General Instructional Information During COVID-19

Providing a syllabus is a critical means for clearly communicating essential information to students. It also is a vital component of the course design process. The template outlined below provides both required components and recommended components. The template is also available digitally through Canvas (see the “Course Syllabus/AEFIS” menu item). Learn more about how to use the digital syllabus template.

This 2020-2021 version specifically addresses policies, resources and information developed in response to the COVID-19 pandemic. In general, italicized text indicates notes to instructors. Plain text provides examples of language to include in the syllabus.

UW-Madison is actively implementing measures to protect the safety, health and well-being of all students and instructors, particularly during the COVID-19 pandemic. Preserving the health of our campus community will be a broadly shared responsibility. In order to provide students and instructors with a safe, in-person learning environment, students and instructors have a shared role in adhering to the following protocols while in instructional spaces. More details about these protocols are available at the Instructional Continuity website and are aligned with broader campus health and safety protocols, outlined on the university’s Smart Restart website.

Face Covering Guidelines (for in-person instruction)

While on campus all employees and students are required to correctly wear appropriate and properly fitting face coverings while present in any campus building (or outdoors when physical distancing is not possible) unless working alone in a laboratory or office space. (See Face Coverings During In-person Instruction Statement in the Syllabus Template.)

Quarantine and Isolation (for remote and in-person Instruction)

Every effort should be made to accommodate the academic progress of students who may become ill or be asked to isolate or quarantine. It is essential for students to have the confidence that their progress and grade will not be put at risk by staying out of class because they are experiencing possible-COVID19 related symptoms or are required to quarantine. It is encouraged that instructors plan for this event with highly flexible course plans that utilize content delivery via Canvas and reserve in-person activities for participation and discussion.

If a student becomes ill and needs to suspend or reduce their class participation, then the student should consider dropping the course or the instructor may need to engage the student whether the conditions of an incomplete grade are likely. While flexibility is greatly encouraged, this does not imply that work towards achievement of course learning goals and engagement in activities is optional. (See: Isolation or Quarantine due to COVID-19 in the Syllabus Template, as well as these additional guidelines and resources for supporting students’ academic progress should the need to isolate or quarantine.)

Instructor Notification: Student Tests Positive for COVID-19

Instructors of only in-person courses will receive notification from University Health Services of a positive case within their classroom. The notification will not identify the individual but will alert the instructor that “an individual in your course has tested positive for COVID-19.” Specific directions will be included reminding instructors not to share the information with others in class to preserve Protective Health Information (PHI) and the contact tracing system. Unless the instructor hears from the contact tracers, there is no reason to believe that the instructor or others have had close contact to necessitate isolation for quarantine. See further campus guidance on test results and what to do if you test positive for COVID-19.
Exam Proctoring
Instructors should inform students in advance and include a statement in the course syllabus that proctoring (remotely or in-person) will be required. The instructors should also make it clear in the syllabus that failure to use the proctoring service assigned will result in specific consequences (e.g., zero on exams, quizzes, etc.). Once the decision to use the proctoring service is made by the instructor and the student has registered for the class, the use of the proctoring is a condition of enrollment in the class. This should be stated explicitly in the syllabus. (See Exam Proctoring Statement and Privacy of Student Information and Digital Proctoring Statement in the Syllabus Template.)

Other In-person Instructional Requirements
- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the COVID-19 Symptom Tracker daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more information on testing including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.
- Follow specific guidance on classroom seating and furniture use. “Sit Here Signs” will be placed in classrooms to indicated where students should sit, as well as floor decals to indicate where furniture should be placed and remain.
- Limit the sharing of materials (papers, books, writing utensils, calculators, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- Food and beverages are not allowed in instructional spaces. For students who may need access to food or beverages during class (e.g., medical condition, other accommodation or circumstance) may do so while wearing face coverings. If this will be a reoccurring situation, students should discuss their on-going need with their instructor.
- Carefully observe and follow health and safety signs posted inside and outside the classroom.
- Course start and stop times are not staggered. At their discretion, instructors may start or end class a few minutes off schedule to avoid congestion in the halls.

