## Math 302

## Calculus III

Text: Multivariable Calculus, 6th edition, Hughes-Hallett, Gleason, McKallum, et al., Wiley, 2013
Prerequisites: Math 301 with a grade of C or better, or transfer credit in an equivalent course from another university.
Calculus is a branch of mathematics which for over three centuries has served as the basis for the analysis of continuous change. Applying calculus to real-life problems in science, engineering, or other fields requires both an understanding of how the mathematics can be used to model problems and the capability of performing the calculations and computations necessary to obtain solutions. Most calculus courses emphasize the computational aspects of the subject, presenting calculus as a collection of formulas and algorithms to be learned and then applied to problems which have been carefully contrived to work out nicely. However, recent years have seen the development of powerful graphing calculators and computer software packages which can perform all of the numerical and symbolic calculations needed in calculus and can also produce a variety of graphics which help in visualizing complex relations. The availability of these calculators and computer systems has led to a national movement to change the focus of calculus courses from computational techniques to the study of fundamental concepts and significant applications.
Our new textbook concentrates on the most important topics of calculus (limits, derivatives, integrals, etc.), but with emphasis on the graphical and numerical representation of functions and other relations as well as the traditional use of symbolic formulas. Students frequently complain that they have difficulty reading a traditional calculus book, and that they therefore count on the instructor to explain the material through lectures. Their use of the book is thus limited to looking at examples of solved problems and then working on similar homework exercises. In contrast, the materials in our new text are meant to be read thoroughly and carefully. The writing is plain and straight-forward. While the text does contain some routine "drill" exercises, the authors have included several other types of in-depth problems designed to develop conceptual understanding. A number of the problems are intended to be discussed by students working together in small groups. This new approach to calculus is enhanced by the availability of new technology, which can heighten our understanding of mathematical relationships. In this course, the graphing calculator will be the standard tool for visualization and numerical computation.
This syllabus is an outline for 40 class periods of Calculus III. The additional class periods will be devoted to review and assessment.

| Lesson | Section and Topic | Assignment |
| :---: | :---: | :---: |
| 1 | 12.1 Functions of two variables Strengthen your Understanding | $\begin{aligned} & 1,2,3,7,9,11,13,14,15,21,22,23,27,28,30,31,32,33,35,37 \\ & 39,40,41,44,45,49-54 \end{aligned}$ |
| 2 | 12.2 Graphs and Surfaces Strengthen your Understanding | $\begin{aligned} & \hline 2-17,19,20,31 \\ & 32,33,40-43 \end{aligned}$ |
| 3 | 12.3 Contour Diagrams <br> Strengthen your Understanding | $\begin{aligned} & 1,2,4,6,8,10,11,13,14,16,21,26,27,30 \\ & 43,44,47,52-55 \end{aligned}$ |
| 4 | 12.4 Linear Functions <br> Strengthen your Understanding | $\begin{aligned} & 2,4,6-13,18,19,20,22,26,32 \\ & 33,37,38,39,40 \end{aligned}$ |
| 5 | 12.5 Functions of three variables Strengthen your Understanding | $\begin{aligned} & 1,2,4,5,8,9,11-15,16,18,19,28,30,33,36 \\ & 38,39,40,45,46,49 \end{aligned}$ |
| 6 | 12.6 Limits and Continuity | $2,5,7,11,13,14,15,16,18,20$ |
| 7 | 13.1 Displacement Vectors Strengthen your Understanding | $\begin{aligned} & 1,2,4,6,10,14,16,22,25,26,28,29,30,33,36,38,41,42 \\ & 44,45,52,53,54,56,59 \end{aligned}$ |
| 8 | 13.2 Vectors in General | $6,8,10,11,12,14-17,20,21,22$ |
| 9 | 13.3 The Dot Product <br> Strengthen your Understanding | $\begin{aligned} & 4,6,8-11,13-16,20,22,25,27,29,32,38,40,45,46,55,57,62 \\ & 73,76-82 \end{aligned}$ |
| 10 | 13.4 The Cross Product <br> Strengthen your Understanding | $\begin{aligned} & 2,6,11,15,16,20,22,28,29,32,35,42,50,51,52 \\ & 55,58,59,60,63 \end{aligned}$ |
| 11 | 14.1 The Partial Derivative Strengthen your Understanding | $\begin{aligned} & 2,3,4,6,7,11,15,17,18,21,23,25 \\ & 36,37,40,42,44,49 \end{aligned}$ |
| 12 | 14.2 Computing Partial Derivatives Strengthen your Understanding | $\begin{aligned} & 1,2,3,5,6,13,18,19,23,24,25,35,36,38,40,43,47,49,50 \\ & 52,58,59,61,63,65 \end{aligned}$ |
| 13 | 14.3 The Differential | $1,2,5,8,11,14,15,18,20,22,23,25,26,32,33,36,38,41,42$ |


