# Syllabus & Schedule
# MATH 111: Introduction to Calculus • Fall 2025

(Last Updated: Wednesday 24th December, 2025)

---

**INSTRUCTOR:** Deewang Bhamidipati (he/him/his)
(You can address me by my first name, pronounced *thee-waang*, or as Professor B.)

**Email:** bdeewang@carleton.edu
**Office:** CMC 219

> **Email Communication:** You can always email me if you wish to chat with me about anything!
> Please make sure you give me as much information as you possibly can about the subject you intend to discuss when you email me. You are more than welcome to contact me at any time, but I check my email during work hours (Mon – Fri, 8:30 AM – 5:30 PM). You can expect a response from me within 1 – 2 working day of receipt. *Never hesitate to reach out, I always want to hear from you.*

**OFFICE HOURS:** *This is when you can come to talk to me about anything and everything!* For mathematics-related conversations, my first question will always be "what have you tried so far?", and your response will guide our discussion. So, I encourage coming to the conversation with some self-reflection on the work you've already done!

> **Drop-in Office Hours.** Anyone can drop by during the following times in the rooms in the brackets.
>
> | MON | TUE | WED | FRI |
> |---|---|---|---|
> | 2:15 – 3:15 PM | 10:30 – 11:30 AM | 4 – 5 PM | 2:15 – 3:15 PM |
> | CMC 206 | CMC 206 | CMC 209 | CMC 206 |
>
> **Office Hours by appointment.** You can schedule a 15 minute one-on-one by emailing me (no Thursday appointments).
>
> *You can drop by my office to chat, the status of my door will indicate my availability. If the door is* wide open*, I am available to chat. If the door is* slighty ajar*, I could be available so knock and ask about my availability. If the door is* closed*, I am either not available or not in my office; instead, please email me.*

**FOSTERING A WELCOME ENVIRONMENT:** I strive to create an inclusive space where everyone – regardless of background or identities – can discover, define, and develop their mathematical voice, and feel welcome and valued. To achieve this, I ask that you engage fully with your peers and the material by reflecting on challenges, asking questions, and encouraging one another. We will all experience struggles as we learn together, and that is a normal part of the process. When we cause harm, I expect us to listen thoughtfully, apologise sincerely, and commit to growth. This approach creates a stronger learning environment for everyone. Behaviour that undermines another person's sense of belonging has no place in our learning environment, and I encourage you to speak with me or university officials if you experience or witness discrimination or harassment.

**TEXTBOOK:** *Essential Calculus: Early Transcendentals* (9th Edition) by James Stewart

> If the price of your textbook is an obstacle for you, there are a number of campus resources to support you including the Dean of Students Office. TRIO students can use the TRIO lending library. If you've exhausted these resources, and are not a TRIO student, then you can make use of the Math/Stat department lending library. We have a limited number of textbooks to lend out for the course. Contact Sue Jandro (sjandro@carleton.edu) in the Department of Mathematics and Statistics to reserve a book for the term.

**COURSE DESCRIPTION AND GOALS:** The main goal in this course is to build your understanding of calculus as the study of change, accumulation, and the infinite (both infinitely big and infinitesimally small).

- You will *learn* the language of limits and grasp how functions behave as they approach specific values.
- You will *know* how to *use* derivatives to capture the idea of instantaneous rates of change and will be able to *calculate* derivatives using different techniques.
- You will *know* how to *use* derivatives to graph functions and *apply* your skills to solve optimization problems.
- You will have a firm grasp on integrals and antiderivatives and *know* how to *calculate* definite and indefinite integrals.
- You will be able to *connect* derivatives and integrals through the Fundamental Theorem of Calculus.

**CLASS TIME:** • Math 111.01 - MWF during 2a in CMC 206 • Math 111.02 - MWF during 4a in CMC 206
Attendance is encouraged as it is the primary place where you will see new content, and get an immediate opportunity to seriously engage with it. Class time will almost always be a mixture of short lectures and group work. I encourage limiting the use of technology in class, like a laptop or a phone, unless a class activity requires its usage.

**MOODLE:** I will be using Moodle as the primary course repository. It will also be a place where you will receive course announcements, access homework etc. (Log in at https://moodle.carleton.edu/ with your Carleton ID.)

**GRADESCOPE:** Any assessment (see below) that needs to be turned in will have to be uploaded to Gradescope; links and more details will be available on Moodle.

**ASSESSMENT DISTRIBUTION:** Our course will have the following assessment components, please read them carefully.

- HOMEWORK (10%)

  There will be 9 homeworks, due on Wednesdays at 11:59 PM starting Week 2. I will assign a set of problems for each class, which you should treat as a "daily homework"; a homework due on Wednesday will consist of problems assigned to you on Monday, Wednesday and Friday of the previous week. See below for the late policy. I will drop your two lowest homework scores.

