MATH 107-153 Recitation Policies
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My Info

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All recitation material will be posted on this site.

Expectations

**Attendance:** Attending recitation is highly recommended and often integral to student success. I won’t pretend 8:30 isn’t early, but I will be here and I will do my best to make coming worth your time. Except for special circumstances, you will need to attend recitation on quiz days in order to take the quiz.

**Conduct:** The guiding rule is “don’t distract others.” If you are rushing to class and bring a small breakfast, I don’t mind, but don’t leave a mess. If you need to step out to take a quick phone call or answer an urgent text message, do so, but don’t sit in recitation and carry on a conversation. I’ll do my best to be interesting, but if you find yourself nodding off make sure you don’t snore. Be a positive addition to the recitation.

**Getting Help:** My goal is to help you succeed in this course. I trust you to use me as a resource however will best help you. I encourage you to visit office hours and ask for help. I am willing to schedule time outside of office hours if there are concerns you would like to discuss privately. I will do my best to read and respond to your emails as quickly as possible. But remember that I **can’t help you if you don’t seek help.** Help is also available at the Math Resource Center in the basement of Avery. More details can be found at http://www.math.unl.edu/resources/undergraduate/mrc.

**Keep Records:** Course staff works very hard to make sure your grades are recorded correctly, but it is possible we will make a mistake. Make sure you keep all graded assignments. If you believe we have the incorrect grade recorded, we will ask to see your original graded copy.

Participation

I believe you will get more out of recitation by actively participating. I may call on students who do not have their hands raised. This is never done in an attempt to embarrass anyone. Even ideas that don’t lead to solutions often contain valuable insight. While participation does not have a direct impact on your grade, students who find themselves on the borderline between two grades may find participating helps push them to the better grade.
Tools

Many (but not all!) of the problems in this class can be solved by computer programs. In particular, WolframAlpha (www.wolframalpha.com) is a free resource that can do derivatives and integrations, often with step-by-step guides. I encourage you to use these tools, but let me offer some guidelines on how to get the most out of them:

- Always attempt the problem by yourself first. You will not have these resources available to you on exams, so you must learn to do these problems without them. Use them to check your work or to help if you get stuck but do not rely on them to do the work for you.

- Learn to use the tools correctly. WolframAlpha, in particular, may try to make sense of incorrect input and provide an answer that does not make sense. Learn how to input your problem into the program and make sure to check for typos if the result does not make sense.

- Do not rely on the methods used by these sites. Many times there are multiple ways to solve calculus problems. Computer systems do not always use the simplest or easiest methods. If you don’t understand a computer-generated solution, it is possible it is because they are using an advanced method that may not even be easier than the method we expect you to use.