Information for Students in Math10550(Cross-listed as 10350), Spring 2026

See the following website for more details: https://academicweb.nd.edu/~apilking/Math10550/

Instructors Math 10550 MWF: Contact Information:

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Corequisite: MATH 12550(12350): Calculus I Tutorial (all meet on Thursdays for 75 min.)

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Text: Calculus Volume 1 by Herman and Strang, an OpenStax text available for free at https://openstax.org/details/books/calculus-volume-1.
If you want to download a PDF of the textbook, you can do so at the above link.

Syllabus: The topics covered in this course revolve around a result known as the Fundamental Theorem of Calculus(F.T.C), which contributed greatly to the development of science and technology since its discovery by Newton and Leibniz in the late 1600's. A thorough understanding of this result is required in any field of study that requires an analysis of change or accumulation.

We start with a study of limits and the methods by which we calculate them. Limits help us to bridge the gap between approximation and precision and are our main tool in developing definitions that agrees with our intuition of continuity, the derivative, and the definite integral for a function.

With the aid of limits, we define the derivative of a function which measures instantaneous change in the values of the function. This definition, first introduced in the 1600's resolved the apparent paradox of measuring the speed of motion at any given instant of time which had baffled humanity since the time of the ancient Greeks. Around the same time (1600's), it was discovered that a number of important problems (in measuring accumulation) of interest could be solved by measuring the area beneath a curve. Although it is obvious how to measure the area of a rectangle or a nice triangle or a circle, finding the area under a the graph of a parabola or a higher degree polynomial is a difficult problem. The area under a curve defined by a function over an interval is called the definite integral of the function over the interval. Such an area can be approximated with the area of rectangles and again, with the aid of limits, one can bridge the gap between approximation and precision to calculate the area. The calculations involved in this process are sometimes difficult and time consuming and were especially so in the 1600's since calculators and computers did not exist. This method of approximation of the area under a function itself is still relevant however, especially when our information on a function arrives in the form of data collected or when we cannot find a function(an antiderivative) whose derivative is the given function.

The reason that the F.T.C. had such an impact on the acceleration of the development of science and technology was because it showed that differentiation and integration were inverse processes (different

sides of the same coin so to speak). This greatly simplified the measurement of the area under a curve in many important cases, in fact with this result, it becomes almost trivial to measure the area under a curve defined by a polynomial function. Newton's work contained many more seminal ideas which led to higher dimensional analogs of the F.T.C., sophisticated methods of approximating functions, the study of calculus for functions of complex numbers and much more.

We will content ourselves in this course with a thorough investigation of the calculus of functions of one variable and an exploration of some of its applications in this course.

Lectures In the MWF lectures, your instructor will cover the topics shown on the syllabus (included at the end). You should take notes in class and make a summary of the definitions, theorems, methods, formulas etc... later in the day. It is important to be fully "present" in class. This obviously requires physical presence, but you should also be attentive in lectures in order to maximize your learning during class. In general not attending class or sitting at the back of class working on assignments, for calculus or other classes, are factors which have a strong negative effect on grades. Your instructor may or may not take attendance and may or may not talk to you about classroom etiquette, which may require you to switch off electronic devices during class.

Missed Classes: A first-year student who accumulates more than 3 unexcused absences may be given an F. Whether your instructor enforces this policy or not, it is not a good idea to skip classes. If you have to miss classes due to an emergency or sickness, you should ask the office of Student Affairs to circulate an excused absence note to your instructors and tutors. To catch up on class material, you can work through the scheduled section in your book and contact your instructor or go to the math help room if you have questions.

