

Syllabus for Math 711: Real Analysis

1 Contact Information

Professor: Stephen Robinson

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2 Text

Real Analysis, third edition, by H. L. Royden

3 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.

TBA

Or by appointment

4 Problem Sessions

I am requiring every student to attend at least one problem session with me each week. We will discuss this on the first day of class and come up with a schedule.

5 Course Content and Goals

Our goal is to understand **everything** in chapters 3-6 of the text. All of the theorems, all of the examples, all of the homework, ... **everything**.

6 Homework

Do your best to complete all of the problems in sections 3-6 and keep your solutions in a binder. I will keep track of your work during problems sessions, during class when students present problems at the board, and when students ask questions.

Although homework is not collected and graded, your understanding of homework problems is an excellent measure of how well prepared you are for the ...

7 Exams

There will be two equally weighted exams. Both exams will be divided into two parts. Part A is intended to test your knowledge of standard definitions, examples, theorems, and proofs. *Standard* does not mean easy, but it does mean predictable. Part B will include problems that cannot reasonably be answered during a short exam period. This might be because the problems are predictable but time-consuming or because they require greater depth and creativity. The first exam will cover chapters 3 and 4 and will probably be distributed and collected before Spring Break. The second exam will cover chapters 5 and 6 and will be distributed during finals week.

8 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: $45\% \leq \text{Total} < 60\%$.