SPRING 2025 SYLLABUS – CUYAMACA COLLEGE

MATH 280 – ANALYTIC GEOMETRY & CALCULUS II

SECTION 3422: 4 UNITS – 100% ONLINE

MEET THE TEACHER!

– Instructor: Lamia Raffo
– **Pronouns**: she, her, hers
– **Contacting** me via **Canvas Inbox** (preferred method of contact) or
– Email: lamia.raffo@gcccd.edu

WELCOME TO MATH 280:

I am Lamia Raffo, and I will be your instructor for Math 280 this semester. I am so excited that you enrolled in this course. Calculus II is the second semester calculus class where we explore numerous ways of integrating expressions, study real-valued functions, parametric & polar equations, and sequences and series. We will examine a variety of functions and real-world applications which would help you with your future studying. This course will be interesting and challenging in which you will learn a lot of mathematics; however, hard work and preparation on your part are required for the mastery of these topics. I am passionate about teaching Calculus concepts, helping audiences understand calculus and most importantly, make it relevant to real life. I look forward to working with you this semester! Please let me know how I can help you be successful!

HOW TO REACH LAMIA!

You are not alone!

- The best way to reach me is through the Canvas Inbox. You can also email me at lamia.raffo@gcccd.edu
- Monday -- Friday: I do my best to respond within 24 hours, but during weekends I may or may not respond because I am human and take breaks. :-)
- Drop – In Student Hours in office H – 117 are:

TTH from 1:00 pm – 3:30 pm in H – 117
Also, by appointment on Zoom

Course Description

A second course in differential and integral calculus of a single variable: integration; techniques of integration; infinite sequences and series; polar and parametric equations; applications of integration. Primarily for science, technology, engineering, and math majors.

Prerequisite

"C" grade or higher or "Pass" in MATH 180 or equivalent

Course Materials

1. **Textbook (Free):** In lieu of a textbook we'll use the online learning materials available in our ***Interactive Calculus II on Canvas*** course, and it's free! You will need a tablet or laptop computer to access the Interactive Calc II on Canvas textbook.
2. **Calculator (Required):** A **Scientific Calculator** and/or a **Graphing Calculator** is required. The Mathematics Department of Cuyamaca College highly recommends and supports the use of Texas Instruments Graphing Calculators. For this course, I would recommend the use of a TI-83, TI-84 plus. If you are taking future mathematics classes, this is a great investment.

Good News: The **Calculator Loan Program**

- Students can check out a calculator from the Cuyamaca Library for the entire semester.
- Students MUST be enrolled in a Math course at Cuyamaca.
- Students go to the library within the first two weeks of classes with their student ID number and proof of enrollment - Canvas or Self-Service enrollment on their phone is sufficient.

- Library hours: Monday through Thursday, 11:00am – 3:00pm
- If you are unable to attend during the hours listed, please email, or call the library to make an appointment … cuyamaca.circulation@gcccd.edu

3. **Three-Ring Binder:** Organized with tabs for notes, handouts, etc.
4. Notebook paper, pencils, erasers, highlighters, and colored pencils/pens.
5. Grossmont-Cuyamaca Student ID card

IMPORTANT DATES

February 03 - February 16	Program Adjustment (Last day to add classes/Last day to drop and qualify for a refund and to drop without receiving a "W").
February 18	Census Day (semester length classes)
February 17	**Holiday (Washington's Birthday Observed)**
March 29	End of First 8-weeks Session
March 31 – April 05	**Spring Break**
May 03	Last day to drop with a "W". (It is the student's responsibility to take care of any administrative procedures involved in dropping should he/she stop attending class.)
May 26	**Holiday (Memorial Day)**
Last day of Instruction	Last Day to Apply for P/NP (semester length classes)
Last day of Instruction **06/02**	**Final Exam Day from 1:00 pm – 3:00 pm**

You can see the Spring 2025 academic calendar in its entirety here.

Grades

On this page and the next one, I will describe what you can expect from me regarding **grading, feedback, and late work**. You'll also learn about what is **required of you** to successfully complete this course.

