

Mathematics in the First Year

The most common beginning sequences

Mathematics Courses	How to get in	Who takes this? Students who...
20700-20800-20900 See note (A).	Invitation only, by superior performance on the U of C calculus placement exam.	...are comfortable reading and writing proofs, in particular those involving least upper bounds. Not exclusively for math majors!
19900-20300-20400 See notes (A) and (B).	High scores on U of C calculus placement exam.	...have computational facility with calculus, including sequences and series but have not worked extensively with proofs before. For math, science, and econ majors who have strong math backgrounds.
16100-16200-16300 See notes (C), (D) and (E).	AP 4's or 5's and high scores on U of C calculus placement exam.	...have seen single variable calculus before, are not excused from all of first year calculus, and who want to learn more about the theory behind calculus. For any major!
15300-19900-20300 See note (C).	AP BC 5 or placement credit for two quarters of calculus.	...want to finish calculus in one quarter and continue learning proof skills and linear algebra. For math, science, and econ majors who have strong math backgrounds and are thinking about taking further mathematics courses.
15300-19620-19620 See note (C).	AP BC 5 or placement credit for two quarters of calculus.	...want to finish calculus in one quarter and continue with the two-quarter sequence for economics majors. Principally for econ majors and those who do not wish to pursue further mathematics courses.
15200-15300-19900 See note (C).	AP BC 4 or AB 5 or placement credit for one quarter of calculus.	...want to finish calculus in two quarters and continue learning proof skills and linear algebra. For math, science, and econ majors who have strong math backgrounds and are thinking about taking further mathematics courses.
15200-15300-19620 See note (C).	AP BC 4 or AB 5 or placement out of one quarter of calculus.	...want to finish calculus in two quarters and continue with the two-quarter sequence for economics majors (including Math 19620 in the second year). Principally for econ majors and those who do not wish to pursue further mathematics courses.
15100-15200-(15300) See note (E).	Placement, plus have precalculus topics well under control.	...want to take two or three quarters of calculus to fulfill a general education or major requirement. For any major.
13100-13200-(13300). See notes (E) and (H).	Placement, plus have most, but not all, precalculus topics well under control.	...want to take two or three quarters of calculus to fulfill a general education or major requirement. For any major.
11200-11300 See notes (F) and (H).	Placement, plus have most precalculus topics well under control.	...want to take a one or two quarter non-calculus course to fulfill a general education requirement. Especially for humanities and social science majors not requiring calculus.
10500-10600 See notes (G) and (H).	Placement, plus have a limited grasp of precalculus topics, as indicated on the U of C mathematics or calculus placement exam.	...are required to, on the basis of the placement test. Students who place into Math 10500-10600 may not register for any general education science or mathematics courses until they complete this sequence.

See notes (A) – (H) on back for detail and web links. Transfer students and those who have taken IB courses or British A-levels or O-levels should see note (I).

Notes for students about first year mathematics courses:

- (A) Anyone expecting to begin with Math 20700 or Math 19900 should plan to attend the session during Orientation on Tuesday, September 23 at 2:00 pm. in Eckhart 206 with Professor Sally and Mr. Boller.
- (B) Each year about thirty first-year students show sufficient knowledge of calculus to have placement credit for an entire year of calculus, but are not qualified to begin Honors Analysis, Math 20700-20800-20900. There are two options for such students. One choice is to begin Math 19900 and then take Math 20300-20400-20500. The other choice is to begin with Honors Calculus, Math 16100-16200-16300, with the goal of placing into Math 20700 in the second year. Such students would be well advised to attend the meeting described in note (A) above and to consult with one of the Departmental Counselors during Orientation week.
- (C) Anyone expecting to begin with Math 15200 or 15300 or 16100 should plan to attend the session during Orientation on Tuesday, September 23 at 2:00 p.m. in Social Sciences 122 with Ms. Herrmann.
- (D) Students invited to try Honors Calculus, Math 16100-16200-16300, often have questions about this sequence. See the link to the FAQ about the 160's here:
<http://math.uchicago.edu/undergrad/FAQ.html>
- (E) Students beginning any calculus sequence should know the difference between our two regular sequences, Math 13100-13200-13300 and Math 15100-15200-15300 and our honors sequence, Math 16100-16200-16300. See the link to the helpful "Guide for the Perplexed" here: <http://math.uchicago.edu/undergrad/Guide.html>
- (F) Students looking for an alternative to calculus to fulfill the general education requirement in mathematics may be interested in the course "Studies in Mathematics," Math 11200-11300. For a description, see the link:
<http://math.uchicago.edu/undergrad/Math112.html>
- (G) Students who place into precalculus are typically those whose preparation in high school algebra, trigonometry, logarithms, and exponential functions is weak. Students who place into precalculus have a successful track record for completing the general education courses in science and mathematics.
- (H) In addition to regular class meetings, these courses require two sessions per week in small group tutorials.
- (I) Transfer students and those who have completed IB courses or British A-levels or O-levels should be aware that placement in mathematics will be determined exclusively by the University of Chicago placement exam results, and not on previous course work.

Still have questions? Email one of the Departmental Counselors and we'll be able to answer your individual concerns: John Boller (oller@math.uchicago.edu) and Diane Herrmann (diane@math.uchicago.edu).