Contact information

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See the course website for my office hours. My office phone number is 253-879-3812, but the phone is usually one of the slowest ways to reach me. Email is usually much faster. (All of my email is forwarded to another account, and you may receive email from me at that account as well.)

The course website is the best resource for information about the course. Among other things, it contains a complete calendar for the semester, including all assignments. Also, if you email me a password, you will be able to access your grade-to-date any time during the semester via the course website.

Learning objectives

The main goals of this course are:

• To learn how to learn mathematics, especially visually.
• To practice reading and writing mathematics.
• To learn about geometry from the point of view of contemporary mathematics.

The third goal includes building a solid foundation in geometry that is suitable for pursuing (among other things) graduate studies in mathematics. This goal is also useful to those wanting to teach high school mathematics in that it provides a deeper understanding of Euclidean geometry and how it fits into modern mathematics.

Prerequisites

To take this course, you should have successfully completed Mathematics 181 (Calculus and Analytic Geometry II). Further courses in mathematics will be helpful but are not required. If you at all concerned with the suitability of this course for you, please see me and I would be happy to discuss it with you.

Course materials

The required text for this course is Geometry (2nd ed.) by David A. Brannan, Matthew F. Esplen, & Jeremy J. Gray (2012), available at the campus bookstore. No other particular course materials are required.
Coursework
The coursework consists of:
- Approximately weekly homework assignments, usually due in class on Wednesdays.
- Three take-home tests throughout the semester.
- A review project at the end of the semester.

There is no final exam for this course, but the review project is due by 5:00 p.m. on May 16, the last day of finals week.

The homework assignments are to help you learn the material that will be covered on the tests, and you should use them as a learning tool. You are allowed to work with others on all homework problems except those designated as solo problems. The solo problems will give you practice in the solitary problem-solving skills required for the take-home tests.

On each homework assignment, you will turn in by email both the solo and the other problems, both in the same file (with the solo problem first). If you wrote the assignment by hand, you can email me a scan of it. I will grade the solo problem but not the other problems. On the two take-home tests, however, you will be allowed to use all of the homework problems that you submitted to me (on time), including both the solo and the other problems. So while your write-ups on the solo problem should be addressed to both yourself and me, the write-ups on the other problems are solely for you. They should consist of anything that will help you when you consult them on the tests. (You will also be allowed to use your class notes and your textbook on the tests.)

Grading
Your grade will be based on my assessment of your understanding of the material. By default, I will weight the various components of the course as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Test 1</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>25%</td>
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<tr>
<td>Test 3</td>
<td>20%</td>
</tr>
<tr>
<td>Review Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

However, these weights are subject to change due to individual circumstances, so if you believe the above components do not accurately represent your understanding of the material, then you should let me know. If the circumstances dictate, I can work with you to find another way to demonstrate your understanding of the material.

Policy on late work
I will not accept late work without an appropriate reason, which you should explain to me before the work is late if possible. If you are falling behind or need to turn something in late, please see me so that we can discuss it.

This policy is particularly important in that if you would like to use your homework write-ups on the tests, you must turn them in on time unless you arrange with me otherwise to accommodate your particular circumstances.
Academic honesty

You are allowed to work with anyone—including each other, tutors, and me—on problems not designated as solo problems on the homework assignments, as long as you do so in a way that helps you learn the material. You are not allowed to work with anyone else on homework problems designated as solo problems.

You are not allowed to work with anyone on the tests, and you should not discuss a test with anyone besides me until the class has completed it and turned it in. If you have any questions on the solo problems or tests, you are allowed to ask me but no one else.

On the review project, you are not allowed to work with anyone else, except that you may have others proofread and help you revise and edit your paper. Any other questions about the project should be directed to me only.

For general information on issues of academic honesty, see the official University of Puget Sound academic honesty policy at:

http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/

University emergency response procedures

Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency/. There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Disabilities

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of Disability Services, 105 Howarth Hall, 253-879-3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Other

Feel free to contact me with any questions you have regarding the course. I look forward to an enjoyable class with you this semester!