GRADING & FEEDBACK

- The feedback in this class is intended to help you determine how to invest your time and energy to maximize learning and reduce cognitive overload. Here are a few important links to teach you how to access feedback.

  How to View Rubric Results

  How to View Assignment Comments on a Computer

How to View Assignment Comments on the Canvas App

How to View Annotation Comments (These are comments written directly on your assignment as opposed to comments typed in the "assignment comments" box.)

- To facilitate learning, I will endeavor to grade your work within 1 week after the due date. For each peer-reviewed assignment, the 1-week window begins after the peer-reviews are due.

- To help you improve your learning, I will provide grading comments on some of your assignments via your Canvas Gradebook. This includes some of the "Let's Practice" assignments that do not count toward your overall grade.

- To provide opportunities to learn from your mistakes, I will accept a limited number of revisions on every type of assignment. However, after I grade any item, students cannot submit (or resubmit) that item for credit.

NOT GRADED

- Most of the quizzes are automatically graded. However, some quizzes and other assignments require instructor grading. I may grade some but not all of these assignments. Also, I may grade a subset of problems within a given assignment.
- Any ungraded assignment will count as practice work and will not affect your grade.
- You will not know in advance which assignments will be graded, and I reserve the right to return to any module to grade assignments that were not previously graded.

LATE WORK

Successful completion of this class will be easier if you strive to meet deadlines, especially on interactive elements of the course. However, if life events interrupt your progress in this class, I will do my best to work with you!

I know that you want to be successful in this class. I also know that there are various stressors in your life and many demands on your time. I want to be supportive, so I will ***not*** deduct penalty points for late work. However, completing assignments late may increase your workload and could hurt your grade on those assignments that include a peer-review component. For the peer-reviewed assignments, if too much time has passed after the due date, your classmates will have moved on. Consequently, you will not have the opportunity to benefit from your peers' instructive comments. More importantly, you will miss the opportunity to provide feedback to your peers, and your perspective and voice will be lost. While you can still earn credit for completing much of the peer-reviewed assignment, if your work is too late, you cannot earn points for the peer-review component of the assignment. I usually grade assignments after two weeks from the date they were due, so I will not accept assignments after I start grading them.

If you are falling behind, please contact me as soon as possible so we can work together and devise a plan to assist you in getting caught up.

“PAPER & PENCIL" ASSIGNMENTS

Throughout this course, I will refer to "paper-and-pencil" work. Paper-and-pencil work is handwritten work that you will upload in a Canvas assignment. However, you need not use paper

and a pencil to complete these assignments. If you prefer, you can use the digital equivalent such as an iPad and stylus (if your work is hand-written and not typed).

Making the Grade

It is beneficial that you read the material in your textbook before it is covered in class and complete the homework assignments in a timely and responsible manner.
To provide opportunities to learn from your mistakes, I will accept a limited number of revisions on every type of assignment. However, after I grade any item, students cannot submit (or resubmit) that item for credit.

Prep & Review

Throughout this course, you will occasionally encounter a prep module that precedes its corresponding calculus module(s). Each Prep module reviews some of the prerequisite skills and concepts that you may need to successfully complete the subsequent calculus module(s). Prep modules are typically very short and may only take 10 to 20 minutes to complete (depending on your familiarity with the module's content). Activities in this category may include quizzes or written work.
No make-up after any Prep & Review activity is fully graded, but I will drop your two lowest Prep & Review scores.

Let's Practice

Let's Practice assignments do ***not*** count toward your overall grade. However, on or before the last day of the semester, I may use these assignments to boost your grade. To learn more, carefully read the "*Practice Assignment & Possible Extra Credit*" section of any "*Let's Practice*" assignment.
If you're not interested in earning a grade bump at the end of the semester, keep the following in mind. Problems in the Module and Unit Checkpoint assignments may be similar to the practice problems in the *Let's Practice* assignments. So, it's a good strategy to complete the *Let's Practice* assignments in a timely manner to solidify your learning.
Even though these assignments do not count toward your overall grade, I may choose to grade one or more of them to provide feedback on your work. If I grade a *Let's Practice* assignment, the score will not affect your overall grade.

