**Study 1 Syllabi Manipulation – Focus Group Informants**

We conducted four focus groups with a total of 40 undergraduate students, led by at least one member of the research team (for a qualitative analysis, see Authors, under review). First, we briefly reviewed what the growth and fixed mindsets are—beliefs in the fixedness or malleability of intelligence—to ensure that all students had the same information about these core constructs and understood these constructs in a similar manner. Then, students were asked to reflect on their experiences so far in college and to think about whether they believe they’d had a college professor who endorsed fixed or growth mindset beliefs during their college experiences so far. Every student said that they could remember at least one professor who seemed to endorse more fixed mindset beliefs and at least one professor who seemed to endorse more growth mindset beliefs. Next, students were asked to write about how they could tell that their professor endorsed those beliefs—that is, what did the professor say or do that made the student feel that the professor endorsed fixed or growth mindset beliefs? Following the writing, the group engaged in discussion to surface the common practices, policies, and statements that seemed to signal to students whether a professor endorses more fixed or growth mindset beliefs. Through a qualitative analysis that was subsequently confirmed through a large quantitative study of faculty behaviors in their actual college classrooms (Authors, under review), we thematically categorized participants’ responses and sourced examples of the most common behaviors and policies from actual college math classes syllabi as part of the syllabi manipulations in Study 1.

**Study 1 Placement Test Manipulation**

The purpose of the placement test also reflected the professor’s mindset beliefs. Students in the fixed mindset professor condition were told, “The professor says that this exam is designed to assess students’ innate math abilities and to determine whether or not they have the skills necessary to succeed in the class.” Students in the growth mindset professor condition were told, “The professor says this exam is designed to assess students’ current levels of math knowledge so that they can see what they already know, what they don’t know yet, and how the professor can help students grow their skills during the class.” We strategically chose to present the purpose of the placement test as diagnostic of ability in both the growth mindset and fixed mindset conditions to provide a conservative test of our mindset manipulation (over and above test diagnosticity—a traditional stereotype threat manipulation). However, the explanation of that ability differed depending on condition. In the fixed mindset condition, the placement test was said to be designed to be diagnostic of innate ability (in line with the fixed mindset’s view that students either have these abilities or they don’t), whereas in the growth mindset condition, the placement test was said to be designed to be diagnostic of current ability (in line with the growth mindset’s view that ability is a potential that can be developed with help-seeking and effort). Thus, any difference in women’s perceptions of stereotype endorsement, belonging, and performance by condition—even when holding constant this standard stereotype threat cue across conditions—would provide compelling evidence that faculty mindset cues are indeed an important contributor to women’s experiences of stereotype threat and underperformance in STEM (above and beyond test diagnosticity).

**Table S1**

*Model Results Without Covariates for All Dependent Variables in Study 1 and Study 2.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Perceived Stereotype Endorsement** | | **Belonging** | | **Performance** | |
| ***Study 1*** | *F*(1, 208) | *p* | *F*(1, 211) | *p* | *F*(1, 211) | *p* |
| Faculty Mindset Condition | 82.49 | <.001 | 86.80 | <.001 | 0.13 | .724 |
| Gender | 3.46 | .064 | 1.29 | .258 | 28.76 | <.001 |
| Condition X Gender | 4.04 | .046 | 10.98 | .001 | 3.94 | .048 |
| ***Study 2*** | *B* | *p* | *B* | *p* | *B* | *p* |
| Perceived Professor Fixed Mindset | .25 | <.001 | -.25 | <.001 | -.04 | .235 |
| Gender | .02 | .814 | -.12 | .003 | -.06 | .056 |
| Perceived Professor Fixed Mindset X Gender | .00 | .981 | .06 | .137 | -.07 | .022 |

*Note.* In Study 1, gender was coded: 1 = female, 0 = male, and condition was coded: 1 = growth mindset syllabus, 0 = fixed mindset syllabus. In Study 2, gender was coded: 1 = female, -1 = male, and all other continuous variables were standardized.

