

MA 16500-01 Analytical Geometry and Calculus I

Spring 2025

Class Meeting Time: MTWR 9:00 AM Kettler 218 (50 min on MW, 75 min on TR)



Instructor: John LaMaster
Preferred Pronouns: he, him, his
Office: Kettler 264

How to Reach Me: E-mail: lamaster@pfw.edu ← preferred
Please use the following protocol when e-mailing me →
Google Voice: 260-267-0486
Office Phone/voice mail: 260-481-5430
Math Dept: 260-481-6821
I normally respond within 24 hours (often sooner)
except on holidays and weekends.

- To make sure your email reaches me, include in the subject line your full name and course. For example: **Peter Parker, MA 16500-01**
- University policy requires that you use your university e-mail address to email me to protect your privacy. Please do not use your private email address.
- Please keep the topic about the class.
- For questions about assignment due dates check out Brightspace or My Math Lab first.
- I prefer to be addressed as *John*.

Office Hours: My office hours are MW 11:00 – 11:50 AM in KT 218. I hold these office hours on Zoom at [this link](#). I am more than happy to set up a one-on-one appointment with you any time, either Zoom or face-to-face.

Prerequisites: MA 16500 with C- or higher.

Course Website: Go to purdue.brightspace.com to access our course. Click on **Purdue Fort Wayne**, enter your PFW username and password, and click **Log in**. The suggested browsers are Chrome and Firefox. Please explore and become familiar with the content and resources available in Brightspace.

What You Need: To be successful, make sure you have the following!

1. Access to **My Math Lab** (MML). Follow the steps on Brightspace.



TIP: If you have previously purchased 24 month access last semester, when you enter the MML portal you should immediately be taken to the course. If not, contact me and I can help. For those who must take MA 16600 next semester and must purchase MML this semester, you get a price break if you choose the 24 month access. You can get free temporary access 14 days after you register.

The **text** *Briggs, Cochran, Gillet, and Schulz: Calculus: Early Transcendentals, 3e, Pearson* is included digitally with your purchase of My MyLab. All graded homework will be from MML.

2. A **graphing calculator**. The **TI-84 Plus** or **TI-84 CE Plus** are the *tools of choice*.
Note: You can rent one at Walb Student Union 225 (260-481-6586). Click [HERE](#) for more info.
3. A **notebook plus binder** for organizing papers and notes.
4. **Internet access:** high speed recommended. Free access is on the campus Wi-fi or, off-campus, [here](#).
5. **Study Buddies**
 - Participate in the Piazza Discussion Forum at piazza.com/pfw/spring2025/ma16500, where you can ask a question (even anonymous to the class), answer a question, or share a tip.
 - Most students have an easier time with the course when they have a group of people with whom they can work on homework, activities, and study for exams. In addition to Piazza, you may find it helpful to study in the [Math MALL](#) (Math Assistance Learning Center) in KT G38. Hours will be posted in Brightspace.
6. **VPN** You need to connect to a Virtual Private Network to work on class material off campus. Directions are [here](#). You can also work on your online homework in *hinOFF-erous HOURS*.
7. **The attitude of a Rhino**
I believe in your success and want to support you to meet your goals.
You can do it!
But it will require that you take charge of your learning, do the work required, and make the commitment to do what it takes to succeed. If you want to succeed in life, be like the rhinoceros! Wake up each morning and CHARGE straight ahead to accomplish your goals. No obstacles get in the way of a 3 ton snorting rhinoceros charging at full speed!



Content: This course is designed to introduce the concepts of differential and integral calculus of one variable and their applications. The content will essentially be the first five chapters of the text of the text *Briggs, Cochran, Gillet, and Schulz: Calculus: Early Transcendentals, 3e*.

Course Objectives/Learning Outcomes: A successful student in this course will be able to do the following:

1. Find limits of functions (graphically, numerically and algebraically)
2. Analyze and apply the notions of continuity and differentiability to algebraic and transcendental functions.
3. Determine derivatives by a variety of techniques including
 explicit differentiation,
 implicit differentiation, and
 logarithmic differentiation.
4. Use derivatives to study the characteristics of curves.
5. Use basic techniques of integration to find particular or general antiderivatives.
6. Demonstrate the connection between area and the definite integral.
7. Apply the Fundamental theorem of calculus to evaluate definite integrals.
8. Use differentiation and integration to solve real world problems.

General Education Proficiencies: MA 16500 meets all eight outcomes (3.1 to 3.8) in Area 3: Quantitative Reasoning of the Indiana General Education core listed below.

Interpretation and Representation

- 3.1. Interpret information that has been presented in *mathematical form**
- 3.2. Represent information/data in *mathematical form** as appropriate
 **mathematical form* = functions, equations, graphs, diagrams, tables, words, and geometric figures.

