

MA 207: Visual Mathematics, Fall 2020, Alabama School of Math and Science

Instructor: Sarah Brewer

Class location: Virtual/Microsoft Teams “Visual Mathematics” [“General” channel](#)

Class times: Tuesdays and Fridays 10:00am-10:50am

OneNote Class Notebook: ([link](#); also accessible in the “General” tab in Teams)

Office location: Virtual/Microsoft Teams “Math Lab” [“Brewer Office” channel](#)

Office Hours: 9:00am on Mondays and Thursdays; 11:00am on Tuesdays and Fridays and by appointment, though you should try the Math Lab first

ASMS Math Lab (free peer tutoring): Virtual/Microsoft Team “Math Lab” [“Visual Mathematics” channel](#)

Website with archived course notes, old tests, and other resources: mathemartiste.com

Email: sbrewer@asms.net

Turnitin Class ID: 25680449 **Enrollment Key:** vismath

Gradescope Entry Code: 9NDVDB ([link to gradescope](#))

Microsoft Teams code for our class (in case you accidentally leave): 6u3p1qd

Texts:

Kinsey & Moore. *Symmetry, Shape and Space: An Introduction to Mathematics Through Geometry.*

Conway. *The Symmetries of Things.*

Abbott. *Flatland: A Romance of Many Dimensions.*

Cucker. *Manifold Mirrors: The Crossing Paths of the Arts and Mathematics.*

Frantz & Crannell. *Viewpoints: Mathematical Perspective and Fractal Geometry in Art.*

Sutton. *Ruler & Compass: Practical Geometric Constructions.*

Simon, Arnstein, and Gurkewitz. *Modular Origami Polyhedra.*

Prerequisites: Precalculus.

Course Description: This hands-on course emphasizes visual problem solving and teaches students how to research and write about the intersection of mathematics and the visual arts. Topics vary by term and may include but are not limited to: fractal geometry, linear perspective, tiling and tessellations, symmetry groups, knot theory, modular origami, compass and straightedge constructions, and classification of surfaces.

Grade Determination:

4 quizzes	25 points (5% of your grade) each
4 projects	50 points (10% of your grade) each
2 presentations	50 points (10% of your grade) each
1 research paper	100 points (20% of your grade)

Quiz 1	Origami	25
Project 1	Origami	50
Project 2	Celtic Knots/Knot Theory	50
Quiz 2	Flatland	25
Quiz 3	Wallpaper Groups	25
Project 3	Tessellations	50
Quiz 4	Compass Construction	25
Project 4	Geometric Design	50
Presentation 1		50
Presentation 2		50
Final Paper		100

TOTAL POINTS 500

Quizzes will be submitted via Gradescope.

Projects:

Students will complete drawing- and sculpture-based mathematical constructions. The requirements of each project will vary depending on the topic.

Research:

Students will conduct academic research into specific areas of interest in the intersection of mathematics and the visual arts.

Academic Integrity:

Students and student work will be held to a very high standard in this course. If at any point I suspect that work you submit is not entirely your own, the matter will be brought to the disciplinary committee as per the Student Handbook Plagiarism policy, and you will receive a grade of zero for that assignment.

Virtual Classroom Policies:

- During class meetings, cameras must be on, microphones muted unless you are speaking.
- During quizzes, cameras must be on, microphones must be on, your computer audio must be muted.
- Your attention should be on the class and material at hand. Turn your cellphone off, and do not multitask by watching videos or playing games. Occasionally it may be appropriate to listen to music if we are doing independent work.
- Make use of the chat to ask questions and/or make comments.
- Check the daily schedule for our class on Blackbaud, where you will find links to tasks to complete BEFORE the respective class meeting, as well as links to lecture notes and other information.

Recommended Materials: Successful students are organized. By keeping your class notes, practice problems, assignments, and study materials organized, you will have an easier time asking for and receiving help, and will have an easier time reviewing for tests. If you have a tablet, you may want to take your notes in your personal section of our Class Notebook. Otherwise, use a paper notebook of your choice. You should always write down the problems that you are working out so that you can use them to study later and can easily refer to them if you have questions.

Teaching philosophy: Everyone can learn mathematics. To do mathematics is to learn how to figure things out. One must work through the frustration, sometimes returning to a problem again and again, and finally enjoying the satisfaction that only comes from hard work. This hard work does not have to be done in a vacuum or bubble. Mathematics is an inherently collaborative discipline, where experts share their knowledge and ideas are discussed and bounced around. Mathematics is best learned by studying with others and probing one's instructors for knowledge and answers to questions you don't even know you have. That satisfaction of having solved a problem for oneself, though, is ultimately an individual experience. Each individual's understanding of a problem, even a problem worked on with others, is a valid contribution to the collective body of mathematical knowledge.