**Table S2**

*Model Results for Study 1 With Suspicious Participants Removed.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Perceived Stereotype Endorsement** | | **Belonging** | | **Performance** | |
| ***Study 1*** | *F*(1, 201) | *p* | *F*(1, 204) | *p* | *F*(1, 211) | *p* |
| Faculty Mindset Condition | 68.50 | <.001 | 71.58 | <.001 | 0.42 | .517 |
| Gender | 3.76 | .054 | 1.94 | .165 | 27.41 | <.001 |
| Condition X Gender | 3.58 | .060 | 11.35 | .001 | 4.71 | .031 |
| Personal Fixed Mindset | 0.49 | .485 | 1.74 | .189 | 3.36 | .016 |

*Note.* Seven out of 212 (3%) participants expressed any suspicion about the course; whereas the vast majority of students expressed sentiments such as: “the course seems hard but normal for what I’ve heard about Calc 2.” We conducted an exploratory analysis with the 7 suspicious participants removed from analyses. Gender was coded: 1 = female, 0 = male, and condition was coded: 1 = growth mindset syllabus, 0 = fixed mindset syllabus.

**Measures for Study 1**

**Manipulation Check: Perceived faculty fixed mindset,** *α* = .96,

(1 = *strongly disagree*, 6 = *strongly agree*)

The professor in this class seems to believe that students have a certain amount of intelligence, and they really can’t do much to change it.

The professor in this class seems to believe that students either “have it” or they don’t.

The professor in this class seems to believe that every student can learn new things and significantly grow their intelligence.

The professor in this class seems to believe that some students are smart, while others are not.

The professor in this class seems to believe that students who are less smart will always be less smart than the other students in the class.

**Perceived stereotype endorsement**, *r* = .91

(1 = *strongly disagree*, 6 = *strongly agree*)

I think the professor in this class would endorse gender stereotypes.

I think the professor in this class would treat male and female students differently in class.

**Anticipated belonging**, *α* = .90

(1 = *Extremely*, 6 = *Not at all;* all items wererecoded so that higher values indicated greater anticipated belonging)

If you were a student in this class, how comfortable would you feel during this class?

If you were a student in this class, how much would you feel that you could be yourself during this class?

If you were a student in this class, how much would you feel that you “fit in” during this class?

If you were a student in this class, how alienated would you feel during this class?

**Personal mindset,** *r* = .70

(1 = *strongly disagree*, 6 = *strongly agree*)

You have a certain amount of intelligence, and you can’t really do much to change it.

Your basic intelligence is something about you that you can't change very much.

**Measures for Study 2**

**Perceive professor’s fixed mindset,** *α* = .88

(1 = *strongly agree*, 6 = *strongly disagree;* All items were recoded so that higher values indicated greater fixed mindset perceptions)

The Professor in this class seems to believe that students have a certain amount of intelligence, and they really can't do much to change it.

The Professor in this class seems to believe that students can learn new things, but they can't really change their basic intelligence.

The Professor in this class seems to believe that students either "have it" or they don't.

The Professor in this class seems to believe that every student can learn new things and significantly grow their intelligence.

The Professor in this class seems to believe that some students are smart, while others are not.

The Professor in this class seems to believe that students who are less smart will always be less smart than the other students in the class.

**Perceived stereotype endorsement**, *r* = .81

(1 = *strongly disagree*, 6 = *strongly agree*)

My professor in this course seems to believe that men are often more suited than women to do advanced work in this field.

My professor would be surprised if a women was the top performer in this class.

**Belonging**, *α* = .93

(1 = *strongly disagree*, 6 = *strongly agree*)

I feel like I belong in this class.

I fit in well in this class.

I feel like an outsider in this class.

I feel comfortable in this class.

How comfortable do you typically feel in your [CLASS]?

How much do you typically feel that you could “be yourself” in your [CLASS]?"

On average, how accepted do you feel in your [CLASS]?

**Personal mindset,** *r* = .81

(1 = *strongly disagree*, 6 = *strongly agree*)

You have a certain amount of intelligence, and you can’t really do much to change it.

Your basic intelligence is something about you that you can't change very much.