Homework: Achieve is our online homework system. In general homework is due on Monday(M), Tuesday(T) and Thursday(R) night with some changes around exams and holidays(see schedule at the end for full details). There are typically two Achieve assignments per section. "Achieve: Initial" sets are $2-4$ questions and must be completed by 11:59 PM on the homework day(MTR) after the lecture. "Achieve: Main" assignments are typically open until the end of the homework day(MTR) after the subsequent lecture day and are a larger homework set that covers all main topics from a section. For all Achieve assignments, you have unlimited attempts to complete the problems. Because of this, attempt these problems the right way: do them to build your retention and comprehension. Achieve Homework can be done in multiple settings and your progress is saved every time you "submit" an answer. At the end of the semester, your two lowest Achieve: Initial and your two lowest Achieve: Main scores will be dropped. You should start your homework well before the time it is due.

Missed Homework: Since we drop your lowest two grades in both categories of homework to allow for situations which do not qualify as excused absences, we do not reopen missed homework unless the student has an unforeseen excused absence such as illness or an emergency situation. In this case, please have the Office of Student Affairs circulate a note for your excused absence to all of your instructors. Because homework is open for an extended period prior to the due date, it is expected that if you are traveling for some reason, you will plan ahead accordingly. If for some reason all of your electronic devices are broken, you can use the computer terminals in the library to sign into your homework.

Tutorials: The Thursday tutorials are mandatory. In each tutorial you will be given a quiz, followed by a worksheet. The quiz will consist of multiple-choice questions. These are meant to mimic exam questions and gauge your understanding of a chunk of the material (usually from the previous Wed-Fri-Monday) in a low-stakes environment. A list of topics covered in each quiz and practice problems are given on the website under Quiz Info/Practice Problems. At the end of the semester, your single lowest Tutorial Quiz score will be dropped. Additionally, in every tutorial there will be a group worksheet. These are graded based on completion, participation, effort and group dynamics. At the end of the

semester, your single lowest Tutorial Worksheet score will be dropped. Your Tutorial grade will count for a total of 100 points toward your final grade (4 points for each Quiz, and 6 points for worksheet and participation per tutorial, with the lowest two scores dropped).

Missed Tutorials: There will be no make-up quizzes or worksheets. If you have a valid excuse for missing a tutorial, please contact The Office of Student Affairs and have them send a notification of your excused absence to your Tutor and your Instructor (usually notification of excused absences is sent to all of your instructors). Your tutor will replace the excused tutorial grade by the average of your other tutorial grades at the end of the semester (contingent upon receiving official notification of your excused absence). Please keep the policy in mind when planning personal travel, interviews, club activities etc... , none of which qualify as excused absences.

Who To e-mail/contact for problems For questions about timetables, exam locations/format and general policies, you will be able to find answers on this handout or the class website. For problems understanding the material or solving problems, you should find a time that suits your schedule from the available options; the math help room or your instructor's office hours. If you wish to discuss your grade or your progress in the course, request a homework extension, or request a make-up exam etc..., the appropriate person to contact (by e-mail or at office hours) is the instructor of your section. If it is necessary, your instructor will contact the course chair.

Examinations: There will be three midterms and a final exam

Exam Dates and Locations

	Exam 1	Exam 2	Exam 3	Final Exam
Time and Date	8-9:15 a.m. Thur. Feb. 12	8-9:15 a.m. Thurs. Mar. 05	8-9:15 a.m. Thur. Apr. 09	4:15-6:15 p.m. Tue. May 05

Exam Locations have not yet been fully determined, they will appear on the website under the link Exams: Time/Date/Location when the information is available.

If you are entitled to **extra time** for your exam, please contact the Sara Bea Center well in advance of your exam to reserve a place there to take the exam. Extra time will not be given in the regular exam hall. If you have a medical condition that requires many or long breaks during exams, then please contact the Sara Bea center to arrange to take your exams there.
Calculators will **NOT** be allowed on exams.

