

Mathematics 133, Fall 2021 (Geometry)

Instructor: R. Schultz

Office: Skye 221

Office Telephone: (951) 827 – 6459

Email: rschultz@ucr.edu Please include something like **Math133** or **Geometry** in the subject headings for messages in order to avoid mail being overlooked or buried by a spam filter.

Office Hours: 10 – 12 Thursdays by Zoom, other Zoom or in – person times by appointment. A Zoom link for office hours will be emailed to all registered students, and the link will be sent to auditors upon request (this will require a valid UCR email address).

Textbook: E. E. Moïse, *Elementary Geometry From An Advanced Standpoint* (3rd Edition)

Course Website: <http://math.ucr.edu/~res/math133-2021> (iLearn will only be used for individual grade postings!). This directory contains the course outline and outline course notes, homework exercises with solutions posted afterwards, and other information, with one folder for each week's material.

Course objectives: This course is meant to fulfill State requirements for prospective teachers of middle and high school mathematics. There are several ways this can be done, and for this particular course the emphases are developing the material from high school geometry in a more logically complete manner and providing an introduction to non – Euclidean geometry. Among other things, this is meant to strengthen student's knowledge so that they can accurately grade homework and examination problems in a high school course.

Some suggestions:

DON'T BE RELUCTANT TO ASK QUESTIONS! If something is unclear to you, it is probably also unclear to others in the class. If something on the boards or in the lecture seems wrong, it should be corrected, and in any case you deserve a respectful answer to such questions.

DO – OR AT LEAST TRY TO DO – THE HOMEWORK! Most people learn to do mathematics by actively working problems on their own. Solutions should not be read until after you have attempted to solve the exercises on your own. ***Problems from these exercises, or others at a comparable level, will appear on quizzes and examinations.*** Don't be afraid of getting stuck. Partial credit may be given for answers that get part of the solution right but do not make it to the finish line.

LEVELS OF UNDERSTANDING LOGICAL ARGUMENTS: The most basic level is ***passive understanding***, where you understand how each step in a logical argument but could not necessarily explain it to someone else. For more complicated arguments, this is good enough. However, for working the problems in this course one needs a higher level that might be called ***active understanding***, in which you can explain a solution convincingly to someone who knows something about the subject (for example, another student or an instructor).