**MATH-M212 – Calculus II**

**[Fixed Mindset] Syllabus**

**Class Time:** MWF – 12:20 PM – 1:10 PM

**Discussion Section:** Th 1:25 – 2:15 PM

**Location:** Swain East: Room 105

**Instructor**: William T. Ross

Office Hours: M/W 1:30 PM – 3:00 PM

**TAs:**

: Sjhhh hmmmmmmmmmmmmmmmmmhhhh Office Hours: T/Th 1:00 PM – 3:00 PM

hhhhhh hhhjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjjhhh Office Hours: T/Th: 10:00 AM – 12:00 PM

**Text**: *Calculus: Eighth edition*, James Stewart*.*

**Pre-requisites:** C or better in MATH-M211

***Important Note***: Students enrolling in my class are accountable for all of the material in Calculus I; If you have not mastered those concepts, you should consider dropping this course. Students that struggled in Calculus I will not be able to keep up with the course material, therefore you should reconsider taking this course.

**Course Topics Overview:**

This course will be a continuation of Calculus I and will cover three major themes:

* *Integration Theory*: anti-derivatives, integration, techniques of integration, improper integrals
* *Applications of integration*: applications of integration to physics and geometry, differential equations, slope fields, first order differential equations, second order differential equations and applications
* *Approximations*: Taylor polynomials, infinite series, Taylor series

**Homework**: There will be daily homework assignments (see schedule) that will *not* be collected nor graded. The answer key will be provided online the day after the homework has been assigned. The TAs and I will not grade your homework assignments nor give you feedback, because I provide you with the answer key for every homework assignment. It is your responsibility to make sure you are solving the problems correctly. I provide homework assignments for students that are struggling in this class; therefore weaker students should complete the homework assignments, whereas students with stronger math abilities do not need to do the assigned homework. Students are responsible for their own performance and should judge their own ability to learn the material through the exercises provided in the course materials. If the material is too advanced for one’s ability, students should find a course that is better matched to their ability and skills.

**Quizzes:** There is a quiz every Monday (except for week 1, it will be on Friday) covering what we studied on the previous Monday and Wednesday, and Friday. The quizzes will give you a better idea of your abilities in this course, and will foreshadow your performance on the exams. Students that are weaker in math will find the quizzes difficult, whereas students with strong math abilities will have no problem doing well on the quizzes. Based on my previous experiences teaching this class, weaker students that do not perform well on quizzes struggle a lot on the exams. If you realize that you are not performing well on the first quiz, you should consider dropping the course.

**Exams**: There will be two in-class exams and a comprehensive final. The exams will consist of multiple-choice and short answer questions. I do not give partial credit on answers—students either get the questions correct or they do not. If you do not do well on the first exam, you should consider dropping the course because the material will be cumulative. If students do not get the concepts early and quickly, they do not belong in this course.

There are no make-up exams. If you must miss an exam (emergencies/hospitalization), you must show proof of your emergency. If you know you cannot attend one of the scheduled exams, you should drop this course.

The final exam is cumulative, which means that it will cover all of the concepts discussed during the semester. In every semester, many students fail this course due to their poor performance on the final exam and while I hope it will be different this semester, I doubt that it will be. In my experience, some students just do not have what it takes to pass this course. Keep in mind, the comprehensive final exam is worth 50% of your final grade, thus you must pass the final exam to pass this course.

**Attendance**: I do not take attendance in class. I believe some students can do well in the course without attending class, and I will not penalize these students with strong math abilities. I recommend that weaker students attend every lecture and discussion section. However if you are not a math person, simply attending class may not result in strong performance. If you must miss a lecture or a discussion session, it is your responsibility to obtain notes from other classmates. You are adults and I expect you to know your own abilities and decide whether you need to attend class or not.

**Grading policy**: Those who have strong math abilities will do well in the course. Students earn the grade they receive; I do not curve grades, add extra points, or give extra credit in this course. Please note that 75% of your grade (Exam 1 and Final Exam) comes from the very beginning of the course and the very end. Therefore, this class is not suitable for students who lack strong mathematical skills. Keep in mind that the final exam comprises the majority of your grade because if students do not have the ability to pass this cumulative exam, they should not pass the course.

Quizzes: 5%

Exam 1: 25%

Midterm: 20%

Final Exam (Comprehensive): 50%

A = 100% – 93%, A- = 92% - 90%, B+ = 89% – 87%, B = 86% – 83%, B- = 82% – 80%, C+% = 79 – 77%, C = 76% – 73%, C- = 72% – 70%

D = 69% – 60%, F = < 60%

# Resources: The Math Department offers help sessions for struggling students enrolled in M212. However, smart students who are gifted in math will probably not need these resources.

