Course Information
Math 3592H: Honors Mathematics; Fall 2019
10:10 A.M. - 11:00 A.M.; M,W,F; Smith Hall 121
10:10 - 11:00 A.M.; T, Th Blegen Hall 110

Instructors
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Course Description: This is the first term of the honors sequence for the
second year Calculus syllabus here at the University of Minnesota. The two
term sequence 3592-93H excuses students from (i) Multivariable Calculus, (ii)
Sequences, Series, and Foundations, and (iii) Linear Algebra and Differential
Equations. Hence during this year-long sequence we aim to cover the important
topics from all three of these courses that form a foundation for much of the
later courses in the Mathematics curriculum at the University of Minnesota.
During the Fall term, we aim to cover topics from foundations (e.g. basic logic,
cardinality, induction), sequences, series, and linear algebra.

Text: We will use material from Stephen Lay’s text Analysis with an Introduc-
tion to Proof, and material from Tom Apostol’s text, Calculus, Volume II (2nd
edition).

Homework: Homework will be assigned approximately every week. Late home-
work will not be accepted.
You are encouraged to work together on the homework, but all solutions must
be written in your own words - and you are expected to understand any argument
you present in your solutions.

We will drop your lowest homework score before computing your grades. (For
example, if you miss one homework you will receive a "0" that week, but it will
not affect your final grade as one score gets dropped.)

Exams and Grading: There will be two midterm exams and a final exam, all
of which will be closed book and closed notes.

Course grades will, to first approximation, be computed as follows: the
midterms will in total contribute 40% of the final grade (20% each), the final
exam contributes 35% of the final grade, and the homework contributes 25% of
the final grade. The dates of the midterms will be announced within the first week
of classes. The final exam will take place on Friday, December 3rd from Noon to
3 pm. The room for the final exam will be assigned later by the University and
that room will be announced in class.

Classroom Expectations: We promote a classroom environment that encour-
ages participation and concentration from everyone - students and instructor! It
almost surely goes without saying, but we’ll say here anyways that while we cer-
tainly respect students who during class time wish to read newspapers (online or
paper copies), novels, or material (paper or online) related to topics other than
those we are covering in this course, at the same time such activities likely dis-
tract students from our class discussion. Students who produce such distractions
will be asked to kindly stop, or to leave the classroom for that period. Similarly,
cell phone and laptop use is not allowed in the class. If a student wishes to take
notes on an electronic device we ask them to discuss that plan with the instructor ahead of time.

Readers of this syllabus interested in an example of a study that links laptop use with decreased learning by the laptop user can read:


A discussion that puts forward the idea that laptop use decreases the learning of those around the laptop user (and not just the user themself) in the classroom can be found at:

https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7

See also the following paper, cited in the above discussion:


Academic Honesty: Academic dishonesty in any portion of the academic work for this course shall be grounds for awarding a grade of F for the entire course. Information on the student code of conduct at the University of Minnesota can be found in many places, including the following two websites:


https://isss.umn.edu/Academics/academic-integrity.html

University Policy on Credits and Workload Expectations (I am placing this information here after seeing it on a syllabus of a course taught by Professor Stanton, since I believe it’s an important thing for students to keep in mind): For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a 5 credit course such as Math 3592H that meets for five hours a week should expect to spend an additional 10 hours a week on coursework outside the classroom to obtain the level of expertise described in the preceding sentence. (Please read that carefully. Do you notice how the sentence uses the phrase “to obtain the level of expertise described in preceding sentence” as a stand-in for “to achieve the grade of C, for an average student”?) See https://policy.umn.edu/education/studentwork for the official University of Minnesota policy on credits and workload expectation.