Investigate

Many modules include Investigate activities. These activities are designed to acquaint you with a topic before any formal instruction begins. By priming your brain to recognize the types of issues involved in the ensuing lesson, you will be better prepared to learn the material. There are no solutions provided for these problems, but don't worry if you can't solve them or are not confident in your answers. For the Investigate activities, your effort is more important than the correct answers. If you commit a good-faith effort, your productive struggle will serve you well as you tackle the new topic. After you finish the lesson or a subsequent lesson, things should be much clearer.
No make-up after any Investigate activity is fully graded, but I will drop your two lowest Let's Investigate scores.

Homework

Each module in our Canvas course includes one or more short *Homework* assignments. Typically,

these are computer-based assessments with feedback. However, occasionally a *Homework* assignment may be a written paper-and-pencil assignment. After I begin grading a *Homework* assignment, you will no longer be able to submit it for credit.
No make-up after these assignments are graded, but I will drop your two lowest Homework scores.

Module Checkpoints

At the end of each learning module, you will have *Module Checkpoints*. They are computer-based *Checkpoints* that are automatically graded with feedback. You will have three attempts on each version of each question, and you can revise your work after reviewing the feedback.

Think of these checkpoints as traditional quizzes. No make-up after each Module Checkpoint is fully graded, but I will drop your two lowest scores from this category.

Unit Checkpoints

At the end of each unit you will encounter two summative assessments, a *Unit Checkpoint 1* and a *Unit Checkpoint 2* assignment. Think of each *Unit Checkpoint* as a take-home exam covering multiple modules.
Unit Checkpoint 1 assignments are comprehensive, web-based, and automatically graded. Typically, you will have two attempts on each problem in a *Unit Checkpoint 1* assignment.
Unit Checkpoint 2 assignments are peer-reviewed paper-and-pencil assignments where students submit their hand-written work on one to five questions. These "exams" may not be comprehensive.
Since each type of *Unit Checkpoint* is equivalent to an exam, no feedback is provided.
No make-up after any Unit Checkpoint is fully graded. No *Unit Checkpoint* scores will be dropped.

Final Exam

There are two parts to the final exam.
Part 1 is a comprehensive web-based "take-home" exam. To accommodate any technical difficulties you may have, you will have approximately one week and several attempts to complete Part 1 of the final exam. Moreover, you may work on the final at your convenience throughout the week. In other words, you do not need to complete all attempts in one sitting.
Part 2 of the final is a paper & pencil exam consisting of two to eight problems. This part of the final is not comprehensive.
Both parts of the final exam are mandatory, no make-up allowed, and no dropping either part of the final.

Hard Deadline

The Final Exam is due by 3:00 pm on Monday, June 2nd. Since this is the last day of class, the 12th is a hard deadline. In other words, the final exam will close at 3:00 pm on Monday, June 2nd, and I cannot accept any late submissions (not even one minute late). So please plan to complete the final a few days early. That way you can accommodate any emergencies that pop up.

This is a Cuyamaca Math Department standard policy to pass the course.

- To earn a C or better in the class a student must earn an overall grade of C or better AND

1. a D or better on the final assessment(s) OR

2. an average of a C or better on all exams which includes the final assessment(s) (without dropping any exam scores).

***Final Exam: Monday*, June 2nd from 1:00 pm – 3:00 pm**

Grading Categories & Weights

Course grades are a way to measure what you have learned this semester related to our key learning goals. Learning is a process that necessitates collaboration, participation, productive struggle, effort, and making mistakes that produce a better performance. Therefore, you earn part of your grade through low-stakes opportunities that value teamwork, communication, and collaboration. Other parts of the grade are based on high-stakes assessments of your attainment of the learning goals for the course.
The following is the breakdown for your Math 280 grade:

This grade breakdown is tentative. I may need to combine some grading categories and redistribute the percentages.

