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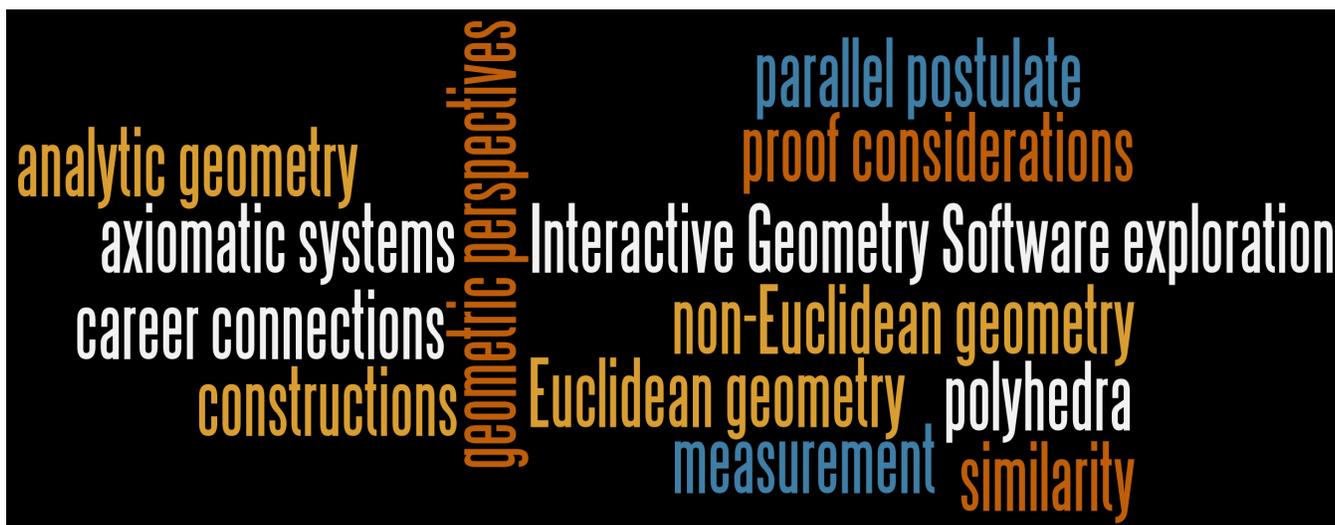
MAT 3610: Introduction to Geometry

Dr. Sarah J. Greenwald

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1.1 Course Goals, Objectives, and Major Due Dates

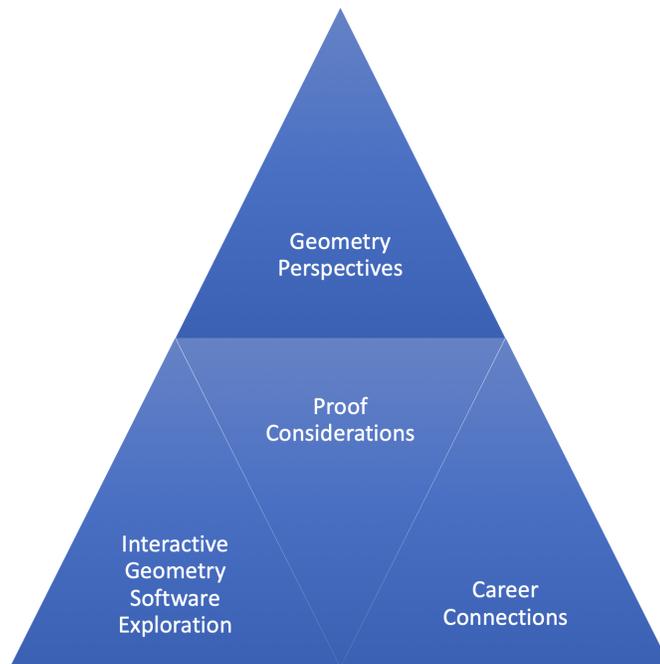
Catalog: A study of the development of Euclidean geometry through multiple perspectives, including synthetic and metric. Topics to be considered include the nature of axiomatic systems and proofs, parallelism, similarity, measurement, constructions, polyhedra, utilizing appropriate technology, and at least one non-Euclidean geometry. The course will focus on concept development and connections among mathematical perspectives.



