MATH 210 Calculus 3 • MWF (4a) in CMC 209
Spring 2026 • Syllabus & Schedule

(Last Updated: Friday 29th May, 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 and 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	Thu	Fri
2:30 – 4 PM	10:30 – 11:30 AM	3:30 – 5:00 PM	N/A	12 – 1 PM
CMC 301	CMC 301	CMC 301		CMC 219

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.

Description and Learning Goals. This is the third course involving calculus, after Calculus 2. Building on your foundation in multivariable calculus, you will explore the calculus of vector functions and learn how they model motion in space. Additionally, you will develop proficiency with sequences and series, and master powerful tools for approximating and representing functions through Taylor polynomials and power series.

- You will *continue* integrating multivariable functions and *apply* Green's theorem to evaluate line integrals.
- You will *learn* the calculus of vector functions and *use* them to model motion in space.
- You will *learn* the language of sequences and series, and *understand* convergence.
- You will be able to *use* various tests to determine whether an infinite series converges.
- You will *approximate* functions using Taylor and Maclaurin polynomials and *understand* how power series represent functions.

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 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.

Creating 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 (join with this link: https://edstem.org/us/join/pRHPky).

Gradescope. All assignments are expected to be uploaded to Gradescope, which will be accessible via Moodle.

Assignments & Assessments. 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	20%
In-class Worksheets	10%
Unit Tests	40%
Problem Presentations	5%
Final Test	20%
Mock Tests & Reflections	5%

- **Homework:** "Daily" homework will be assigned after each class. They provide immediate practice of new course material. They are due 11:59 PM of the next class period: Mon → Wed, Wed → Fri, Fri → Mon. Deadlines will be adjusted for tests. Your 5 lowest scores will be dropped.

  The **purpose of homework** is to deepen your understanding of the day's content through consistent practice. Some of these problem types will appear on tests, while others are designed to develop your formal reasoning and help you see unexpected uses of our mathematical tools. I do want you to engage with all the problems, including those meant to push your thinking in new contexts. You do not need to solve every one perfectly to do well and learn thoroughly. If any are especially challenging, please reach out; attempting them is what matters. There's no expectation to strive for perfection on homework.

  I encourage you to avail all possible resources and support (see Accessing Help & Support below).

- **In-class Worksheets:** A hybrid of lecture handouts and active problem-solving, these worksheets guide our in-class interaction. Each worksheet, apart from the lecture content, will also contain at most two "Recap Problems" based on the *previous* class. They are due 11:59 PM the day following class: Mon → Tue, Wed → Thu, Fri → Sat.

You may complete the lecture content during class, work with a group, or copy from the completed notes I provide; a completed submission will obtain you 1 point. Each recap problem will be worth 2 points, and it is an opportunity for me to give you some quick feedback. *Spend a majority (~75%) of your effort on the Recap Problems*.

> **Extension Policy for Homework & In-class Worksheets.** You are expected to submit homework and in-class worksheets by the due date on Gradescope. 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.
>
> Only under exceptional circumstances will an extension of up to two days be considered.

- **Unit Tests:** There will be **2 in-class tests** (20% each) in Weeks 5 & 9.

> **Retake Policy.** You have the opportunity to retake either or both Unit Tests through the Final Test. See information under the Final Test section below for details.

- **Problem Presentation:** To help you develop as a mathematical communicator, in Week 7 or 8 you will deliver a brief, 5-minute presentation to me on a specific problem focussed on Green's theorem. Instructions and more details will be shared on Moodle later in the term.

- **Final Test:** There will be a **self-scheduled** comprehensive final. Rather than a traditional final, this serves as an opportunity to retake Unit Tests 1 and/or 2 if you wish to improve your scores.

  The Final has two parts: Part 1 corresponds to Unit Test 1 and Part 2 corresponds to Unit Test 2. Your options are:

  ▷ **Option 1. Take Neither Part.** If you are satisfied with your Unit Test 1 and 2 scores, you may skip the Final. Your Final score will be the average of these two tests.