| Lesson | Section and Topic | Assignment |
| :---: | :---: | :---: |
| 14 | 14.4 The Gradient | $3,7,9,10,12,15,19,22,23,24,29,30,33,37,38,42,46,48,49,51,54,62,64,65,67,78$ |
|  | Strengthen your Understanding | 96, 97, 99, 101, 102, 103, 105, 107, 108 |
| 15 | 14.5 The Gradient | $1,2,5,7,8,17,18,20,23,28,29,33,36,40,42,45,46,51,55,57,64$ |
|  | Strengthen your Understanding | 70, 75, 77 |
| 16 | 14.6 The Chain Rule | 2, 4, 7, 10, 15, 17, 20, 25, 29, 33 |
| 17 | 14.7 Second-Order Partial Derivatives | $3,6,7,8,11,12,15,19,22,24,28,30,38,40,41$ |
| 18 | 14.8 Differentiability |  |
| 19 | 15.1 Critical Points | $3,4,5,9,10,11,16,19,21,26,28,32,38,39$ |
|  | Strengthen your Understanding | 41, 42, 46, 47, 50 |
| 20 | 15.2 Optimization | $2,5,7,9,12,13,14,16,18,19,20,31$ |
|  | Strengthen your Understanding | 39, 40, 41, 42, 43 |
| 21 | 15.3 Lagrange Multipliers | $2,5,6,9,12,14,17,18,19,24,31,39$ |
| 22 | 16.1 The Definite Integral | 5, 6, 8, 10, 12, 15 |
|  | Strengthen your Understanding | 22, 23, 24, 26 |
| 23 | 16.2 Iterated Integrals | $2,4,5,8,9,11,14,16,18,20,22,23,26,33,34,35,40,43,46,50$ |
|  | Strengthen your Understanding | 63, 64, 68, 69, 75 |
| 24 | 16.3 Triple Integrals | $1,3,5,8,11,12,14,15,17,19,20,22,26,28,29,34,35,36,43,46,48,49,57,60,61,62,65,68$ |
|  | Strengthen your Understanding | 74, 75, 76, 79, 80, 83 |
| $\underline{25}$ | 16.4 Polar Coordinates | 2, 3, 7-10, 12, 15, 18, 20, 22, 25, 26, 27, 29, 33 |
| $\underline{26}$ | 16.5 Cylindrical \& Spherical Coord. | 1, 2, 4, 5, 7, 11-15, 21, 22, 23, 29, 33, 34, 37, 38, 39, 48, 51, 63, 64 |
| 27 | 17.1 Parameterized Curves | $1,3,4,7,11,15,19,23,26,30,33,37,41,43,44,45,50,51,82$ |
|  | Strengthen your Understanding | 88, 91, 92 |
| 28 | 17.2 Motion, Velocity, \& Accel. | 1, 2, 5, 7, 10, 11, 15, 16, 21, 27, 29, 33, 40, 51 |
| 29 | 17.3 Vector Fields | 8, 11, 12, 15, 16, 19, 20, 31 |
| 30 | 18.1 Line Integrals | $1,3,4,6,11,14,15,17,21,22,23,25,27-29,37,39,41,45,48$ |
|  | Strengthen your Understanding | 58, 59, $62-65,67$ |
| 31 | 18.2 Computing Line Integrals | $2,4,7,8,10,14,15,20,22,25,27,29,31,32,35,41$ |
|  | Strengthen your Understanding | 42, 43, 46 |
| 32 | 18.3 Path-Independent Vector Fields | $2,3,5,8,10,14,15,18,19,21,23,24,27,30,32,33,36,39,41,45,47,48,51$ |
|  | Strengthen your Understanding | 64, 66, 69, 70, 75-79, 81-83 |
| 33 | 18.4 Green's Theorem | 2, 6, 8-10, 12, 14, 15, 18, 20, 21, 28, 29, 38 |
|  | Strengthen your Understanding | 45, 46, 50 |
| 34 | 19.1 A Flux Integral | $1,2,3,8,9,12,14,17,18,23,27,32,34,37,40,43,56,59$ |
|  | Strengthen your Understanding | 72, 75, 79 |
| 35 | 19.2 Flux Integrals | $1,3,5,7,9,11,13,17,21,31,34,36,39,43,46,49,53,56$ |
|  | Strengthen your Understanding | 63, 65 |
| 36 | 19.3 Divergence | $3,4,7,8,10,12,13,15,18,21,27,36,40$ |
|  | Strengthen your Understanding | 51-60, 64 |
| 37 | 19.4 The Divergence Theorem | $1,3,4,7,9,11,14,15,17,18,20,25,23,26,28,29$ |
|  | Strengthen your Understanding | 47, 48, 49 |
| 38 | 20.1 The Curl of a Vector Field | 1, 3, 6, 8, 9, 10, 12, 17, 21, 26, 27 |
|  | Strengthen your Understanding | 39, 40, 41, 42, 43, 44, 47 |
| 39 | 20.2 Stokes' Theorem | $3,4,5,6,8,9,11,13,17,18,21,27,28,30$ |
| 40 | 20.3 The Three Fundamental Theorems | $1,3,4,6,8,10,12,18,21,22,23,25$ |

Emergency Evacuation Procedure: A map of this floor is posted near the elevator marking the evacuation route and the Designated Rescue Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who may need assistance should identify themselves to the teaching faculty.

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