Grading Breakdown: Your final grade will be determined by the total number of points you accumulate out of 600 throughout the course. The distribution of points for various assignments is shown below:

Item	**Points**	**Percent**
Homework Achieve: Initial	20	3.33%
Homework Achieve: Main	60	10%
Tutorial Quizzes	40	6.67%
Tutorial Worksheets and Participation	60	10%
In-Semester Exams (3)	100 each	16.67% each
Final Exam	120	20%
Total	**600**	**100%**

The scale at the end of semester will be based on the scales we make for each exam. The strictest

letter grade scale will be according to the standard 90-80-70-60 scale (e.g, B- would be [80%, 83.33%), a B would be [83.33%, 86.67%), etc.). This scale will apply to homework and tutorial grades. We may however lower the cutoff scores (usually only for the B- grades and below) for individual exams. In this case the grade cut-off for a grade(say B-) for the scale that determines your course grade (applied to the total points you have accumulated out of 600) will be the sum total of the cut-offs (for B-) for each assignment category listed above. This allows you to compensate for low scores in one category by stronger scores in another.

In the event that your grade is below but very close to the cut-off for a higher grade, your instructor will decide whether to "bump up" your grade based on various factors such as attendance at lectures and effort to learn.

Exam Conflicts

- The Tues/Thurs 8 am exam schedule and the schedule for finals is known for all of your courses. Check for any conflicts Here and let your instructors and advisor know about conflicts well in advance. Any student with exam conflicts (midterms or finals) must submit an eForm (through the Academic e-forms App. on inside-ND) at least one week before the exam period to allow for sufficient time to resolve the conflict. The dean's office has access to the number of students in the conflicted classes, this dictates which class gives the make-up exam and the decision will be made by the dean's office.

- If you have three or more finals in one day, or 4 or more finals in a 24 hour period, you may negotiate to change the time of one of these finals. If you intend to request to have the time of your Math 10550 final changed, you must talk to your dean(or the dean's designee or fill out an e-form) at least one week before the start of the final exam period (see section 3.2.2.4 of the undergraduate academic code). Note that unless your reason for requesting a rescheduled final are in accordance with university regulations, you will not be allowed to reschedule your final. In particular TRAVEL PLANS THAT CONFLICT WITH YOUR FINAL EXAM(INCLUDING CATCHING A BUS TO THE AIRPORT) AND ATTENDING FAMILY EVENTS SUCH AS WEDDINGS AND GRADUATIONS DO NOT QUALIFY AS A REASON TO HAVE YOUR FINAL RESCHEDULED. If you have a conflict on finals week, please make sure that you are available to take the exam in the make-up slot(check the final exam schedule for this time; it is usually the final exam slot on the final day of finals week.).

- If you are an **athlete**, make sure that you check for exam conflicts with your athletic schedule for the semester. Let your athletic advisor know about such conflicts so that they can arrange to have someone from the athletic department attend the meet to proctor the exam, or send an excused absence note to your instructors. Please note that according to NCAA rules, attending practice is not considered as a reason for an excused absence. Attending a competition or meet does not excuse you from studying for an exam or doing your homework.

Missed Exams: Note that there will be three Midterm Exams and a Final Exam.

- Please take note of the dates of all exams.

- A student who misses an examination and has documentation showing that they have an excused absence will be given a make-up exam. Students who do not have an excused absence may be allowed take a make-up exam for a credit of 90% of the points they score on the make-up (the second time you miss an exam without an excused absence, you will get a grade of zero for the

exam). Please be aware that travel plans, sleeping in, defective alarm clocks, etc. are not considered to be a valid reasons for an excused absence.

- If you have a valid excuse (illness, excused athletic absence, etc.) for missing an exam, please have The Office of Student Affairs send an official e-mail to your instructor and Professor Pilkington as soon as possible. A long term illness lasting more than a week should be dealt with by the Center for Student Support and Care. In particular, the Care and Wellness consultants in that office have the (legal) right to verify your documentation and talk with you about issues with taking exams and make-ups at the scheduled times. They can then contact your instructor and advise them on a course of action. Please be advised that if you are sick on the day of the exam (or on the day of a tutorial), a note from a visit to St. Liam's stating that you are exempt from classes/exams on the day in question will be necessary. A note from the dial-a-nurse service will not constitute an excused absence. (Also please do read the note on the honor code below carefully).