Attendance and Tardiness Policy: A student will be counted tardy after five minutes from the beginning of class. Three tardies count as one unexcused absence. A student will be counted absent after 15 minutes from the start of class, or if they leave the class for 10 minutes or more. A student with three unexcused absences may be assigned a grade of WF for the course. Students are responsible for acquiring any missed notes and assignments.

Tutoring: My Office Hours will be held in the "Brewer Office" channel of the "Math Lab" Microsoft Team. During the times listed above, I will have a meeting open, and you are welcome to join and ask questions or just sit and work silently (sometimes it helps to have a dedicated space, free from distractions, even if it's virtual; I know that my family is more likely to leave me alone if I am "in a meeting" than if I am just working alone at my desk). All students are encouraged to join the "Math Lab" team and ask questions in the channel linked above, and a proctor will address your question as soon as they can.

Tentative Schedule

Week 1 – Aug 13-14

- Introduction & syllabus

Week 2 – Aug 17-21

- Origami
- quiz

Week 3 – Aug 24-28

- Origami
- Research topic/bibliography due

Week 4 – Aug 31-Sept 4

(9/4 is 1st grade posting)

- Origami project due
- Celtic Knots/Knot Theory

Week 5 – Sept 8-11

- Celtic Knots/Knot Theory
- Literature review due

Week 6 – Sept 14-16

(9/16 is short day)

- Flatland quiz
- Higher dimensions
- One-on-one research meetings

Week 7 – Sept 21-25

(9/25 is 2nd grade posting)

- Knot project due
- Presentations

Week 8 – Sept 28-Oct 2

(01/10 is 2nd grade posting)

- Wallpaper groups/Tessellations
- 1st draft due

Week 9 – Oct 5-9

- Wallpaper groups/Tessellations
- 2nd draft due

Week 10 – Oct 12-16

(10/16 is 3rd grade posting)

- Tessellation project due
- Ruler & compass/Geometric design
- Final paper due

Week 11 – Oct 19-23

- Ruler & compass/Geometric design

Week 12 – Oct 26-30

- Ruler & compass project due
- Presentations

Presentation Assignment

You will do two presentations, selected from one or more sections of our textbooks not covered in the above schedule. Some suggestions are as follows, but all topics must be approved by the instructor:

From *Symmetry, Shape, and Space* text:

- 3.5 Linkages
- 4.3 Penrose & other irregular tilings
- 7.1,7.2,7.3 – Pyramids, Prisms, Antiprisms, Platonic solids, Archimedean solids
- 9.1-9.2 - Spirals and helices, Fibonacci numbers & phyllotaxis
- 12.1-12.2 Graphs & trees

From *Viewpoints* text:

- Ch 1-7 Perspective drawing
- Ch 8-9 Fractal geometry

From *Symmetries of Things* text:

- Ch 4-5 Spherical and frieze patterns
- Ch 6-8 Euler characteristic and the classification of surfaces

From *Manifold Mirrors* text:

- 8.2-8.3 The Geometry of Canons (music and math)

Sources must include:

- At least one of your course textbooks
- At least one scholarly peer-reviewed journal article acquired through JSTOR
- At least one article from the Bridges archives
- At least 4 sources total, not including image sources.

Sources cannot include:

- Non-scholarly internet sources
- Popular magazines

Final Paper Assignment

Your topic must include at least one of the topics you were assigned to present.

Even better: relate one of your topics to one or more of the other topics we have studied in some really cool way.

Format/criteria:

- Body of text should be 600-800 good words (no fluff), 12 pt Times New Roman, double-spaced, 1-inch margins
- Typed using LaTeX or Microsoft Word with equation editor (native to all recent versions of word)
- Follow Journal of Mathematic and the Arts guidelines for title page, citations, reference style, etc. Please do include a very brief abstract.
- Include at least three images to support your research, properly cited.
- Sources must include:
 - At least one of your course textbooks
 - At least one other book, either an assigned text or library book
 - At least one scholarly peer-reviewed journal article acquired through JSTOR
 - At least one article from the Bridges archives
 - At least 8 sources total, not including image sources.
- Sources cannot include:
 - Non-scholarly internet sources
 - Popular magazines
- Submitted via turnitin.com

ASMS Syllabus Addendum

This addendum is understood to be a part of each syllabus provided for courses offered at ASMS, whether the addendum is physically attached to the syllabus or its inclusion is implied.