Additionally, students should:
- Clean desks and seats before and after class with the provided classroom supplies and wipe off hands with disinfectant wipes. The provided cleaning supplies will be safe for skin contact; gloves are not needed. See guidance for cleaning classrooms.
- Exit the classroom as quickly as possible to allow the next section to transition in safely.
- Be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

In-person lab, studio and performing arts and field courses: Additional hygiene protocols, safety standards and physical distancing measures may be required for in-person lab, field and studio and performing arts courses. Instructors please provide details here.

Instructor Office Hours
Due to the COVID-19 pandemic, office hours will be conducted remotely. Occasional exceptions may be made following physical distancing and health recommendations at the discretion of your instructor.
Course Subject, Number and Title
MATH 375 – Topics in Multi-Variable Calculus and Linear Algebra

Course Webpage

Canvas Course URL
https://canvas.wisc.edu/courses/212440

Credits
5

Course Designations and Attributes
Breadth - Natural Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Honors - Accelerated Honors

What is an “Accelerated Honors” course?
[For more information on Accelerated Honors and coursework suggestions, please visit
https://honors.ls.wisc.edu/honors-class-types-and-teaching-ideas/]

Meeting Time and Location
MWF, 12:05–12:55 pm, online.

Instructional Mode
Online

Specify how Credit Hours are met by the Course
This class meets for three 50-minute class periods and two 50-minute discussion periods each
week over the fall/spring semester and carries the expectation that students will work on course
learning activities (reading, writing, problem sets, studying, etc) for about 2 hours out of
classroom for every class and discussion period. The syllabus includes additional information
about meeting times and expectations for student work.

Instructor Title and Name
Professor Autumn Kent (she/her/hers)
Instructor Availability
Friday 1:00-2:00pm and by appointment, online via Canvas.

Instructor Email/Preferred Contact
kent@math.wisc.edu

Teaching Assistants
Enkhzaya Enkhtaivan (enkhtaivan@wisc.edu)
Polly Yu (pollyyu@math.wisc.edu)

TA Office Hours
TBD

Official Course Description
Vector spaces and linear transformations, differential calculus of scalar and vector fields, determinants, eigenvalues and eigenvectors, multiple integrals, line integrals, and surface integrals. Enroll Info: Freshmen students are invited to enroll by the Department of Mathematics.

Prerequisites
Consent of Instructor

Course Learning Outcomes
At the end of this course students should be familiar with concepts of linear algebra and differential calculus. They will also master mathematically rigorous reasoning (proofs). The list of topics covered in this course will include

- Linear Spaces
- Subspaces
- Dependence and linear independence
- Bases and dimension
- Inner products and orthogonality
- Linear transformations and matrices
- Null space and range
- Inverse maps
- Matrix representations of linear transform
- Matrix operations
- Scalar and vector-valued functions
- Limits and continuity
- Derivative as a linear transform
- Partial derivatives
- The gradient
- Properties of differentiation, Chain rule.
- Implicit differentiation
- Determinants and its properties
- Minors and cofactors
• Cramer’s rule
• Eigenvalue and eigenvectors
• Diagonalization of a matrix
• Similar matrices
• Spectral theorem for symmetric matrices
• Quadratic forms
• Unitary transformations
• Applications to differential calculus: maxima, minima, saddle points
• Lagrange multipliers

GRADING
• 25% Section grade
• 25% Midterm 1
• 25% Midterm 2
• 25% Final Exam

DISCUSSION SESSIONS
Discussion sections will meet weekly to help students with solving practice problems relevant for the course

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS
Calculus, Vol. II by Tom Apostol, 2nd edition

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK
• Exams will be "take home" style exams with a (generous) time constraint, and will be submitted through Canvas.

HOMEWORK & OTHER ASSIGNMENTS
• The section grade will be based on weekly homework, turned in via Canvas, and work done in section.

RULES, RIGHTS & RESPONSIBILITIES
• To see the Guide’s Rules, Rights and Responsibilities information, refer to http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilities.

ACADEMIC INTEGRITY
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are
held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” [http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php](http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php)

DIVERSITY & INCLUSION
Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” [https://diversity.wisc.edu/](https://diversity.wisc.edu/)