- We will try to arrange a time for a make-up exam that suits everybody's class schedule. If a student has a long-term illness or other issues (with supporting documentation) that prevent them from taking both the exam and the make-up, we will consult with someone from The Center for Student Support and Care about deferring the make-up to a future exam make-up date for the course. This may be on the last afternoon of finals week, so please cancel all plans to leave before the end of finals week if you find yourself in this situation.

Honor Code: Both examinations and homework are conducted under the Honor Code. Your homework provides you with an opportunity to test your knowledge and find your own weaknesses in a low stakes environment. You should start each homework well before the deadline and if you discover that there are some problems that you are having trouble with, take them to the math help room or your instructor's office hours. You may also discuss homework with your friends or use AI to help when you get stuck, but use common sense in doing so. If the work is not your own, then you have deprived yourself of a fundamental learning experience that is crucial for success in the course.

Exams and quizzes are proctored and must be completed without the aid of a calculator or formula sheet (other than the one provided, if applicable). Using a formula sheet, or consulting an electronic device, copying from your neighbor or talking to another student while an exam or quiz are in session, are violations of the honor code and will be dealt with as such.

Obviously forging notes or e-mails, or tampering with notes from St. Liam's is a serious offense and a clear violation of the honor code. If you are a foreign student, a violation of this kind may affect your ability to get a visa, so please be warned and do not engage in such behavior.

Major Violations of the honor code may have an adverse impact on your career. Please familiarize yourself with the Honor Code and the consequences of violating it.

Studying for Success in Calculus and Beyond: Most of you will encounter the concepts and methods that you study in this course in use in future lectures (either in math or in courses requires for your major), and will require their use in future assignments. Some of you will apply calculus directly, or formulas and theories which rest on a foundation of calculus, in future research. The greater the depth of knowledge you achieve in this course, the greater will be your scope for the application of calculus in your future studies and your career.

For many students, struggles with material in the course, or struggles with the transfer of ideas to other areas of study in future courses, often stem from misconceptions about the nature of mathematics

and problem solving. Mathematics has many facets and engaging in mathematics is more akin to practicing an art than applying a set of rules.

Depth of Understanding A thorough understanding of, and fluency in the use of, the definitions, theorems, concepts and methods covered in lectures is essential for solving complex problems. Your learning strategies should include reflection on your lecture notes and summarizing the main points of each lecture before attempting the initial homework on the topic. It should also include testing yourself periodically on your understanding of these topics and, as we progress through the course, reflecting on how newly learned material changes your understanding of, or is connected to, previously learned material.

Problem Solving Problems assigned and tested will vary in type and difficulty. Routine problems that require the recollection of a definition or theorem, or the application of a formula, or a well known method are important for the practice needed to solidify understanding of the material. The development of your problem solving skills, however, can only be achieved (paradoxically) by working on problems for which you cannot immediately see a solution. A complete understanding of all of the words and symbols used in the statement of the problem is a prerequisite for an understanding of the problem itself. If you have developed fluency in the recollection of definitions and theorems and in the application of formulas and methods, this will free up working memory so that you can concentrate on devising a strategy for a solution. Depth in your understanding of the material will be crucial in situations where you need to transform information from words into mathematical language, recognize the applicability (or inapplicability) of a formula/method in an unusual context or translate between a geometric representation of information to an algebraic one (or vice versa).

Communication: When you solve a problem you should be able to justify your solution and communicate that justification to yourself and others. Well written solutions help you to fact check your own work and find errors in your calculations or reasoning when it becomes clear that you have taken a wrong turn. The partial credit problems given on exams will require a logical, step by step exposition of your solution to the given problem.

Mindset: Many factors affect performance in the course. It is not necessarily a disadvantage if you have not had a course on calculus in high school. One factor that makes a very strong positive contribution to grades and learning outcomes for the course is having a growth mindset. Developing a **growth mindset** does not depend on your background and will help you throughout your college career.