In order to foster concept development and connections among multiple perspectives, we will examine the foundations of geometry through the lenses of historical perspectives, intuition, reasoning and proofs, manipulatives, visualization, Interactive Geometry Software, and modern applications. To make additional explicit connections we will use a standards-based model based on associated course learning goals (standards):

- IGS Exploration
I can use Interactive Geometry Software to discover relationships and demonstrate they seem to apply in a wide variety of examples.
- Proof Considerations
I can write rigorous proofs in geometry, identify underlying assumptions, and understand limitations and applications.
- Geometric Perspectives
I can compare and contrast multiple geometric perspectives, such as relationships among Euclidean and non-Euclidean geometries, axiomatic and analytic approaches, informal intuition and rigorous proof, or 2-D polygons and 3-D polyhedra, just to name a few.
- Career Connections
I can make connections between learning geometry in this class and teaching geometry in high school (for secondary education majors) or to geometry and focuses in my major(s) or intended career.

The content of the course (like axiomatic systems or the parallel postulate) is interwoven with the course learning goals (like proof considerations or career connections) within activities that occur both inside and outside of class.



Major Due Dates (Tentative)

Assignment details and any changes in dates are on <http://cs.appstate.edu/~sjg/class/3610/f19.html>

Week 2: Project 1—Axiomatic systems, Measurement, and Constructions

Week 4: Project 2—Euclidean & Spherical Geometry Applied to Course Topics

Week 5: Reflection 1

Week 6: Project 3—Similarity and Connections

Week 7: Exam 1

Week 8: Project 4—Concept Development of Course Topics (History Timeline and High School Standards)

Week 9: Reflection 2

Week 10: Project 5—Polyhedral and Analytic/Metric Considerations

Week 11: Reflection 3

Week 12: Reflection 4

Week 13: Project 6—Parallels and Connections

Week 14: Reflection 5

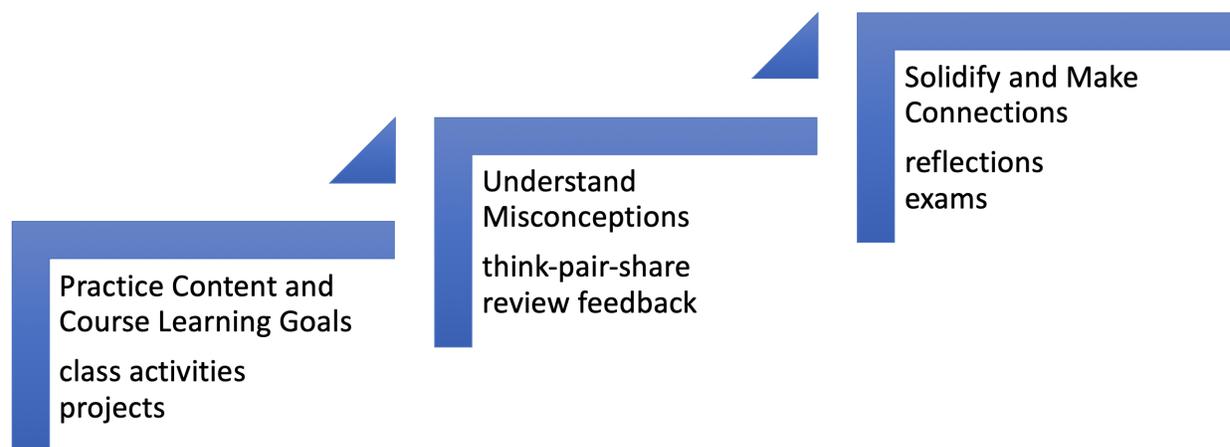
Final Exam Assigned Time: Exam 2

While projects on specific course content are listed above, topics are not limited to that time period. For instance, non-Euclidean geometry is introduced early on but continues throughout the semester within the other projects and class activities.

1.2 Required Resources

- *Roads to Geometry* Third Edition by Edward C. Wallace and Stephen F. West available for rental
- printouts of your work
- child's ball: a 10–12 inch diameter is ideal
- reliable access to course web pages and Interactive Geometry Software (IGS) such as GeoGebra, which is open source software that is freely available

1.3 Assignment Types, Grades, and Policies



- **Effective Class Engagement 10%**

Attendance is required at ALL classes, and will form a portion of your grade. If you must be late to a class, or must leave early, then do still attend. You are also expected to take notes and contribute to discussions, activities, and questions in a meaningful way. Asking or answering related and thought-provoking questions, coming up with creative ways of thinking about the material, and explaining the material to others are some examples of positive class engagement that will increase your grade. Appalachian's General Education Program prepares students to employ various modes of communication that can help communities reach consensus or respectful disagreement: successful communicators interact effectively with people of both similar and different experiences and values and in this course you will practice oral and written communication by interacting with your peers and me. Regardless of gender, political party, race, religion, sexuality, or more this is to be a welcoming environment, and so I want you to be sensitive and respectful to each other in upcoming discussions. Part of the welcoming environment is to keep an open mind as you engage in our class activities and explore current mathematical/scientific consensus. Performing activities that detract from this welcoming environment or distract your neighbors or me will result in a lowered grade. If you expect to miss more than 10% of classes due to university sponsored activities then I advise you to drop the course. Any student who wants to obtain an "excused absence" must meet certain responsibilities, including providing official documentation and making up the work in advance, including homework as well as responses to in-class activities.