Starting the second week of classes, there will be departmental help sessions for M212:

Monday - Thursday 5:45 – 7:45 pm. Swain West: Room TBA

Starting the second week of classes, there will be M212 help sessions:

Monday – Thursday 5:45 – 7:45 pm Off-campus TBA

**Questions for the TA or me:**If you have any questions at all about the course, the material, or your grade, I expect you to discuss them with one of TAs first. The TA will forward legitimate questions that they cannot answer to me when necessary. The TAs are there to answer most of your questions.

# Extra Credit

# I do not provide extra credit opportunities in this course under any circumstances.

# Academic Integrity

The Mathematics Department expects students to comply fully with Indiana University policies on academic integrity. The usual policy for a student caught cheating in M212 includes a course grade of F. Additional penalties may include probation, suspension, or expulsion from the University. All cheating cases are always reported to the Office of Student Ethics.

|  |  |  |
| --- | --- | --- |
| **Date** | **Material** | **Homework Assignments** |
| M 1/11 | Substitution | 392 # 6 – 30 (even), 59, 63 - 65 |
| W 1/13 | Integration by parts | 398 # 4 – 24 (even), 25 – 28, 37, 38 |
| F 1/15 | Quiz #1 & Integration by partial fractions | 404 # 17 – 28 |
| M 1/18 | NO CLASS – Martin Luther King, Jr. Day |  |
| W 1/20 | Other techniques of integration | 410 # 1 – 20 (even) |
| F 1/22 | Numerical integration | 421 # 6 – 14 (even), 23 - 26 |
| M 1/25 | Quiz #2 & Numerical integration | 421 # 17 - 20 |
| W 1/27 | Numerical integration |  |
| F 1/29 | Improper integrals | 431 # 4 – 24 (even) |
| M 2/1 | Quiz #3 & Improper integrals | 431 # 41 – 46, 57, 58 |
| W 2/3 | Improper integrals |  |
| F 2/5 | Review for Examination # 1 |  |
| M 2/8 | Examination # 1 |  |
| W 2/10 | App. of integration to geometry (volume) | 457 # 2 – 12 (even), 21 – 27 |
| F 2/12 | App. of integration to geometry (volume) |  |
| M 2/15 | Quiz #4 & App. of integration to physics (work) | 479 # 5 – 12, 15 - 18 |
| W 2/17 | App. of integration to physics (work) |  |
| F 2/19 | App. of integration to arc length | 465 # 7, 8, 21, 22 |
| M 2/22 | Quiz #5 & Introduction to differential equations | 503 # 1 – 6, 10 - 12 |
| W 2/24 | Slope fields | 511 # 1 - 6 |
| F 2/26 | Euler’s method | 512 # 21 - 24 |
| M 2/29 | Quiz #6 & Separation of variables | 519 # 2 – 12 (even) |
| W 3/2 | Separation of Variables | 520 #16 – 40 (even) |
| F 3/4 | Integrating factors | See class handout |
| M 3/7 | Quiz #7 & Applications of differential equations | 520 # 35, 36; 533 # 8, 9, 13, 14, 19, 20 |
| W 3/9 | Review for Midterm |  |
| F 3/11 | Midterm |  |
| 3/11 – 3/19 | SPRING BREAK |  |
| M 3/21 | Infinite series | 574 # 10 – 38 (even) |
| W 3/23 | Infinite series |  |
| F 3/25 | Tests for convergence | 585 # 10 – 28 (even) |
| M 3/28 | Quiz 8 – Limit Comparison Test |  |
| W 3/30 | Integral Test | 592 # 2 – 16 (even), 19 – 25 (odd) |
| F 4/1 | Integral Test |  |
| M 4/4 | Quiz 9 & Ratio Test | 598 # 2 – 20 (even), 20, 28 |
| W 4/6 | Root Test |  |
| F 4/8 | Strategies for Determining Convergence | 604 # 2 – 16 (even), 25 – 28 |
| M 4/11 | Quiz 10 & Power Series |  |
| W 4/13 | Power series | 615 # 3 – 7, 9 – 15 (odd), 19 – 24,  37 – 43 (odd), 49 – 53 (odd) |
| F 4/15 | Power series |  |
| M 4/18 | Taylor Series | 628 # 11 - 16 |
| W 4/20 | Taylor Series | 629 # 21 – 41 (even) |
| F 4/22 | Taylor Series |  |
| M 4/25 | Quiz #12 – Power/Taylor Series Strategies | Handout |
| W 4/27 | Power/Taylor Series Strategies |  |
| F 4/29 | Final Exam Review |  |
| F 5/2 | Final Exam (Comprehensive) 8 AM – 10 AM |  |