- (CHECK-IN) QUIZZES (10%)

  There will be 7 (check-in) quizzes, schedule varies week-to-week (see course schedule below). The quizzes will be consist of 3 questions and will be take-home; if handed out on Day $N$, they are due on Day $N+1$ of the class. More information will be released on Moodle. The questions are heavily motivated by problems on your homework. There will be no make-up quizzes but I will drop your two lowest quiz scores.
  The purpose of the quiz is to check-in and help you track your progress in the course and give you practice working in an exam setting.

- REFLECTIONS (5%)

  There will be 9 weekly reflection surveys. You will find more information on Moodle.
  The purpose of the weekly reflection surveys is to give me a good sense on how class is progressing for you.

- MIDTERMS (50%)

  There will be 3 midterms during Weeks 3, 6 and 9 on Fridays during class time. There will be an opportunity for midterm corrections; more information will be shared before the first midterm. Your top two midterm scores will be worth 18% each, while your lowest midterm score will be worth 14%.

- FINAL (25%)

  There will be a comprehensive final exam.

**COURSE SCHEDULE:** This is our tentative plan for the course. Indicated are sections of the book we plan to cover each day, and any assessments that will occur during class time.

| Week | Monday | Wednesday | Friday |
|---|---|---|---|
| 1 | 1.1 | 1.3 | 1.4, 1.5 |
| 2 | 2.1, 2.2 | 2.3, 2.6 \| **Quiz 1** | 2.5, 2.7 |
| 3 | 2.8 \| **Quiz 2** | 3.1 | **Midterm 1** |
| 4 | 3.2 | 3.3 \| **Quiz 3** | 3.4 |
| 5 | 3.5 | 3.6 | 3.9 \| **Quiz 4** |
| 6 | Midterm Break | 5.1 | **Midterm 2** |
| 7 | 5.2 | 4.9 | 5.3 \| **Quiz 5** |
| 8 | 5.5 | 3.8, 3.10 | 4.1 \| **Quiz 6** |
| 9 | 4.3, 4.5, 4.6 | 4.7 | **Midterm 3** |
| 10 | 6.1 \| **Quiz 7** | *Review* | Reading Day |

1 **Grading Scale:**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | **B+** | 87 – 89% | **C+** | 77 – 79% | **D+** | 67 – 69% | | |
| **A** | ≥ 93% | **B** | 83 – 86% | **C** | 73 – 76% | **D** | 63 – 66% | **F** | < 60% |
| **A–** | 90 – 92% | **B–** | 80 – 82% | **C–** | 70 – 72% | **D–** | 60 – 62% | | |

**Resources:**

The **Math/Stats Skills Center (MSSC)** is located in CMC 231. Tutors assist students who are taking math courses and have questions, and the MSSC also functions as a great place to study, do homework, and meet for one-on-one tutoring. All visits are drop-ins; no appointments are necessary. *MSSC will open on Tuesday (9/16) of Week 1.*

| Mon – Thu | Fri | Sat | Sun |
|---|---|---|---|
| 2 – 10 PM | 2 – 6 PM | | 2 – 10 PM |

If you are just looking for a place to work, MSSC doors will open at 8:30 AM on the days listed above.

The MSSC will also be hosting events throughout the term, and they will be shared via Moodle announcements. Make sure you drop by MSSC at least once during Week 1, and consider attending the **Workshop on Functions from 4:30-5:30 PM on Mon (9/22), Week 2.**

The **Quantitative Resource Center (QRC)** is another resource; please visit their website for more information. Consider attending their **Logs + Exponents Refresher Workshop on Thu (9/18) from 5:30 – 6:30 PM or Fri (9/19) from 4 – 5 PM.**

**Homeworks Guidelines:** Please turn in the homework on the due date on Gradescope. If you need an **extension** (which includes submitting **late work**), please ask, but make sure you ask before 7 PM on the due date. You can ask for, and will be awarded when asked, at most a one-day extension.

You are encouraged to work on homework with your peers, in the MSSC, and during Office Hours, but what you turn in should be in your own words. You may seek out clarifications of concepts and definitions by consulting other textbooks or online sources, but do not intentionally seek out solutions to the precise problems on the assignment, either in other texts, materials from previous semesters, or online sources. Using online sites like Chegg and Slader is considered academic dishonesty.

**If you're tempted to seek solutions:** email me or come to office hours to chat, and/or go to MSSC and work with a friend.

**Generative AI Usage Policy:**

**My Philosophy on AI and Learning in Mathematics.** As artificial intelligence becomes more pervasive, we must be conscious about how we use AI and what intellectual work we delegate to it. In mathematics, learning comes through practice, productive struggle, and developing your own problem-solving abilities. My main goal is to help you learn and become a better mathematical communicator. I want to see your authentic work and thinking process, not AI-generated solutions, because I'm excited to be part of your mathematical journey!