Mathematical Procedures

- 3.3. Demonstrate skill in carrying out mathematical
 (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately,
 and efficiently to solve problems.

Critical Thinking

- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.

Application / Analysis

- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.

Communication

- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

Grading:

Prerequisite Skills Quiz	25 pts.	(3%)
Participation.....	25 pts.	(3%)
MML Assignments.....	100 pts.	(13%)
Top 4 Quizzes @ 25 pts each	100 pts.	(13%)
Test 1	100 pts.	(13%)
Test 2	150 pts.	(19%)
Test 3	100 pts.	(13%)
<u>Comprehensive Final Exam</u>	<u>200 pts.</u>	<u>(25%)</u>
Total Points Possible	800 pts.	

Grading Scale:

89.5% -100%	(720 pts. or more)	A
79.5% - 89.4%	(640 to 719 pts.)	B
69.5% -79.4%	(560 to 639 pts.)	C
59.5% - 69.4%	(480 to 559 pts.)	D
<59.5%	(Below 479 pts.)	F

Prerequisite Skills Quiz: This paper and pencil in-class quiz over most of the material in Chapter 1 provides quick and early feedback to you on your proficiency with the skills needed for this course. Unlike other quizzes, you have one attempt, and it can not be dropped.

Participation: Since much of the learning in this course occurs interactively during class time, to earn your participation credit in class meetings I expect you to stay until class ends as well as contribute to the learning environment of the class. If you are blatantly not participating in class - such as on your phone for matters other than MA 16500 without advance permission, doing homework for other classes, being disruptive, contributing to a choral “premature departure book bag zip”, refusing to give an activity a college try, or anything to lower the class morale, you will not earn your participation points for that day. In addition to your active participation in class meetings (15 pts), you can earn participation points by posting your **Self-introduction on Brightspace** (5 pts) and completing the **Getting to Know You** survey (5 pts).

If you receive credit for each class meeting, you would have 100% participation and thus a score of 15 out of 15. If you were only 90% participating, your score would be 13.5 out of 15, and so on. If you miss a class, use Brightspace to watch the class recording posted on under **Content > Class Recordings** so you come prepared the next period. Earn back one missed day of class by attending five one hour tutoring visits to **Math MALL** (Math Assistance Learning Center) in KT G38. You can also join other student rhinoceri on Monday and Wednesday from **11:00 AM to Noon** in our classroom, KT 218, or join by Zoom for RhinOFF-erous HOURS. Ways to earn +1 Rhino bonus toward your participation score: attach a photo to your **Self-introduction on Brightspace**, earn a perfect score on your MML *Syllabus Scavenger Hunt*, post substantively to the **Piazza Discussion Board** in a way that helps you or others learn, or [more](#).

Please reach out to me for help if your life is disrupted for any reason. I am here to help.

Absences due to illness or isolation or quarantine are excused. No doctor's note is required, but please email me to let me know. If you have any of [these symptoms](#) of the coronavirus, you may have been exposed. If so, please do not attend class. To accommodate anyone who must isolate (if you've tested positive for COVID-19) or quarantine (if you've come in contact with someone who has tested positive), You can also participate live in class through **Zoom**. **TIP:** On Brightspace, you can quickly find it on the **Course Home Page** under John's photo. Bookmark the link. You *may* be able to access this without logging into the VPN.

Please reach out to me for help if your life is disrupted for any reason. I am here to help.

MML Assignments: Online homework will be assigned using **My Math Lab (MML)**. Always enter MML through our D2L Brightspace course or the MML and D2L marriage will separate and they will stop communicating with each other. Once the due date is passed, you may continue to work on the assignment, but a 10% penalty will be applied on the problems you missed, giving you unlimited attempts. However, all MML assignments will close at **11:59 PM, Sunday, May 4**. In addition to being better prepared for the in-class quizzes, there is a special incentive for earning 90% or higher on My Math Lab homework. See the section on **Chapter Tests** for more info.



TIP: You have **unlimited attempts** until the due date and the highest score is taken. The average score of all your MML scores is converted to a percentage and taken out of 100 points.



MML Guarantee: The question bank is well scrubbed; however, if you do find that your answer is correct and the system tells you otherwise (due to mathematics, not text entry) and you are the first to report it to John you will be awarded double points for that question.

Past students and research overwhelmingly supports that learning by doing is the key to making it stick. Use MML for learning rather than just for earning. I have provided Just for Practice sets to help you continue preparing for quizzes and tests. Deliberate practice will move concepts and skills from short term memory into long term memory.