**MATH-M212 – Calculus II**

**[Growth Mindset] Syllabus**

**Class Time:** MWF – 12:20 PM – 1:10 PM

**Discussion Section:** Th 1:25 – 2:15 PM

**Location:** Swain East: Room 105

**Instructor**: William T. Ross

Office Hours: M/W 1:30 PM – 3:00 PM

**TAs:**

: Sjhhh hmmmmmmmmmmmmmmmmmhhhh Office Hours: T/Th 1:00 PM – 3:00 PM

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**Text**: *Calculus: Eighth edition*, James Stewart*.*

**Pre-requisites:** C or better in MATH-M211

***Important Note***: Students enrolling in my class are accountable for all of the material in Calculus I; If you have not mastered those concepts, you should see me or a TA and we will provide resources that can help you learn and review the concepts from Calculus I, which should prepare you for this course. Students should not enroll in this course if they have not yet learned the Calculus I material because this course will build on that knowledge and grow your understanding of these topics.

**Course Topics Overview:**

This course will be a continuation of Calculus I and will cover three major themes:

* *Integration Theory*: anti-derivatives, integration, techniques of integration, improper integrals
* *Applications of integration*: applications of integration to physics and geometry, differential equations, slope fields, first order differential equations, second order differential equations and applications
* *Approximations*: Taylor polynomials, infinite series, Taylor series

**Homework**: There will be daily homework assignments (see schedule) that will be collected and graded. Students must submit their assignments by the beginning of each class when the assignment is due. Late assignments will not be accepted. I assign these homework assignments because I want you to be able to assess how well you are understanding the concepts and where you need to focus more of your efforts to learn the course material. If you are struggling on the homework, it means that you need to seek help from me, one of the TAs, the Department resources listed below, or your peers, so that we can help you learn the material.

**Quizzes:** There is a quiz every Monday (except for week 1, it will be on Friday) covering what we studied on the previous Monday and Wednesday, and Friday. If you do all of your homework and understand the material, there is no reason for you not to do well on the quizzes. The quizzes show me how well students are understanding the material, whether there are some students who are not there yet, and whether I need to review certain concepts with the class. If you find yourself failing quizzes, you should seek additional help to grow your understanding of the material.

**Exams**: There will be two in-class exams and a comprehensive final. The exams will consist of multiple choice and short answer questions. I am interested in your learning and your approach to problems. Therefore, partial credit will be given when you have solved parts of the problem correctly. Showing your work allows the TAs and I to assess whether you are on the right track. If you do not do well on the first exam, you should seek help because the material will be cumulative, and I want to be sure that you are learning the base knowledge that we will build on. If you work hard and seek help when you are struggling, you will likely do better on the exams and improve your grade.

There are no make-up exams. If you must miss an exam (emergencies/hospitalization), you must show proof of your emergency. If you know you cannot attend one of the scheduled exams, you should drop this course.

The final exam is cumulative, which means it will cover all of the concepts discussed during the semester. In every semester, many students struggle at some point with the material. In my experience, students who work hard to make sure they understand the material and seek help when they are struggling tend to do best in this course. Keep in mind, the comprehensive final exam is worth 25% of your final grade, thus it is important that you work hard and seek help so that you can learn the material and do well on the final exam and this course.

**Attendance**: I do not take attendance in class. I believe students are motivated to learn, and will come to class to do so. I recommend that all students attend every lecture and discussion section, regardless of previous performance. All students will learn something new and attending class is the best way to learn the concepts and improve your math skills. If you must miss a lecture or a discussion session, it is your responsibility to obtain notes from other classmates. You are adults and I expect you to be motivated to grow your knowledge and abilities by attending class.