**Limitation of AI Tools.** AI tools like ChatGPT, Claude, and Gemini can sometimes be useful, but their output contains biases, inaccuracies, and incomplete information. These tools present information with authority but aren't always correct—think of them as that overconfident friend who didn't actually do well in this course. Using AI requires careful evaluation, and you're responsible for ensuring accuracy. Moreover, relying on AI for assignments won't prepare you for exams or presentations where you must demonstrate your own understanding.

**Permitted Uses of AI Tools.** You may use generative AI tools in the following limited ways. **Even though these are permitted uses, I would prefer that you either email me your questions or visit MSSC for support before using AI.**

- "*Conceptual tutoring*": Asking AI to help understand difficult concepts. Exercise critical thinking, as AI can give you oversimplified or incorrect responses.
- "*Vocabulary clarification*": Looking up individual mathematical terms. But you must be able to explain any concept you use.

**When using AI for permitted purposes, you must acknowledge this use in your submission by including specific prompts.** *Remember that you use AI at your own risk. If AI provides incorrect information and you use it without verification in your work, you remain responsible for the inaccuracy and this will be reflected in your assignment grade.*

**Prohibited Uses of AI Tools.** The following are stricty prohibited:

- *Problem solving*: Do not use AI to solve homework, provide solutions, or give step-by-step guidance.
- *Writing Assistance*: Do not use AI to brainstorm, outine, draft, or edit your mathematical writing.
- *Recording and transcription*: Do not use AI tools (like Otter.ai) to record or summarize class meetings, office hours, or lectures (I own copyright to my materials).

Take your own notes each class and rewrite them afterward to digest information and identify topics needing extra help. This practice is essential for mathematical understanding; having AI do this undermines your learning.

**Academic Integrity.** This course assumes that all work submitted by students, including drafts and final work, will be generated by you, working individually or in groups. The easiest way to ensure your work doesn't come under suspicion for AI use is to not use AI for prohibited purposes.

Remember that you have reliable human resources available: your instructor, classmates, and the Math Skills Center are here to help you understand the material in ways that support your learning.

**If You Suspect You've Violated This Policy.** If you realise you may have used AI inappropriately, please reach out to me immediately. I value honesty and will work with you to address the situation constructively, focusing on your learning rather than punishment.

**Questions and Support.** Please talk to me if you have any questions, concerns, or thoughts about this policy. I'm here to support your learning, and I want you to feel confident about the expectations for our course.

**practice, discuss, ask**

***practice*** problems

***discuss*** problems with your peers

***ask*** me questions; more importanty: ask ***follow-up*** questions

SUBSEQUENT ADDENDUMS, IF ANY, TO ABOVE WILL BE MADE VIA MOODLE ANNOUNCEMENTS.
I RESERVE THE RIGHT TO CHANGE ANY PARTICULAR OF THE SYLLABUS ABOVE.
(**ANY CHANGES WILL BE TO YOUR ADVANTAGE**, AND YOU WILL BE INFORMED OF THEM PROMPTY VIA MOODLE.)

## OTHER IMPORTANT INFORMATION

**Land Acknowledgement:** We stand on the homelands of the Wahpekute and Mdewakanton bands of the Dakota Nation. We honor with gratitude the people who've stewarded the land through the generations and their ongoing contributions to this region. We acknowledge the ongoing injustices that we have committed against the Dakota Nation, and we wish to interrupt this legacy, beginning with acts of healing and honest storytelling about this place.

**Accommodations for Students with Disabilities:** The Office of Accessibility Resources (OAR) promotes access and equity for all students of Carleton. OAR collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact oar@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations

**Religious Accommodations:** Carleton College welcomes diversity of religious beliefs and practices, recognising the contributions differing experiences and viewpoints can bring to the community. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. There may be times when an academic requirement conflicts with observance of religious holidays and cultural practices. If at all possible, please contact me during the first week of classes to discuss any such potential conflicts. We can work together to determine a reasonable accommodation for religious practices.

**Student Well-Being:** These are stressful times. Your health and well-being should always be your first priority. At Carleton,

we have a wide-array of resources to support students. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. For more information, check out Student Health and Counseling (SHAC), the Office of Health Promotion, or the Office of the Chaplain.

**Tite IX:** Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are "responsible employees". Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Tite IX Coordinator. Carleton's goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Carleton's Tite IX Coordinator titeix@carleton.edu, or visit the Tite IX website.

**Academic Integrity:** Academic integrity is the cornerstone of a college education. Academic dishonesty diminishes the college as an institution and all members of the college community. It tarnishes the value of a Carleton degree. All members of the Carleton community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the community are expected to present as their original work only that which is truly their own. Students must acknowledge all outside resources, collaboration, and external materials used in their work. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty to ensure that the integrity of scholarship is valued and preserved at Carleton. Academic dishonesty cases are handled by the Academic Standing Committee, which determines responsibility and assigns appropriate sanctions. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the section on Academic Integrity in the Campus Handbook.