Quizzes: To help make quizzes a learning experience, you can **drop all but the top four quizzes**. All quizzes are taken in class with paper and pencil. Quizzes serve as “dress rehearsals” for the tests, so high performing students find that even after earning four perfect scores, it is most beneficial to dedicate their best effort on quizzes to prepare for exams. Since I take only the sum of the top four quizzes, there are no make-up quizzes. Research shows that students who do this retain the material better for quizzes and tests.

Rhino Hot MML Award If you earn a 90% or higher on all of the MML Homework Assignments associated with the test before the date the test is given, you earn the opportunity to retake another version of the exam, keeping the higher score. You will also get the Rhino Hot MML Award for that test, which comes with a +1 Test Bonus Point and a blazing Brightspace badge.





Rhino Perfect Quiz Score Perk: For each perfect quiz score you earn after the first four scores of 25, you will receive 2 bonus points added to your final exam.



Chapter Tests: Test 1 and 3 (100 pts. each) will be online through Mylab. You are able to use your notes, but expected to work on your own. Test 2 (150 pts.) will be paper/pencil proctored.

Final Exam: You sit for the comprehensive paper and pencil final on **Tues., May 6, 8:00 a.m. - 10:00 a.m.** in our classroom.

Student Support: I want you to be successful. Please reach out if you need help. Below is a directory of resources for specific issues. If technical difficulties affect your ability to complete assignments, please notify me as soon as possible.

For help with:	Contact:	Contact Information:
General Needs	Academic Services, Technology Services, Health and Wellness, and Support from Administrative Offices	See the Student Support Services Website
PFW account/password/ Brightspace Support	Information & Technology Services (ITS) Help Desk	Call: 260-481-6030 Email: helpdesk@pfw.edu See the ITS Website
Purchasing Pearson MML	Pearson Customer Support	See their Website . 
Tutoring	Online HERE and Face to Face tutoring in KT G38. I will put a schedule in Brightspace once it is available.	
Graphing Calculator Rental	Student Government	Walb 225 or call: 260-481-6586 See the Calculator Rental Website
Short-term Counseling (Free)	Campus Health Clinic	Call the 24 hour Hotline: 800-342-5653 See their Website .
Withdrawing from the class	Registrar	Directions are here .
How to succeed in MA 16500	Students enrolled in previous math classes with me	 See the tips they wrote to students like you!
If you don't know where else to turn for resources, then contact...	... the CARE team	See their Website or call: 260-481-6601
Accommodations for students with disabilities (See below*)	Disability Access Center (DAC)	Walb 113, 260-481-6658, See their Website .

***For Students with Disabilities**

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Disability Access Center at dac@pfw.edu or 260-481-6657 or visit them at Walb Union, Room 113, or pfw.edu/dac to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students at Purdue Fort Wayne.

Mark Your Calendar with these Important Dates!

No Class Meeting Martin Luther King Day: **Monday, January 20**

Departmental Prerequisite Skills Quiz: **Thursday, January 23**

Spring Break: **Monday, March 10 - Friday, March 13**

Last Day to Withdraw for PFW Students with a Grade of W: **Friday, March 21**

All past-due eHW closes: **11:59 PM, Sunday, May 4**

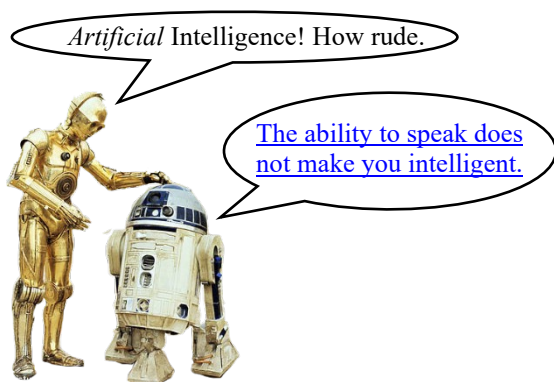
Comprehensive Final Exam: **Tues., May 6, 8:00 a.m. - 10:00 a.m.**



There are several ways you can keep track of deadlines in this course.

- Use the calendar on Brightspace.
- Use the Brightspace [Pulse App](#) to receive notifications on your phone. (Directions on acquiring this are [here](#), and in the checklist in the **Start Here** module in our Brightspace course.)
- View the due dates on the Brightspace Assignment page.
- View the due dates on the My Math Lab Assignment page.

What is the best way to use Artificial Intelligence (AI) and My Math Lab (MML) as a student in this class?



Use AI and MML to develop the following skills useful in life:

1. Deliberate Practice
 - a. Use AI and MML for systematic, regular practice with a targeted focus, the [way professionals develop mastery](#).
 - b. Click on **Content > My Math Lab > How to Use My Math Lab and Other Learning Aids to be Successful** for tips specific to our class. Watch the 64 second (silent) video [Doing MML for earning instead of for learning](#) for the rationale on using MML and AI to have the best outcome.

