,36; p285/32,43,45,47,51-53; p158/6,8; p552/3,10,18,30,31,34,36,37.

Notes: If you'd prefer to give out the Teacher/Course evaluation forms today rather than on the last day, then you are encouraged to do so. That way, students are more likely to respond to the semester as a whole rather than making comments about Test #3 only, and you'll have plenty of time to talk about grades, exam procedures, etc, on the last day.

Lab: Gateway makeup.

Note: Students who have already passed the gateway test should not attend this lab. For students who haven't passed the gateway, attending this lab is mandatory. Warn students that they must have passed the gateway before the final exam (or better, before classes end) or you'll have to turn in an "Incomplete." The end is near.

14-2 *Half day*

Notes: Crazy schedule. The holiday starts at midday. That may be between your classes, if you're teaching two sections. Do what you want with this lesson. Most students will be physically or mentally absent.

14-3 *Thanksgiving break*

15-1 Test #3

Notes: Many teachers prefer to use this day to work problems and to give the test in lab this week, as we have done on the first two tests. The question is, will you have time to grade the tests by Wednesday? Your call. If you don't give a test today, and if you haven't already asked the students to fill out the TCEs, then you can do that today.

Lab: Teacher's Option

Notes: If you gave Test #3 on Monday, then you do not have to hold this lab session.

15-2 *TCE Day*

Notes: If you didn't pass out the Teacher/Course evaluations last Monday or before Thanksgiving, then you must do so today.