- **Projects 30%**

There are 6 projects over the course of the semester, which include problem sets as well as research projects that you will also share with your classmates. They are designed to apply course learning goals to the content of the course in novel settings and from numerous points of view in order to practice the material and make connections. Your work must be turned in on or before the due date at the beginning of class. To accommodate issues that may arise, the lowest project will automatically be dropped—save this for emergencies. If you have earned a passing grade of at least 60% for every project (including the dropped one) then you will receive +1 added on to your final average.

- **Reflections 20%**

Reflections are expositions, typically the equivalent of 1–2 pages long, single-spaced typed text. They connect content in the course to course learning goals to help you solidify material. They are quite flexible so that you can follow up on and make connections to your own interests. For each reflection, list the learning goal you want me to assess and give an example related to course content that you feel best showcases the goal and your understanding of it. In addition, reflect and personalize. For example, you might focus on your own development as related to the goal, such as connections to other courses, what you are still working on, and/or you could conduct research to find additional new connections. You will receive feedback from peers and myself and have a chance to revise the first reflection. There is no late work accepted, but the

lowest is dropped: there are five reflections total in which to satisfy the four learning goals and your grade is calculated as the percentage of learning goals achieved. A rubric is on the web page.

- **Exams 40%** There are two exams designed to help you solidify and make connections. This includes the final exam in our assigned time Tuesday May 5, 2–4:30. As on https://facultyhandbook.appstate.edu/sites/facultyhandbook.appstate.edu/files/faculty_handbook_2019.pdf “an instructor may NOT change the date or time of an examination without permission of the departmental chair and dean... Permission is granted only in case of emergency.”

* Accommodations in the determination of your final grade will be made for extenuating circumstances that are officially documented to prevent you from completing work early/on time.

The grading scale is: $A \geq 93$; $90 \leq A- < 93$; $87 \leq B+ < 90$...

1.4 Academic Affairs Policies

We adhere to the University-wide syllabus and policy statements:

<https://academicaffairs.appstate.edu/resources/syllabi-policy-and-statement-information>

1.5 Course Communication, Where to Get Help, and Additional Policies

- **Office Hours and ASULearn:** My office hours are in 326 on T/H 10:15–10:30, 12:30–1:45, and 3:15–3:30. I encourage you to talk to me often in class, office hours, and on the ASULearn forums. Any changes, extra additions or cancellations are announced in class, online, and/or on my door when possible. Sometimes, if no one comes to office hours, I go down the hall to the mailroom, photocopy machine, or to talk to another professor. If I am not in my office during office hours, you should walk down the hall to look for me, and interrupt to tell me that you are there. I am always around and happy to help you during office hours unless otherwise posted. You do not need to make an appointment to use office hours—just drop by! I am happy to answer your questions, go over material you are not feeling comfortable with, or help you work on assignments. If someone else is in my office hours, join us—we’ll take turns for questions. I strongly prefer that you use office hours, but if you can’t make them, message me on the ASULearn private forum, which I’ll try to answer at least once a day. ASULearn is also where you can view your progress in the course.
- **Communicating about work for missed classes:** If there is some reason you must miss a class, then keep me informed on the ASULearn private forum—need help from me forum—with any official documentation, and obtain homework and class activities from the web pages to turn in early or on time, if possible.
- **Inclement weather:** If the university cancels classes, check the class web pages for updated info, which may include plans for the missed class such as additional readings, problems, video meetings, Chat, and/or Forum sessions in ASULearn. Homework may still be due onto the private ASULearn forum.

The Conference Board of the Mathematical Sciences (CBMS) published a statement titled “Active Learning in Post-Secondary Mathematics Education” about the importance of “classroom practices that engage students in activities, such as reading, writing, discussion, or problem solving, that promote higher-order thinking” and our classroom is modeled after that. The purpose of engagement is to learn and practice course content and learning goals, and develop critical thinking and problem-solving skills. Making mistakes is integral to the learning process—the key is to try to continue to engage rather than give up—and this course is to be an environment in which you ask questions and offer good guesses. It is on purpose that there are problems that don’t look exactly like what we did previously in order to provide you with rich settings to explore in order to learn deeply. Asking questions, and explaining things to others, in or out of class, is one of the best ways to improve your understanding of the material and I am always happy to help.