In addition, pay careful attention to your own strengths and weaknesses and try to polish your thinking accordingly. It is a mistake to think that your strengths and learning habits should be exactly the same as those of your classmates. Do not consider yourself in competition with your classmates, there are many mutually beneficial ways to interact with your classmates and learn from them, and it is best to engage with them in this way.

In learning to Problem Solve, it is essential to tackle problems that you cannot solve - they are not "problems" if you know how to solve them. For the "really good' problems, you might try something that doesn't work and have to start over. It is important to see these challenges as a natural part of problem solving (as opposed to a reflection on your abilities). Although it is hard to reflect on a strategy that doesn't work, it is usually very useful to do so. It is often a time when we get a deeper insight into the nature of the problem, or essential data about the problem. Your path to growth in problem solving skills lies in such wrangling with difficult problems, taking a short cut by looking at the solution without thinking about the problem negates the benefits.

How To Best Use The Resources To Your Benefit

1. Prep. for lecture: Prior to each lecture, attempt to read the relevant section of the book to get the

main ideas. Review the concepts from precalculus that are necessary for the upcoming lecture.

2. During Lecture, be fully "present' and take notes. If your instructor asks you to try a problem, you should apply pen to paper. If your instructor invites the class to participate in a discussion, go for it!

3. After your lecture: summarize the main ideas and examples treated. Pay special attention to the conditions necessary to apply each theorem or method studied and try to think of situations where the theorems and methods do not apply in addition to those in which they do apply. For each example treated in class, reflect on the methods and results used to solve the problem.

4. Homework: Start the Achieve: Initial homework as soon as possible after class. Give yourself a break and start the Achieve: Main homework (this will be more time consuming) well before the due date so that you have time to get help if you do not understand it. After the due date, look at the solutions and reflect on your mistakes (if any) and the methods used to solve each problem.

5. Practice Questions for Tutorial Quiz: At the weekend start look for the list of questions from the book and old exam questions to be reviewed in preparation for the Thursday Quiz under Quiz Info/Practice Problems. You will not have to work through the details of all of these questions, if you work through them mindfully, you will find that many types of questions are repeated in the lists and you will be able to recognize patterns and work through a few of each type. The old exam questions will help you to integrate the material and with the feedback you get from the quiz on the following Thursy, you can identify your weak points on the material, and determine if your test preparation strategies need to be revised.

6. Condense the material: At the end of each week, put together a synopsis of the lectures and examples from that week and save it for easy exam review. Make sure you get help on any concepts or problems that you could not understand/resolve. As you progress through the lectures your "view" of the material will change with new information. It is important to reflect on how new material is connected to what was learned before each week.

7. Attend Tutorial. The quiz will help you to run a mini-simulation of the exam environment on the work from the previous week. The questions will be (for the most part) old exam questions. If you get a question wrong, you should think about why it happened and take the necessary steps to revisit the gaps in your knowledge or revise your study strategies, or both. In particular, make a note of the material you did not know well or the mistakes you made, so that you can give that part of the material special attention when reviewing for your exam. The group work is a great opportunity to work with others on problems and share ideas on the material. It is also an opportunity to use your strengths to build an atmosphere that is productive and conducive to learning. This can really help the grades of everyone in the group.

8. Review for Exams: Before each exam, start you review early (a week or more before the exam). Review your lecture summaries and your reflections on your quiz work and worksheets and make sure that you get help on your weak areas (requires planning ahead). Work through the practice exam prior to the day on which it is covered in class. On the day of the exam, you will be required to answer questions on a large body of material without any props. You must prepare honestly and thoroughly for this scenario when working through the practice exam. A list of old exams questions, by section, appears on the Quiz Info/Practice Problems page of our website.

Communication for this course is mainly through e-mail or in class. Please make a folder in your e-mail account to store all messages pertaining to this course for your reference. In particular store all messages from your instructor, your tutor and Professor Pilkington.

