

Syllabus for Math 113: Multivariable Calculus

1 Contact Information

Professor: Stephen Robinson

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2 Office Hours

I hope that you will make a habit of visiting me during office hours. It is the best way for me to find out what my students are thinking, and it is the best way for my students to find out what my expectations are. No appointment is needed during the hours listed below. Just stop by. If you need help at another time, then it is best to check with me before stopping by. This time with students is one of the most pleasant parts of my job, so I hope that you will take advantage of it.

M,W,F 2:00-4:00

Or by appointment

3 Required Text

Vector Calculus, third edition, by Susan Jane Colley

4 Supplementary Text

Student Solutions Manual

5 Teaching Assistant

We are fortunate to have Grey Ballard as a teaching assistant. You will see him during our Tuesday classes, he will share the responsibility for grading quizzes, and he will be available for help outside of class (times TBA).

6 Course Content and Goals

I plan to cover most of the text, but it is clear that I will have to skip a section here or there in order to reach the beautiful integration theorems in the last chapter.

7 Homework

I will often suggest problems and will then expect that you will be prepared to discuss them in the next class period. I will not collect or grade homework.

8 Quizzes

On every third Tuesday (9/12,10/3,10/24,10/14) there will be an in-class quiz. These quizzes will account for 70% of your overall grade. Your worst quiz score can be replaced by your final exam score, if your final exam score is better.

9 Final

I will be giving a comprehensive final exam that is worth 30 % of your grade. The final exam will be held from 2:00-5:00 on Friday, December 8. THIS IS NOT THE MATH BLOCK!

10 Grading Policy

If you consistently demonstrate an ability to perform standard computations and solve standard problems, then you have a good chance of earning a C or better. If you can also solve some more difficult problems and provide some

insight as to why the methods work, then you have a good chance of earning a B or better. If you become adept at solving standard and nonstandard problems, and if you can clearly justify all of the methods that you use, then you have a good chance of earning an A. Hard work is a prerequisite for earning a good grade (A, B, or C), but no amount of work will guarantee you a particular grade. Just do the best that you can, and then be proud of the grade that you have earned. If you are ever unsure about a grading policy, or if you are not sure where you stand, then you are welcome to ask. Here is the grading scale that I will use at the end of the semester. I reserve the right to make adjustments to this scale, but I will not adjust the boundaries to anything higher than those listed below. Pluses and minuses are assigned to grades that are near a cutoff point.

A: $\text{Total} \geq 90\%$

B: $75\% \leq \text{Total} < 90\%$

C: $60\% \leq \text{Total} < 75\%$

D: $45\% \leq \text{Total} < 60\%$.