- 5% Prep & Review
- 5% Let's Investigate
- 10% Homework
- 10% Module Checkpoints
- 20% Unit Checkpoints (Web-based)
- 20% Unit Checkpoints (Peer-reviewed)
- 15% Final Exam Part 1
- 15% Final Exam Part 2

A **plus-minus** system is used to assign final grades. However, a grade of C-, D+, or D- will not be assigned.

A+ overall percent $\geq$ 97%

A $93\% \leq$ overall percent $< 97\%$

A- $90\% \leq$ overall percent $< 93\%$

B+ $87\% \leq$ overall percent $< 90\%$

B $83\% \leq$ overall percent $< 87\%$

B- $80\% \leq$ overall percent $< 83\%$

C+ $77\% \leq$ overall percent $< 80\%$

C $70\% \leq$ overall percent $< 77\%$

D $60\% \leq$ overall percent $< 70\%$

F $0\% \leq$ overall percent $< 60\%$

Attendance Policy – How to Not Be Dropped

Class Expectations & Policies

In a face-to-face class, not attending three days of instructional days can result in being dropped from class. In a 100% Online class, students might be dropped from class when they do not turn in assignments for two consecutive weeks. Therefore, it is important that you are active by completing assignments in a timely manner to demonstrate your effort and commitment to your success.

How to Not be Dropped from Class

1. Be an active participant in the course during class time and when completing your quizzes and exams on Canvas and MyOpenMath (MOM).
2. Our college policy states that active students are those students who complete their work each week, while inactive students are those who do not show up to class or do not complete assignments for two consecutive weeks. Thus, make every effort to not miss any assignment's deadline. If you are struggling, then contact me right away so that I can support you on time.
3. When you encounter any emergency or life problems such as (being sick, or have family issues, or work schedule conflict)., email me via canvas inbox or use my college email to let me know that you are absent because excessive absences might prevent you from learning and might not be able to catch up with the material. Thus, you and I must work to resolve this issue ASAP so that you are caught up.

The college policy states that when student's absences exceed twice the number of hours that a class meets in one week for full semester-length classes, the instructor may institute an excessive absence drop. I understand that unexpected circumstances get in the way of class, now more than ever. So, if you know you are going to be absent or late or must leave early, please email me before class. I want to know so that we can discuss and find out what the best options are for your given situation. If I don't hear from you and you are absent for more than two classes in a row, I will reach out to you. If I get no response, you may be dropped from the class. If you quit attending class, you should not assume that I will drop you automatically. So, if you have chosen to drop, it is your responsibility to officially withdraw.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1) Use analytical, numerical, and graphical methods to solve calculus problems related to real-valued functions, polar & parametric equations, and power series.

2) Solve multi-disciplinary application problems and interpret the results in context.

Academic Integrity

My greatest achievement as your instructor is to watch you succeed in your studies. However, this success does not only come from receiving a passing grade, but it comes from you doing your own work and gaining knowledge which you can use in your future studies and careers. When you gain new knowledge from this course through your own personal work and effort, this will lead to accomplishing and reaching your future goals. Your chances for future success will decrease when you receive a grade without mastering the content and gaining new knowledge. While you will be encouraged to work together during group work, it is important that you become confident in the material you are learning so that you succeed.
I am readily available to you if you get stuck on problems or need more time to complete assignments. If you are suspected of academic dishonesty, I will be reaching out to you to figure out the root cause of the problem and to work together to resolve and prevent any recurrence. Once it becomes a repeat offense or pattern, then the Dean of Academic Affairs may be involved to better guide you to moving forward. This will be done to ensure you don't jeopardize your future success, which you can gain only through your personal efforts.

Students are expected to adhere to the College's Academic Honesty/Dishonesty Policy found in the College Catalog. Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks and appropriate documentation. By enrolling in this course, you agree that you are the person accessing and completing the work for this course and will not share your username and password for Canvas with others. Plagiarism is considered academic theft because it is stealing someone else's words or ideas, but the plagiarizer robs himself or herself as well. This course will provide you with the opportunity to improve your reading, thinking, and writing skills—don't rob yourself of that chance. Plagiarized work will earn a failing grade and may put the plagiarizer at risk of failing the course and/or facing misconduct charges. This course adheres to the policies outlined in the Cuyamaca College catalog. Cuyamaca College students are bound by the Student Code of Conduct. In this course, cheating, plagiarism, fraud and/or lying may result in a grade of "F" for the assignment or test with no make-up work permitted. Any of these infractions may also result in formal disciplinary action by the Associate Dean of Student Affairs as described in the Student Code of Conduct.