  ▷ **Option 2. Take One Part.** If you wish to improve your Unit Test 1 score, take Part 1 of the Final. Your Final score will use whichever is higher: your Part 1 score or your original Unit Test 1 score. The same policy applies if you take only Part 2 to improve your Unit Test 2 score.

  ▷ **Option 3. Take Both Parts.** Your Final score is the average of Parts 1 and 2, with the replacement policy above applying to both tests: whichever score is higher (final test part or original unit test) is used.

Option	Part 1 Taken?	Part 2 Taken?	Final Test Score Calculation
Option 1	×	×	Average of Unit Tests 1 & 2
Option 2A	○	×	Average of Max(Part 1, Unit Test 1) & Unit Test 2
Option 2B	×	○	Average of Max(Part 2, Unit Test 2) & Unit Test 1
Option 3	○	○	Average of Max(Part 1, Unit Test 1) & Max(Part 2, Unit Test 2)

  You will **inform me of your choice via a Google Form, due by 5 PM on the last day of class**. This choice will be binding.

- **Mock Tests & Reflections:** Mock tests will be offered before the two Unit Tests and the Final. For full credit towards this, submit a complete attempt. There will also be regular reflection surveys: 7 weekly, 2 post-test (Weeks 5 & 9), and 1 term-end (Week 10). For full credit towards this, complete 4/7 weekly surveys, 1/2 post-test surveys, and the term-end survey.

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 here:* Live Schedule.

Week	Mon	Wed	Fri
1	15.1, 15.2	15.3	15.6
2	15.6, 15.7	15.8	10.1, 13.1
3	13.2	13.4, 16.1	16.2
4	16.3	16.4	16.4
5	*Review*	**Unit Test 1**	11.1
6	Midterm Break	11.1, 11.2	11.2
7	11.3, 11.4	11.4, 11.5	11.5, 11.6
8	11.8	11.9	11.10
9	11.10	*Review*	**Unit Test 2**
10	*Review*	*Study Time*	Reading Day

Accessing Help & Support. You will likely find parts of this class challenging, and that's a sign you're learning. When confusion strikes, lean into it rather than ignoring it or pushing through without understanding. Calculus is best learned through consistent practice and productive struggle. Getting stuck isn't a weakness; it's where real learning happens. When you do, don't let it linger; seek help proactively.

Please review class material and read the textbook first, then seek help from any or all of the following resources:

- **My Office Hours.** Drop by during the posted times and if they don't work, you may email me to make an appointment!
- **The Prefect: Emmy Coyle** (coyleh2@carleton.edu)**.** This course has a prefect, Emmy, available to facilitate and hold optional group study sessions multiple times per week. Sessions focus on collaborative problem-solving and active learning strategies led by the prefect, who is a student leader who has completed the course. All sessions are free and open to all students. The prefect will introduce themselves in class and will email the class with session times and locations. More information will be shared during Week 1.
- **Ed Discussion.** Ask your questions (anonymously, if you prefer) here! Your questions might help your peers, and seeing how we collectively think through problems is incredibly valuable.
- **Math/Stats Skills Center.** Located in CMC 231. Tutors have wide availability to help you work through problems that you find difficult. I encourage you to try a problem before seeking help. All visits are drop-in; no appointments needed.
- **Work with Peers.** You are encouraged to work on assignments with your peers; form a study group! But *what you turn in must be written in your own words to ensure you've really internalised the mathematical ideas.*

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 Generative AI Usage Policy below). If you are **tempted to seek solutions**, please **pause and use one of the resources above**.

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%	

A Typical Week.

Mon	Tue	Wed	Thu	Fri	Sat
Class	⊙ Mon HW	Class	⊙ Wed HW	Class	⊙ Fri HW
⊙ Mon Work.	☁ Mon Work.	⊙ Wed Work.	☁ Wed Work.	⊙ Fri Work.	☁ Fri Work.
☁ Fri HW	Office Hours	☁ Mon HW		☁ Wed HW	✔ Weekly Survey
Office Hours		Office Hours		Office Hours	

⊙ = *start* ☁ = *submit* ✔ = *complete*

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.

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 techniques and methodologies 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, peers, and the Math/Stats Skills Center 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 penalty.

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 recognise 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.