Resources Please make sure you are aware of the resources for this course by taking time to browse through the website and the online homework. Of note are :

Online Homework Appears in Canvas

Website

- Practice Exams under `Old Exams For Practice`.
- Old Exam Questions under `Old Exams For Practice`.
- List of quiz topics for tutorials under Quiz Info/Practice Problems.

Help See website for more details: `Help Available`.

- Cengage Office Hours.
- Office Hours: Your instructor and tutor will announce office hours in class; `Help Available`.
- `MATH Help Room` (walk in), run by Graduate Students.
- Learning resource center, tutoring and collaborative learning sessions, check website for details; `Help Available`.
- Exam Reviews, The night before each exam, one of the instructors will hold a walk in review/Q&A session; `Exam Reviews`. Also tutors and Instructors often volunteer to hold extra independent open reviews. Information about these will be included in the exam information sent by e-mail prior to the exam.

Bottom Line; The To-Do Checklist for Start of Semester

1. Download your book.
2. Go to Class on MWF, bring pen and paper, write a summary of the main ideas after each class. (Keep it in a stack for exam review).
3. Go To Your Thursday Tutorial.
4. Complete your first homework; "Review Initial" by Thursday night.
5. Start to work through the review problems for Q2 at the weekend.
6. Think back over what you learned during the week and get the bird's eye view.
7. Get a planner for the semester, copy in your homework schedule, exam schedule etc...
8. Give yourself a pat on the back for being awesome!.

Schedule Math10550 Spring 2026

Week	Date	Day	Section Quiz review Section Numbers are shown below for each Tutorial	Work Due **All HW Due @ 11:59p.m.** Quiz (Q) and Worksheet (WS) due in Tutorial.
1	01/12	Mon.	Intro/review	
	01/13	Tue.		
	01/14	Wed.	Review	
	01/15	Thur.	Tutorial 1: General Content on Q	Review Initial, Q 1/WS 1
	01/16	Fri.	2.1. Tangent/inst. velocity	
2	01/19	Mon.	**MLK Day, No Classes**	
	01/20	Tue.	*Last day class changes*	2.1. Initial, Review Main
	01/21	Wed.	2.2. Limits in Pictures.	
	01/22	Thur.	Tutorial 2: Sections 1.1-1.3, 2.1	2.2 Initial, 2.1 Main, Q 2/WS 2
	01/23	Fri.	2.3 (1): limit laws, alg. of limits	
3	01/26	Mon.	2.3 (2): limit laws, alg. of limits	2.3 (Day 1) Initial, 2.2 Main
	01/27	Tue.		2.3 (Day 2) Initial
	01/28	Wed.	2.4: continuity	
	01/29	Thur.	Tutorial 3: Sections 2.2, 2.3	2.4 Initial, 2.3 Main, Q 3/WS 3
	01/30	Fri.	4.6: limits at infinity, HA	
4	02/02	Mon.	3.1: defining the derivative	4.6 Initial, 2.4 Main.
	02/03	Tue.		3.1 Initial, 4.6 Main.
	02/04	Wed.	3.2: derivative as a function	
	02/05	Thur.	Tutorial 4; Sections 2.4, 4.6, 3.1	3.2 Initial, 3.1 Main, Q 4/WS 4
	02/06	Fri.	3.3 (day 1): basic deriv rules	
5	02/09	Mon.	3.3 (day 2): product/quot. rules	3.3 (Day 1) Initial, 3.2 Main
	02/10	Tue.		3.3 (Day 2) Initial
	02/11	Wed.	Exam 1 review	
	02/12	Thur.	**Exam 1**	**Exam 1**
	02/13	Fri.	3.4: deriv as a rate of change	3.3 Main,
6	02/16	Mon.	3.5: trig derivs	3.4 Initial
	02/17	Tue.		3.5 Initial, 3.4 Main.
	02/18	Wed.	3.6: chain rule	
	02/19	Thur.	Tutorial 5: Sections 3.2-3.5	3.6 Initial, 3.5 Main, Q 5/WS 5
	02/20	Fri.	3.8: implicit differentiation	
7	02/23	Mon.	3.9: exponential and log diff	3.8 Initial, 3.6 Main
	02/24	Tue.		3.9 Initial, 3.8 Main
	02/25	Wed.	6.8: rates of change in nat/soc sci.	
	02/26	Thur.	Tutorial 6: Sections 3.6, 3.8, 3.9	6.8 Initial, 3.9 Main, Q 6/WS 6
	02/27	Fri.	4.1 (day 1): related rates	
8	03/02	Mon.	4.1 (day 2): related rates	
	03/03	Tue.		4.1 Initial, 6.8 Main
	03/04	Wed.	Exam 2 review	
	03/05	Thur.	**Exam 2**	**Exam 2**
	03/06	Fri.	4.2: linear approx and differentials	4.1 Main.
Spring Break, Mar. 7-15				