Student Support Services

Cuyamaca College has many programs and services available to support students in a variety of ways. Check out the Student Resource Guide. Through Canvas, you can also access Cuyamaca-Net Tutor which allows you to get help from a tutor online.

Cuyamaca Tutoring

If you feel you need more help than I or other classmates can offer, it is highly recommended that you utilize the free math tutoring services available in the STEM Achievement Center (Tutoring

Center) or Academic Resource Center (ARC). For Spring 20254, Cuyamaca tutoring is available in many modalities. You will be able to request a Zoom Video Tutoring session, an Email Tutoring session, or an In-person tutoring session right from your Canvas container by clicking the blue "Tutoring" link on the left side of your course container and completing the request form. You may also email Cuyamaca.Tutoring@gccccd.edu, visit their website at www.cuyamaca.edu/tutoring or leave a message with your callback information at (619) 660-4525 for more information."

In-person Tutoring hours are M – F from 9 am – 3 pm
Online (Zoom) Tutoring hours are Monday, Thursday, and Friday from 9:30 am – 4pm, Tuesday & Wednesday from 9:30 am – 6 pm.
Please understand these hours are subject to budget restrictions and may change. The hours of both centers are located online.

Cuyamaca Cares Program

Cuyamaca College believes that food, housing, and mental wellness are basic rights that you deserve to have. If you need assistance securing these basic rights, please contact the Cuyamaca Cares Basic Rights Center at 619-660-4203 or visit our website at www.cuyamaca.edu/cuyamaca-cares. The website has a lot of useful information. If you have a specific need, please email Kaylin Rosal (cuyamaca.cares@gcccd.edu).

DSPS Accommodations

If you have a documented disability and need accommodations for this class, please send me your DSPS Academic Accommodation form as early as possible. You must complete the online Test Accommodations Registration form on the Test Proctor Website or contact the Test Proctor directly at: **cuyamaca.dspstesting@gcccd.edu**
Please identify yourself to me (after class) and/or to Disabled Students Programs & Services staff so that the appropriate accommodations can be ensured. Contact the Disabled Students Programs & Services DSP&S, Office A – 113, at the Student Services One-Stop Center or call (619) 660-4239 or TTY: 619-660-4386.

Course Location & Technical Support

This course is taught in Canvas. To access our course, log in to Canvas via Cuyamaca College's website by clicking the link at the top of the page.

Questions about Canvas are best handled by Canvas Support (1-844-629-6835), although I will try to assist you with technical questions when possible. The Canvas Guides are an excellent resource for you as well.

If you can't log in to Canvas, please call the Cuyamaca College Help Desk at 619-660-4395 or email c-helpdesk@gcccd.edu. If you can't log in to Self Service, call Admissions & Records at 619-660-4275.

Diversity Statement – Respectful Conduct – Hate Free Zone

I would like our class to be a supportive learning environment that values and builds on the richly diverse identities, perspectives, and experiences of our group. Please help me develop this environment by honoring the diverse identities of your classmates and letting your instructor know (via anonymous surveys or email, for example) if an assignment, comment, etc. makes you feel uncomfortable. Both in the readings and in discussions, you will likely encounter cultures, ideas, and values that differ from your own. These are valuable opportunities to learn more about different perspectives and where they intersect with yours. We all see the world from a point of view informed by our experiences and backgrounds, and what we read and discuss can open new windows through which to understand both our texts and the world around us. You are encouraged to contribute your ideas about our discussion prompts freely, but please remember to demonstrate respect for the works as well as your classmates and instructor. Each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listen to and appreciate differences in opinions, life experience, worldviews, and values/beliefs. **Our class is a hate-free zone.** While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. This is especially important in a remote or virtual environment so take a moment to think about what you want to say or post in the chat/discussion board.