I believe that you have the capability to succeed in this course. As per the University-wide Statement on Student Engagement with Courses you can expect to spend (on average) 2–3 hours outside of class for each hour in class on assignments and reviewing material. If you find that you are spending fewer hours, you can probably improve your understanding and grade by studying more. If you are (on average) spending more hours than these guidelines suggest, you may be working inefficiently; in that case, you should come see me.

Many activities are designed to be completed during class and you are responsible for all material and announcements, whether you are present or not. You are also responsible for announcements made on the web pages, so check them often.

I want you to be informed about your choices regarding what you tell me about certain types of sensitive information. In situations where students disclose experiencing an act of interpersonal violence to their instructor, faculty are required to report that to the campus Title IX Coordinator, who then reaches out to the student by email offering support services. I care about you and want you to get the resources you need. I'm happy to talk with you if you decide you want that, but please be aware that if instead you'd like to explore options with someone who can keep your information totally confidential, I highly recommend the Counseling Center at 828-262-3180. They offer walk-in hours as well as after-hours coverage: <http://counseling.appstate.edu>.

- Appalachian Cares is a place to find updates about matters of student health and safety. <http://appcares.appstate.edu/>.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 324 Plemmons Student Union, for a list of resources and support. The ASU Food Pantry and Free Store is a free resource with pantry and personal care items, located in the Office of Sustainability on the bottom floor of East Hall.
- The library offers Research Advisory Program (RAP) sessions. <http://library.appstate.edu/gethelp/rap>
- The Learning Assistance Program provides core services including University Tutorial Services, Academic Strategy Instruction, As-U-R, ACCESS, Student Support Services, and Academic Services for Student Athletes/ <http://lap.appstate.edu/welcome-learning-assistance-program-1>
- AppSync is your one-stop connection to engagement and leadership opportunities at Appalachian State. <https://appsync.appstate.edu/>

Academic integrity is a fundamental part of the course, which includes meeting deadlines, regular communication, and giving proper reference where it is due. These are essential to course integrity. Feel free to talk to me or each other if you are stuck, but when writing up work, be sure to give acknowledgment where it is due. Submitting someone else's work as your own (PLAGIARISM) is a serious violation of the University's Academic Integrity Code, which defines: "Plagiarism includes, but is not limited to, borrowing, downloading, cutting and pasting, and paraphrasing without acknowledgement, including from online sources, or allowing an individual's academic work to be submitted as another's work."

Use of technology is allowed only when it is related to our class. Photos or video or audio recordings may not be taken in class without prior permission. Food and beverages are allowed as long as they aren't distracting, but e-cigs, chewing tobacco/spit cups and other products are not allowed.

In this course, you will be challenged with problems that you have never seen before. I do not expect you to be able to solve all the issues immediately. Instead, I want to see what you can do on your own. Out in the real world, this is important, since no matter what job you have, you will be expected to seek out information and answers to new topics you have not seen before. This may feel uncomfortable and frustrating. I understand this and want to help you through the process. It helps to remember that there are no mathematical dead-ends! Each time we get stuck, it teaches us something about the problem we are working on, and leads us to a deeper understanding of the mathematics. In the real world though, you are not expected to face your work alone. You will be allowed to talk to other people and you may even be expected to work with other people. In this class, you are also not expected to face your work alone. I am always happy to help you and will try to give you hints and direction to help you understand the material. At times though, to encourage the exploration process, I may direct you to rethink a problem and to come back to discuss it with me again afterwards. This occurs when I believe that the struggle to understand is imperative for your deep understanding of the material.

1.6 Instructor Bio

I am a full Professor of Mathematics, and I am also an affiliate of Gender, Women's and Sexuality Studies (GWS), investigating the connections between mathematics and society. My PhD in Riemannian geometry is from the University of Pennsylvania. I am married to the bassist Joel Landsberg. In our spare time, we like to travel, hike

and conduct genealogy research. In addition to my own personal genealogy, I like to give back to the broader community, and in this context, I am affiliated with ASU's center for Judaic, Holocaust and Peace Studies. Some of what I like about mathematics is also what I enjoy about genealogy—the sense of exploration, discovery and aha moments that come with lots of patience and effort.