

Math 570: Intermediate Analysis

Instructor: Guy David

Spring 2026 Syllabus

*“In the course of my law reading I constantly came upon the word **demonstrate**. I thought, at first, that I understood its meaning, but soon became satisfied that I did not. I said to myself, What do I do when I demonstrate more than when I reason or prove? How does demonstration differ from any other proof? I consulted Webster’s Dictionary. They told of ‘certain proof,’ ‘proof beyond the possibility of doubt’; but I could form no idea of what sort of proof that was. I thought a great many things were proved beyond the possibility of doubt, without recourse to any such extraordinary process of reasoning as I understood demonstration to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined blue to a blind man. At last I said,—Lincoln, you never can make a lawyer if you do not understand what demonstrate means; and I left my situation in Springfield, went home to my father’s house, and stayed there till I could give any proposition in the six books of Euclid at sight. I then found out what demonstrate means, and went back to my law studies.”*

- Abraham Lincoln, quoted in *The Life of Abraham Lincoln*, by Henry Ketcham

Class Information: Class is livestreamed on Zoom on MWF, 1:00 - 1:50 pm.

Classes will also be recorded for those who cannot attend live.

All additional class information, assignments, etc. will be posted on the **Canvas website**.

Instructor Information: Guy David, gcdavid@bsu.edu.

I will generally respond to emails within 24 hours Monday-Friday.

Office: Robert Bell 421. Office phone: (765) 285-8640

Office hours will be held each week. See Canvas for information.

Prerequisites: Math 166 and 215, or equivalent.

Required textbook and materials: *Understanding Analysis*, Second Edition, by Stephen Abbott.

You will also need access to a scanner or smartphone scanner app to make pdfs and a webcam to take exams.

Official course description, objectives, and rationale

Course Description: Introduction to basic concepts of analysis: the real numbers, sequences, continuous functions, the derivative, and the Riemann integral.

Course Objectives: Students will be able to

- Explain the main ideas of differential and integral calculus of one variable in a mathematically rigorous way, correctly and accurately using definitions, terminology, and notation.
- Describe the relationships between rigorous formulations of concepts in one-variable analysis and their intuitive counterparts learned in introductory calculus
- Formulate examples and counterexamples illustrating abstract theorems and definitions in one-variable analysis.
- Compose proofs and solve problems of moderate difficulty related to the course content.

Course Rationale: Analysis is a major branch of modern mathematics, with profound connections to other branches of mathematics, including geometry, topology, algebra, and mathematical physics. Providing an axiomatic framework for the basic ideas seen in calculus, MATH 470 is an essential course for Mathematics Teaching majors.

What is this course about?

We will study the foundations of calculus on the real line. While many of the topics in the course description may be familiar from calculus, our course will be very different from an introductory calculus course. We will focus on giving careful proofs of all statements, understanding why the theorems of calculus are true, what precise assumptions are needed for them to hold, and how things can go wrong when these assumptions are relaxed. I hope to show you both powerful theorems and surprising examples, and I hope even more that as the course progresses you will be able to discover such things for yourselves.

You will learn how to solve a variety of problems, some involving numerical computations and others involving thinking up proofs or interesting examples. **You will always be asked to explain your reasoning.** As part of the course, you, like Abraham Lincoln, will learn techniques for constructing and writing **rigorous mathematical proofs**. We will emphasize **writing clearly**.

We will assume some background calculus knowledge: big ideas more than technical details. This course is **not** a “review” of calculus.

Coursework

Reading

You will be expected to read the appropriate sections of the textbook as well as other readings posted online. **Reading mathematics is not like reading most prose.** It is an active experience involving pencil and paper: you should be checking to see if you understand each sentence, flipping back to recall earlier definitions and theorems, coming up with examples, trying to prove statements yourself, etc.

Homework

There will be **weekly homework sets** in the course. These will be posted on Canvas each **Friday** and will usually be due **by 12:00 pm** on the following **Friday**. They will consist of problems from the textbook as well as some assigned by me. You should explain your solutions to these problems **clearly and in full detail**. Write in **complete sentences**. You should **never turn in the first draft of your homework**: take a second draft to organize your arguments clearly.

All students should **scan and upload pdfs of your homework to Canvas**. Instructions are on Canvas. Do not directly upload smartphone photos. Please let me know if you think this will be difficult for you.

Late homework will generally not be accepted, so that I can post solutions for the class to review after the fact. However, the lowest homework score will be dropped from your final grade. If you are having difficulties meeting deadlines, talk to me and we will try to work something out.

When you sign your name to your homework, you are attesting that it is your own work. You are welcome (encouraged!) to work with your classmates. You are welcome (encouraged!) to talk to me for (substantial!) assistance on the problems. However, **when you write up your answers, you should do it on your own in language that you understand.** Copying text from a classmate, online resource, or AI system (even if “slightly modified”) is not acceptable. To avoid the pitfalls of outsourcing your own thinking, I ask that you do not use generative AI systems at all to help with your homework. I reserve the right to ask you for a Zoom chat about things that you have written in your homework.

Homework assignments will generally have some selected problems graded carefully for correctness and some for completion. **You should always talk to me about problems you don’t understand.**

Exams

There will be **three 50-minute midterm exams and one 2-hour final exam.** This course will require the use of the Respondus LockDown Browser and Monitor for timed online exams. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature (which will be required for our exams.) Instructions for obtaining the software can be found in our course.

The midterm exams are tentatively scheduled for **Jan. 30, Feb. 27, and Apr. 6,** with the final exam on **May 1.** Each exam will have a time window during which it will be open for 570 students to take online. Generally, only exceptional circumstances (documented illness, family emergency) call for rescheduling an exam. Talk to me if you have an issue.

Communication

All information about the course will be posted on our **Canvas website.** I’m happy to discuss mathematics or anything related to the course by email or during my office hours. **If you would like to talk live during a time outside of my usual office hours, then send me an email and we will set up a time to chat.**

Grading

Your final course grade will be computed as: 15% Homework, 20% each Midterm Exam, 25% Final Exam.

At the end of the course, I will use the above scheme to assign you a numerical grade, which will be converted into a letter grade by a table like the following:

A	A-	B+	B	B-	C+	C	D	F
≥ 93	90-93	87-90	83-87	80-83	77-80	70-77	60-70	<60

I may adjust these cutoffs downwards (i.e., to be more lenient) at the end of the semester, depending on the overall difficulty of the assignments and exams.

There is no form of “extra credit” in the course beyond the assignments and exams explained in this syllabus. **The best way to get a good grade in the course is to attend class, do all assigned readings and problems, and ask questions during class and office hours.**

Attendance

MATH 570 students are expected **either** to attend live classes over Zoom **or** to view the recorded lectures (or both, of course). As graduate students, you are expected to keep up with this “attendance” requirement on your own, and no formal grade is associated to attendance in this class. Of course, I am happy to answer questions about the class during office hours or by email.

Other policies and resources

We will abide by the Student Academic Ethics Policy. This includes a commitment to **not representing the work of others as your own**. Copying solutions from a classmate, book, AI system, or website is a violation of these policies.

I may modify this syllabus and the course calendar during the semester.

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State’s Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University’s Statement on Freedom of Expression, the resources on Ball State’s Freedom of Expression webpage, and Ball State’s Beneficence Pledge.