**Grading policy**: In this class, I provide multiple opportunities for students to examine how they progress through the course and how they are learning over the semester. I created the grading distribution in this way to give students opportunities to see how they are doing, seek help along the way, and improve throughout the semester. My goal is to have each aspect of the course carry approximately the same weight, so that students can show their understanding in different ways (i.e., homework, quizzes, exams). This also allows students to identify places they need to apply more effort or new strategies throughout the semester (not just at the end). My hope is that all students will develop the knowledge they need to do well and that all students--even those who perform well early in the semester—will improve and develop greater knowledge and skills through practice on the assignments, quizzes, and exams. Students earn the grades they receive; I do not curve grades, add extra points, or give extra credit in this course. I do not believe students grades should be tied to other students’ grades (on a curve) and there are plenty of opportunities for students to improve their grades throughout the semester.

Homework: 20%

Quizzes: 15 %

Exam 1: 20%

Midterm: 20%

Final Exam (Comprehensive): 25%

A = 100% – 93%, A- = 92% - 90%, B+ = 89% – 87%, B = 86% – 83%, B- = 82% – 80%, C+% = 79 – 77%, C = 76% – 73%, C- = 72% – 70%

D = 69% – 60%, F = < 60%

# Resources: The Math Department offers help sessions for students enrolled in M212. I strongly suggest that all students make use of these resources, as every student can improve and challenge themselves by attending these help sessions.

Starting the second week of classes, there will be departmental help sessions for M212:

Monday - Thursday 5:45 – 7:45 pm. Swain West: Room TBA

Starting the second week of classes, there will be M212 help sessions:

Monday – Thursday 5:45 – 7:45 pm Off-campus TBA

**Questions for the TA or me:**If you have any questions at all about the course, the material, or your grade, I expect you to discuss them me or one of TAs during our office hours. We are here to help you learn and master the material, but you need to let us know what you are struggling with so that we can help you grow your abilities.

# Extra Credit

# I do not provide extra credit opportunities in this course under any circumstances.

# Academic Integrity

The Mathematics Department expects students to comply fully with Indiana University policies on academic integrity. The usual policy for a student caught cheating in M212 includes a course grade of F. Additional penalties may include probation, suspension, or expulsion from the University. All cheating cases are always reported to the Office of Student Ethics.

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| M 1/25 | Quiz #2 & Numerical integration | 421 # 17 - 20 |
| W 1/27 | Numerical integration |  |
| F 1/29 | Improper integrals | 431 # 4 – 24 (even) |
| M 2/1 | Quiz #3 & Improper integrals | 431 # 41 – 46, 57, 58 |
| W 2/3 | Improper integrals |  |
| F 2/5 | Review for Examination # 1 |  |
| M 2/8 | Examination # 1 |  |
| W 2/10 | App. of integration to geometry (volume) | 457 # 2 – 12 (even), 21 – 27 |
| F 2/12 | App. of integration to geometry (volume) |  |
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| W 2/24 | Slope fields | 511 # 1 - 6 |
| F 2/26 | Euler’s method | 512 # 21 - 24 |
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| M 3/7 | Quiz #7 & Applications of differential equations | 520 # 35, 36; 533 # 8, 9, 13, 14, 19, 20 |
| W 3/9 | Review for Midterm |  |
| F 3/11 | Midterm |  |
| 3/11 – 3/19 | SPRING BREAK |  |
| M 3/21 | Infinite series | 574 # 10 – 38 (even) |
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| F 3/25 | Tests for convergence | 585 # 10 – 28 (even) |
| M 3/28 | Quiz 8 – Limit Comparison Test |  |
| W 3/30 | Integral Test | 592 # 2 – 16 (even), 19 – 25 (odd) |
| F 4/1 | Integral Test |  |
| M 4/4 | Quiz 9 & Ratio Test | 598 # 2 – 20 (even), 20, 28 |
| W 4/6 | Root Test |  |
| F 4/8 | Strategies for Determining Convergence | 604 # 2 – 16 (even), 25 – 28 |
| M 4/11 | Quiz 10 & Power Series |  |
| W 4/13 | Power series | 615 # 3 – 7, 9 – 15 (odd), 19 – 24,  37 – 43 (odd), 49 – 53 (odd) |
| F 4/15 | Power series |  |
| M 4/18 | Taylor Series | 628 # 11 - 16 |
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| M 4/25 | Quiz #12 – Power/Taylor Series Strategies | Handout |
| W 4/27 | Power/Taylor Series Strategies |  |
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