

Message posted 9 July 2020

I will post later today a video with a bit of a talk through of the course syllabus. This will discuss the policies and structures of how the class will run.

This is my first completely on-line class, so I'm climbing a learning curve as we're going along. You might need to forgive me when the inevitable bumps in the road occur. I'll try to be flexible and understanding, too. My primary goal is that you all learn the calculus and are equipped to go forward with your future coursework. Traditionally I tell students (and some of you have heard me say this before) that I teach the course you would have gotten if this were 1957. It looks like I'm being dragged at least into the 1990s, and definitely out of my comfort zone.

Since I've not taught the course on-line before, I don't have already a set of video lessons made. I'll be making them as the class goes along. From your perspective, you need to check in every day (I'll post almost every day Mon-Thu and occasionally on weekends) You'll need to view the videos (which will primarily be me teaching the topics on the chalkboard I have set up in "Studio 1-A" in my spare bedroom) and work the homework problems assigned. I hope to have some Zoom meeting sessions where you can ask questions about specific items you have questions about. We'll see if we can pull that off. (See above reference to my comfort zone.) As I mentioned in my message the other day, the structure of the course means that you're going to need to bring some game. One of the things I like about face-to-face classes is that it allows me to take some of the burden off of you, the student. In very large measure, that's going to be tough for me to do in this format. More will rest on your shoulders, so it's important that you keep a few things in mind.

One, you need to be honest with yourself. You know if you're putting in enough effort for you to succeed. It's impossible for me to monitor that. If you need assistance but don't ask me, I can't help. You know if you're getting behind. You know if you're just skimming though on the surface or if you're trying to understand the content at a deep level. And as much as anything, you know how well you do or don't recall your work in Calculus I. When I discuss "Basic Forms" you need to put in the work needed to learn them. If you're not honest with yourself, there's little I can do to remedy that.

Two, you need to trust me. Because of the structure of the course, I am significantly altering the exams and quizzes. Ordinarily I structure several quizzes which (if you speak with many of my former Calc II students, they will confirm this) serve to help you (some might say "force you"!) to learn the material. That bit isn't going to happen. However, I am trying to construct the exams in such a way that you will be able (provided you put in sufficient effort on your part) to succeed at the level you hope to while maintaining (this is important from my perspective) the integrity of the course. So, trust me: I'm writing the exams, but I'm also marking them and scoring them. My goal is for you to succeed. Please, help me reach my goal.

Three, I know things will go foul. If this all comes off without a glitch, it will have been the only thing on the planet to have done so in the year 2020. If (when) things go wrong, we'll sort them out. I hope to have built in some fail-safe plans to help avoid snags.

Anyway, I hope to have the introduction video posted later today (Thursday the 9th). Here we go.

(Oh, to address one question that has already arisen a couple times, you do NOT need any my math lab codes. If you have access to the textbook, either electronic or hard copy, you are good to go.)