ASMS Mission Statement

The mission of the Alabama School of Mathematics and Science (ASMS) is to provide academically motivated Alabama students with exceptional preparation in the fields of math and science, empowering them to improve their community, state, and nation.

ASMS Honor Code

Every student shall be honor bound not to cheat (including plagiarizing), steal, or disrespect the property of others, or lie about anything pertaining to the school. Any student found guilty of an honor violation will face sanctions up to and possibly including expulsion. Actively aiding someone in breaking the Honor Code is a violation and will be punished as such.

ASMS Honor Pledge

All students have signed the ASMS Honor Pledge, which reads, "As a member of the ASMS Community, I resolve to uphold the Honor Code of this school. I pledge that what I say and do will be in accordance with this code."

ASMS Absence and Tardy Policy

Class attendance is an integral component of academic success; therefore, students must be in attendance to take full advantage of the academic opportunities offered at ASMS. Absences or tardiness can have a substantial impact on a student's academic performance and should be kept to a minimum. Absences from class will be classified as either excused or unexcused.

Attendance Records: Faculty are responsible for keeping attendance records of students in their classes and for expressing the ASMS attendance policy in their course syllabi. To ensure accuracy of attendance record keeping, the school nurse will post a daily record of medical excused absences and the nurse or the Director of Student Affairs will post non-academic administrative excused absences.

Unexcused Absences: Unexcused absences will be closely monitored and corrected with the below disciplinary actions. Unexcused absences carry over from course to course and from one term to the next.

Consequences for Unexcused absences (See also Disciplinary Procedures)

- 1st Absence: Suspension of walk off privileges (1 week) with parent notification
- 2nd Absence: Saturday School (4 hours) with parent notification
- 3rd Absence: In dorm restriction (3 days) with parent notification
- 4th Absence: In dorm restriction (5 days) with parent notification
- 5th Absence: Referral to Discipline committee as a major infraction which could lead to dismissal from school

Tardiness: Students are expected to be on time for all classes. Tardiness of more than fifteen (15) minutes to one class meeting may be counted as an unexcused absence. Leaving class for more than ten (10) minutes may be counted as an unexcused absence. Students will consult with the course syllabi to determine an instructor's expectations with respect to tardiness. Tardies are cumulative across all courses taken in one term, but do not roll over. Consequences acquired in one term will be resolved regardless of term in which consequences were acquired.

Consequences for Tardiness (See also Disciplinary Procedures):

- 1st Tardy: Administrative warning and parent notification
- 2nd Tardy: Two (2) hours extra work service with parent notification
- 3rd Tardy: Suspension of walk off privileges (1 week) with parent notification
- 4th Tardy: Saturday School (4 hours) with parent notification
- 5th Tardy: In dorm restriction (3 days) with parent notification
- 6th Tardy: Referral to Discipline committee as a major infraction which could lead to dismissal from school

Excused Absences: When a student needs to be absent from class for an excusable reason, it is the responsibility of the student and parent to follow proper protocol to inform the school of the requested absence. Parents are asked to schedule family activities, medical appointments, college visits after school hours or during school breaks. It is the responsibility of the student to obtain assignments prior to their absence and make up any work during their absence. Circumstances may arise where exceptions are appropriate, however every effort should be made to limit class absences for any reason.

Illness on Campus: Students who will need to miss class due to illness must report to the nurse's office. To be excused from a first period class, the student must report to the nurse by 7:45 a.m. If the nurse cannot substantiate the student's claim of illness, the student will be expected to attend class. To be excused from all other classes during the day, the student must report to the nurse's office 30 minutes prior to start of the class period. In the event a student is placed on room restriction due to an excused illness, the following procedure will be implemented.

Medical Room Restriction Procedure:

1. Nurse or Hall staff implements room restriction due to medical reasons.

2. Student will stay in their dorm room until the next a.m.
3. Food may be obtained from the cafeteria in a takeout box during meal times and the student will go back to their room.
4. Bathroom breaks are allowed during Room Restriction.
5. After school activities are not allowed and the student is to remain in their dorm room.
6. If a student needs medical attention, they will call the front desk and ask to be transferred to the nurse's office.
7. If a student needs medical attention after hours, they may summon the lead hall advisor through another student or call the front desk and ask for the lead hall advisor.

