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Reflections on teaching limits and the Intermediate Value Theorem in a Two-Cohort Model in Calculus

In 2016, our department split the typical Calculus 1 course offering into two separate courses: one for students who have had some previous experience with calculus (such as a high school class), and one for students who have not. The hope was that students would feel more comfortable in a class with peers of the same experience level, and with an instructor tailoring the course to that level of experience. Both of these courses have the same learning objectives, and are viewed equivalently when it comes to pre-requisites. This brings up some interesting pedagogical considerations, as we need to guide two groups of students from very different starting points to the same end point, in equal amounts of time. The two of us are typically the coordinators for these calculus courses in the fall term. We'll share some context of our respective course demographics, and demonstrate how we design lessons on limits and the Intermediate Value Theorem for each cohort.