MATH 111 Introduction to Calculus • MWF (2a) in CMC 206
Winter 2026 • Syllabus & Schedule

(Last Updated: Thursday 12th March, 2026)

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

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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 one working day. *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, it helps to have thought about where you're stuck: my first question will always be *"what have you tried so far?"*, and your response will guide our discussion.

Drop-in Office Hours. Anyone can drop by during the following times:

Mon	Tue	Wed	Fri	Tue*	
3 – 4 PM	10:30 – 11:30 AM	4 – 5:30 PM	12 – 1 PM	3:30 – 5 PM	
CMC 209	CMC 219	CMC 209	CMC 219	CMC 319	*see Algebra Skills Lab

Office Hours by appointment. You can schedule a 15 minute one-on-one by emailing me (no Thursday appointments).

Feel free to drop by my office (CMC 219) to chat; my door will indicate my availability.
Wide open: come in. *Slightly ajar:* knock and ask. *Closed:* unavailable or not in office; instead, please email me.

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.

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.

Class Time. 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.

Algebra Skills Lab (Tue 3:30 - 5 PM, CMC 319)**.**
Success in Calculus often relies heavily on robust algebra skills. This weekly "lab" offers targeted, 'just-in-time' review of the specific techniques required for that weekly material, helping you re-emphasise core algebra skills and avoid common computational pitfalls. You are strongly encouraged to utilise this resource to build confidence.

Fostering a Welcome Environment. *I strive to create an inclusive space where everyone – regardless of background or identity – can discover and develop their mathematical voice. I ask that you engage fully by reflecting on challenges, asking questions, and encouraging one another. Struggles are a normal part of learning together. When we cause harm, I expect us to listen, apologise sincerely, and commit to growth. Behaviour that undermines another person's sense of belonging has no place here; please speak with me or university officials if you experience or witness discrimination or harassment.*

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

Ed Discussion. We will be using Ed Discussion as a discussion forum for anything and everything course related. It will be checked frequently and unresolved questions will be answered. You're highly encouraged to collaborate with each other and answer each other's questions; engaging in such discussions amongst yourselves is an incredibly invaluable part of succeeding in this course. You can access it via Moodle.

Gradescope. Any assignment that needs to be turned in will have to be uploaded to Gradescope.

Assignment Distribution. Calculus is a skill best learned through consistent practice and reflection. These assignments are built to reward that consistency; please view them not as judgements of your ability, but as check-ins. Crucially, I view assignments as a dialogue; frequent, low-stakes opportunities and post-test policies ensure that mistakes are treated as learning opportunities, not dead ends.

Component	Weight
Homework	15%
In-class Worksheets	10%
Practice Tests	5%
Unit Tests	30%
Projects	20%
Final Test	20%
Reflections	*+5%*

- **Homework:** "Daily" homework will be assigned after each class (roughly 10–15 problems; with an increase for computational drills). They provide immediate practice of new course material. They are due 11:59 PM of the next class period (e.g., Fri → Mon 11:59 PM). Deadlines will be adjusted for tests. Your 5 lowest scores will be dropped.
- **In-class Worksheets:** A hybrid of lecture handouts and active problem-solving, these worksheets guide our in-class interaction. They are due 11:59 PM the day following class (e.g., Fri → Sat 11:59 PM) and will be graded on completion.
  Each worksheet will consist of the day's material plus at most two "Recap Problems" based on the *previous* class. You may complete the lecture section during class, work with a group, or copy from the completed notes I provide; a completed submission will obtain you 1 out of 3 points. The remaining 2 points will be given for attempting the Recap Problems, which are there for me to give you some quick feedback.
  Spend a majority (~75%) of your effort on the Recap Problems.
- **Practice Tests:** Mock tests will be provided before the Unit Tests and the Final. You will receive full credit by simply submitting a complete attempt.
- **Unit Tests:** There will be two in-class unit tests (15% each) during Weeks 4 & 8.

  > **Corrections Policy.** You have the opportunity to earn back 50% of the points you missed on any problem where you lost significant credit (typically $\geqslant$ 2 points) on a graded Unit Test.
  > Access to this opportunity is contingent on having attended at least **one** Algebra Skills Labs for Unit Test 1 corrections, and at least **three** Algebra Skills Labs (cumulative total) for Unit Test 2 corrections.

- **Projects:** There will be two application-based group projects. More details will be on Moodle.
  - ▷ **Project 1 (5%):** This will focus on early course concepts, and will serve as a warm-up for collaborative work. This will be a written submission and are due in Week 3.
  - ▷ **Project 2 (15%):** This will be a longer-form projects and you will be preparing drafts.
    - ◇ **Draft 1 (10%)** will be a written individual submission, due Week 7.
    - ◇ **Final Submission (5%)** will be a **recorded video presentation**, due Week 9.
- **Final Test:** There will be a **self-scheduled** comprehensive final.

- **Reflections (Extra Credit):** To earn the full +5%, you must complete 4 out 7 weekly surveys, both mid-term surveys in Weeks 4 & 8 and the term-end survey in Week 10.