Week	Date	Day	Section	Work Due
9	03/16	Mon.	4.3: maxima and minima	4.2 Initial
	03/17	Tue.		4.3 Initial, 4.2 Main.
	03/18	Wed.	4.4: Mean Value Theorem	
	03/19	Thur.	Tutorial 7: Sections 6.8, 4.1-4.3	4.4 Initial, 4.3 Main, Q 7/WS 7
	03/20	Fri.	4.5 (day 1): 1st Deriv and Graphs *Last day to Drop*	
10	03/23	Mon.	4.5 (day 2): 2nd Deriv and Graphs	4.5 (Day 1) Initial, 4.4 Main
	03/24	Tue.		4.5 (Day 2) Initial
	03/25	Wed.	4.7: Applied optimization	
	03/26	Thur.	Tutorial 8: Sections 4.4, 4.5	4.7 Initial, 4.5 Main, Q 8/WS 8
	03/27	Fri.	4.8: L'Hospital's Rule.	
11	03/30	Mon.	4.7/4.8 catchup/review	
	03/31	Tue.		4.8 Initial, 4.7 Main.
	04/01	Wed.	4.10: antiderivatives	
	04/02	Thur.	Tutorial 9: Sections 4.7, 4.8	4.10 Initial, 4.8 Main, Q 9/WS 9
	04/03	Fri.	**Easter Break, No Classes**	
12	04/06	Mon.	**Easter Break, No Classes**	
	04/07	Tue.		4.10 Main.
	04/08	Wed.	Review for Exam 3	
	04/09	Thur.	**Exam 3**	**Exam 3**
	04/10	Fri.	5.1: approximating areas	
13	04/13	Mon.	5.2: the definite integral	5.1 Initial
	04/14	Tue.		5.2 Initial, 5.1 Main.
	04/15	Wed.	5.3 Fund Theorem of Calc	
	04/16	Thur.	Tutorial 10: Sections 4.10, 5.1,5.2	5.3 Initial, 5.2 main, Q 10/WS 10
	04/17	Fri.	5.4: Net Change/5.5 U-sub	
14	04/20	Mon.	5.5: Integration by Sub	5.4 Initial, 5.3 Main.
	04/21	Tue.		5.5 Initial, 5.4 Main,
	04/22	Wed.	5.6: integrals involving exp/log & 5.7: integrals involving inv trig	
	04/23	Thur.	Tutorial 11: Sections 5.3-5.5	5.6 Initial, 5.5 Main, Q 11/WS 11
	04/24	Fri.	6.1: area between curves	
15	04/27	Mon.	6.2: volumes of rotation (disk/wash)	5.6 Main
	04/28	Tue.		5.7 Main.
	04/29	Wed.	Catch-up/Review	6.1 Main
	04/30	Thur.	**Reading Day, No Classes**	
	05/01	Fri.	**Reading Day, No Classes**	
Final Exam: May 05, 4:15 p.m. - 6:15 p.m.				

- A list of practice problems (listed by section) for your Quizzes and Exams appears on the website at this link: Quiz Info/Practice Problems.
- A list of the sections on each exam will be given in the information e-mail sent out prior to the exam.