We all have unconscious biases that stem from our experiences, recognizing and discussing them can lead to unexpected insights. Conversely, disrespectful, or threatening responses tend to shut down conversation and insight, and so these kinds of comments will be promptly addressed by your instructor. To keep our interactions safe and productive, please know that anyone who repeatedly engages in disrespectful or otherwise inappropriate behavior will be locked out of the discussion for the week and/or face student misconduct charges. Please join me in creating a comfortable and productive learning environment for us all.

Netiquette

Netiquette is a set of guidelines for respectful behavior in an online environment. It is etiquette for the Internet. Knowing these social rules can help you have a more rewarding semester. The netiquette guidelines here are ones that are especially important in our online classroom.

1. **Participate**. Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don't wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a discussion with too many posts.

2. **Remember the human**. This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion post. Do not write something

that you would not feel comfortable saying in a face-to-face classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the *ideas* that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.

3. **Help others**. We will be working together all semester, so let's try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and the instructor.

4. **Respect other people's time**. Your posts should be focused, organized, and clear so that your classmates can quickly see your point and evidence. Another way to respect people's time is to look for answers before asking for help. For example, if you cannot find something or you don't remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.

5. **Edit and proofread before posting**. We have lots of posts to read, so yours needs to be as clear as it can be. It should be organized and written in standard English. Unfamiliar abbreviations or easily fixed misspellings may tell your readers that you do not value their time, and this does not build goodwill.

6. **Do not shout**. TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don't do it. The same can be said of repeated exclamation marks!!!!!!!!!

7. **Use emoticons sparingly**. Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so do not overdo it. :-)

8. **No flaming**. "Flaming" is an angry message, often directed at another person. When another person responds in anger, we have a "flame war" taking over the discussion. Personal attacks are unacceptable in the classroom, whether in person or online. If you see a conflict developing, try to calm things down if you feel comfortable doing so. If you feel attacked, contact your instructor rather than responding to the flaming student. We all have biases, and sometimes we are not aware of how what we say may be viewed by others, so let us all try to be generous and kind in our responses to one another. Everything we do in Canvas is permanent, so please think very carefully about your tone before submitting a post. If you do not, that mistake might haunt you for the rest of the semester.

Resource: Cuyamaca College

Tentative Course Calendar – Spring 2025

Any information in this syllabus is tentative and may change at the discretion of the instructor at any time. This is a four-unit course. Therefore, you should plan on studying, watching videos, and working on assignments for at least 12 hours each week.

Week 1	2/03 — Orientation, Module 6.1 Prep	2/07 — Module 6.1
Week 2	2/10 — Module 6.1, 6.2	2/14 — Module 6.2, 6.3
Week 3	2/17 — **HOLIDAY**	2/21 — Module 6.3, 6.4
Week 4	2/24 — Module 6.6	2/28 — Module 6.7
Week 5	3/03 — Module 7.1	3/07 — Module 7.2
Week 6	3/10 — Module 7.1	3/14 — **Exam 1**
Week 7	3/17 — Module 7.3	3/21 — Module 8.1
Week 8	3/24 — Module 8.2	3/28 — Module 8.3
Week 9	3/31 — Spring Break	4/05 — Spring Break
Week 10	4/07 — Module 8.4	4/11 — Module 8.5, 8.6
Week 11	4/14 — Module 9.1	4/18 — **Exam #2**
Week 12	4/21 — Module 9.2	4/25 — Module 9.3
Week 13	4/28 — Module 9.4	5/02 — Module 9.5
Week 14	5/05 — Module 9.6	5/09 — Module 10.1
Week 15	5/12 — Module 9.7	5/16 — **Exam #3**
Week 16	5/19 — Module 10.2	5/23 — Module 10.3
Week 17	5/26 — Module 10.4	5/30 — Module 10.4, Final Exam 1

Final Exam 2 on Monday, June 2nd from 1:00 – 3:00 pm