Grading Scale. A *pass* (or S) = (**C–** or better). There is no **A+**

		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%		

Course Schedule. This is our **tentative plan** for the course. Indicated are sections of the book we plan to cover each day, and any assignments that will occur during class time. *This may be updated throughout the term on Moodle.*

Week	Mon	Wed	Fri
1	1.1, 1.2, 1.3	1.3, 1.4, 1.5	2.1, 2.2
2	2.3, 2.5	2.6	2.7, 2.8
3	3.1, 3.2	3.2, 3.3	3.4
4	3.5, 3.6	*Review*	**Unit Test 1**
5	3.6	3.9	3.9, 3.10
6	Midterm Break	5.1, 5.2	4.9
7	5.3	5.5	6.1
8	4.1	*Review*	**Unit Test 2**
9	4.3	4.7	**Project Day**
10	4.5, 4.6	*Review*	Reading Day

Resources.

Math/Stats Skills Center (MSSC). Located in CMC 231.

Peer tutors are available to assist you with conceptual and computational understanding. It is as an excellent space to study and complete homework. All visits are drop-in; no appointments are necessary.

Hours: Sunday–Thursday: 2–10 PM and Friday: 2–5 PM (Closed Saturday)

If you are simply looking for a quiet workspace, the doors open at 8:30 AM on the days listed above.

Quantitative Resource Center (QRC). Located in the East Wing of 4th Libe.

The QRC is another valuable resource for quantitative support. Starting in Week 2 (01/11), they will host drop-in hours **Sunday-Thursday 4 – 10 PM**. *Please visit their website for further details.*

To-do in Weeks 1 & 2: Attend one office hours/Algebra Skills Lab *and* drop by the MSSC at least once.

A Typical Week.

Mon	Tue	Wed	Thu	Fri	Sat
Attend Class	⊕ Mon HW	Attend Class	⊕ Wed HW	Attend Class	⊕ Fri HW
⊕ Mon Work.	☁ Mon Work.	⊕ Wed Work.	☁ Wed Work.	⊕ Fri Work.	☁ Fri Work.
☁ Fri HW	OH: 10:30 – 11:30	☁ Mon HW		☁ Wed HW	✔ Weekly Survey
OH: 3 – 4	Algebra Skills Lab	OH: 4 – 5:30 PM		OH: 12 – 1	

⊕ = *start* ☁ = *submit* ✔ = *complete*

Submission Guidelines for Homework & In-class Worksheets. Please submit on the due date on Gradescope.

> **Extensions.** If you need an *extension*, **all you need to do is ask**. However, you must **ask before 7 PM on the due date**. You are *guaranteed a one-day extension* if you request it by this time.
>
> Under exceptional circumstances, an extension of up to two days may be granted.

You are encouraged to work on assignments with your peers but **what you turn in must be written in your own words**. You may seek clarification of concepts and definitions from other textbooks or online sources, but do not intentionally search for solutions to specific problems. Using solution sites like Chegg or generative AI tools is considered academic dishonesty (please refer to the AI Usage Policy below).

If you are tempted to seek solutions: *please pause.* You may instead do any or all of the following:

- Ask your question (anonymously, if you wish) on Ed Discussion, our discussion platform
- Come to office hours to chat with me
- Work with a friend
- Head to Math/Stat Skills Center (see below)

Generative AI Usage Policy As artificial intelligence becomes more pervasive, we must be conscious of how we use it 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 become a better mathematical communicator. I want to see your authentic work and thinking process, not AI-generated solutions, because I am invested in your specific mathematical journey!

Limitations of AI Tools. AI tools like ChatGPT, Claude, and Gemini can sometimes be useful, but their output often contains biases, inaccuracies, and incomplete information. These tools present information with authority but are not 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 are responsible for ensuring accuracy. Moreover, relying on AI for assignments will not 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.
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> **While these are permitted, I prefer you ask questions on Ed Discussion, come to office hours, or visit the MSSC for support before turning to AI.**
>
> - Asking AI to help explain difficult concepts. **Exercise critical thinking: AI often gives oversimplified or incorrect responses, or uses computational techniques different from those emphasised in this course.**
> - Looking up individual mathematical terms. **However, you must be able to explain any concept you use yourself.**

Remember: You use AI at your own risk. If AI provides incorrect information and you use it without verification, you remain responsible for the inaccuracy, and this will be reflected in your assignment grade.

> **Prohibited Uses of AI Tools.** The following actions are strictly prohibited:
>
> - Do not use AI to solve homework problems, provide solutions, or give step-by-step guidance for assignments.
> - Do not use AI to brainstorm, outline, draft, or edit your mathematical writing.
> - Do not use AI tools (like Otter.ai) to record or summarise class meetings, office hours, or lectures (I retain the copyright to my teaching materials).

Take your own notes during class and rewrite them afterward to digest information. 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 products, is generated by you, working individually or in groups. The easiest way to ensure your work does not come under suspicion is to avoid using AI for prohibited purposes.

Remember that you have reliable human resources available: your instructor, classmates, and the MSSC are here to help you understand the material.

If You Suspect You Have 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 speak with me if you have any questions, concerns, or thoughts about this policy. I am here to support your learning, and I want you to feel confident about the expectations for our course.

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 promptly 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.

Title 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 Title 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 Title IX Coordinator titleix@carleton.edu, or visit the Title 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.