Selected items from course home page

To what extent have you accepted the premises of this course?

From the Syllabus:

Basic Premise: It is expected that you use the lectures, the textbook, documents placed in this “Calculus III (Fall ’02)” folder of my homepage, and your own intelligence to build your understanding of the material. These resources should get combined to produce good comprehension and facility. It is my intention that the lectures should provide you with good guidance as to how to approach the material, assuming that you are keeping up with the course.

You are encouraged to discuss the material with other students.

In addition, there are pooled TA office hours in the Help Room, Krieger 213, in which the Math Department TAs are on duty in shifts.

From “What Hopkins students should know about math in college”:

To the Freshmen

2. You are capable of learning the easier material in the course largely on your own. You may not realize this, but it’s true! Were you asked to do that in high school? Probably not. Why? And how much time in class should be spent on the easier material?

3. The typical situation in a course is that you will not have seen most of the material before. To go to class with the sense that you have seen the material before, take a look, in the textbook beforehand, at the material to be discussed. You’ll be surprised how much this helps.

Misconceptions (These are the misguided statements. The rejoinders are omitted here).

M2. In a calculus course, theory is irrelevant, for what’s really at stake is doing the problems. The lectures should just show the student how to do the problems.

M5. It is the instructor’s job to cover the material.

M6. A good teacher is one who can eliminate most of the struggle for the student, making the material easy to learn.

From a student (not in this course) last week: the primary way to make it easier for the student is to cut material. Is that better?

Math in College

College – The great majority of students can do well with reasonable exertion. What’s reasonable? Old rule of thumb: 2 hours per week outside of class for each credit. More to the point, putting in that much work is not excessive effort. [That time includes reading of the textbook for both concept and (additional) examples.]

Pace of course. The lectures will be moving a lot faster than you may be used to from high school, and there will be far less repetition.

And one from lecture: “There is no quiz at the end of the lecture.” Now what did I mean by that?