2. Bulls*it Detection

Generative AI is trained to deliver a response with the shortest wait time possible. This may cause it to apply procedures you have not yet learned, omit steps altogether, or provide incorrect answers. A healthy distrust is appropriate. To coach AI, use these prompts:

- “Hey, slow down, check your results by using Python, and solve the problem step by step.”
- Whenever AI skips a step, it is more likely at that point that is delivering rubbish. Ask AI to tell you to fill in the missing steps. Tell them your grade level. “Drop down a notch, Einstein. Teach a first-year college student how to solve the problem step by step.” or “I haven’t learned that method yet. Tell me another way to solve it.”
- AI perceives emotion. It performs better if you say “It’s vital to me you get it correct and that it makes sense to me.”


Generative AI might be used effectively to:


- help you learn a difficult concept. “Don’t give me solutions, but just give me help along the way”, i.e., like [here](#) (with Khan Academy) and [here](#) (with ChatGPT-4o developers). This will lower the chance you will get rubbish. Fun Fact: Machine learning uses a [gradient descent algorithm](#) (similar to Newton’s method from Calculus 1 in multiple dimensions using linear algebra with discrete data) which produces best results if you ask it to show steps.
- tell you how a concept might be important for your career path.
- create example quiz questions. “In terms of difficulty, on a scale of mild, medium, or spicy, make it *<choose a level>*.”
- tell you the best ways to study for an exam.
- help you in [these ways suggested by ChatGPT](#).

At present, generative AI might **not** do very well with:

- validating if your answer is correct or sharing how you can use other strategies to know if your answer is correct.
- critiquing if your solution is the best one possible or sharing if there is a more efficient or better approach.



TIP: In class I will show you this. 

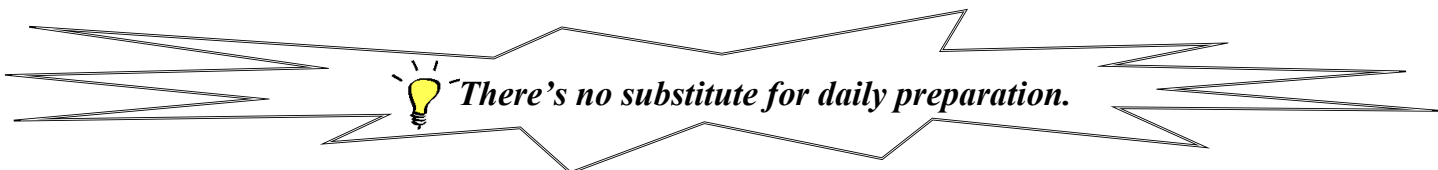
No need to pay additional \$: There is often a paywall for *Wolfram Alpha*, *Mathway*, or other computer algebra systems to explain the steps to the solution process. Do not pay. Included in your e-text is Pearson’s AI-powered study tool. 

While not flawless, this interactive AI Tutor will draw from our textbook’s solution manual to more accurately guide you.

In addition, Microsoft Copilot with Data Protection, available at copilot.microsoft.com/ is also free to students. Sign in with your PFW account credentials.

Advice So You Are Not Overwhelmed

Take this advice that was given to me by my college Calculus professor when I took the course more than 40 years ago:



In other words, work on this course every day, rather than saving it for the last minute before the deadline. Do not confuse the *due* date with the *do* date. More tips are found [HERE](#).

Please reach out to me or others for help. I want you to succeed. If you get to the point that you have found that you are in the wrong class and you need to drop the course, below is the fee remission schedule.



Drop/Add Refund Schedule	PFW Students	IUFW Students
Sunday, January 19	100% refund	100% refund
Sunday, January 26	60% refund	75% refund
Sunday, February 2	40% refund	50% refund
Sunday, February 9	20% refund	25% refund
Last day to withdraw with a grade of W (0% refund)	Friday, March 21	Sunday, March 16

If you do decide to drop the class, please make sure you officially process your withdrawal rather than simply stop attending. To officially process a withdrawal, log in to go.pfw.edu, click on the **Enrollment** tab, and submit the form titled **Course Withdrawal (After Full Refund Period)**. This would only put a grade of W on your record instead of a grade of F. The deadlines, refund schedule, and guidance is [HERE](#).

Future employers will not view a grade of W as a *mar* on your record, but, instead, as a *strategic recalibration*.

Whether or not you withdraw from the course, if you want to take a refresher class, note that I am teaching an 8 week online MA 15300 as well as an 8 week online MA 15400. Each course begins March 17, 2025.

You have reached the end of this syllabus, and I am grateful that you took the time to read it. Thank you! In gratitude, click on the image of the rhinoceros in this document for something cool. I look forward to having an awesome semester together.