Illness Off Campus: Students who become ill while at home for a weekend or a break should not return to campus until they are well and able to attend classes. It is the responsibility of the parent or guardian to report their child's health status to Student Affairs before 6:00 p.m. on Sunday night (251-441-2100).

Absences Requiring Prior Permission: When a student will be absent from a class for an excusable reason (excluding illness, medical emergency or unexplained circumstances), students must submit the proper absence request form to faculty for authorization of the excused absence. This excused absence request form must be submitted at least one (1) class meeting prior to the anticipated absence. Only the President, faculty and medical personnel have authority to excuse a student's absence from class.

- **Pink Form:** Excused absence for personal reasons (see Student Affairs Office)
- **Blue Form:** Excused absence for class field trip (see President's Office)

College Visitors to Campus: Students must obtain prior approval from their instructors to attend a college meeting. The student must also sign up in advance in the College Visit Log Book located in Student Affairs. Students are excused from class to attend college representative meetings on campus but may not miss a previously scheduled exam to do so.

College Visits: Senior students taking an official college visit must submit the proper absence form at least one (1) week in advance, notify their teachers, and bring proof of the visit which may include college letterhead listing the dates a student visited the campus. Sophomore and junior students should schedule college visits during long weekends or breaks.

Excessive Absences: Whether excused or unexcused, excessive absences have a detrimental effect on a student's academic standing. Accruing (3) three unexcused absences in a course may be cause for a faculty member to assign the grade of WF for that course. Accruing five (5) or more total absences, excused and unexcused, will prompt an Administrative assessment to ascertain the reason(s) behind the excessive absences. A determination may result in a recommendation of dismissal from school or a plan of action.

Long Term Absence: The following are guidelines to be followed by the administration in dealing with situations where a student is absent from ASMS for long periods due to illness.

Assessment: On the 5th consecutive day of absence from all classes, an assessment will be conducted by the Director of Student Affairs. Parents will be contacted, and doctors' opinions will be sought, if necessary. Questions that will likely be pertinent are: What is the nature of the illness? How much time will elapse before the student will be capable of working up to full capacity? Is the student capable of doing any work at all at this time?

As a result of the assessment several scenarios are likely.

- If the student is capable of some work at home, he/she may be able to return to ASMS as a full-time student.
- If the student is not capable of some work at home immediately following the Assessment, the maximum time the student can be out and return to a full load assignment is one additional week after the assessment.
- If the student can return to ASMS and carry a partial load within two weeks after the assessment, the student will be placed on a light load for the remainder of the quarter.
- If the student is capable of some work at home after the assessment and returns to ASMS within two weeks of the assessment to a partial load assignment, he/she will be given an independent study when he/she is capable of a larger load, up to the end of the 7th week.
- If the student will not be able to return to ASMS and carry a full load within two weeks of the assessment, it will not be possible for that student to return to ASMS full-time that quarter. (This amounts to a three-week absence.)

When a student cannot return to ASMS in any given quarter, the situation will be reviewed to ascertain whether the student will be able to return to ASMS in a subsequent quarter and still complete the requirements for an ASMS graduation diploma.

ASMS Grading Policy

Grading follows a letter evaluation system:

A	100-90	Excellent and Passing
B	89-80	Good and Passing
C	79-70	Satisfactory and Passing
D	69-60	Below Average and Failing
F	59-0	Poor and Failing
P		Passing
S		Satisfactory (an interim grade)
I		Incomplete

WP	Withdraw Passing
WF	Withdraw Failing
AUD	Audit
R	Repeat

Academic Integrity

Academic integrity is essential because dishonest behavior undermines student learning and the credibility of ASMS. High standards of academic integrity safeguard a student's reputation, reflect well on ASMS, and contribute to the well-being of society. Conversely, breaches of academic integrity diminish students, school, and public trust in academic endeavors.

While at ASMS, students belong to an academic community and have responsibilities to that community. Upholding these responsibilities maintains the high regard in which ASMS qualifications are held and fosters public support for educational ideals and ASMS.

Students should be proud of the high standards of academic integrity for which we strive. Society flourishes when high standards of integrity are evident.

ASMS students are expected to maintain high levels of integrity in all of their academic pursuits. Cheating of any kind (on any exam, quiz, lab, tests, homework, or any other type of assignment), as well as plagiarism of thoughts, words, or ideas are prohibited. Students who engage in academic dishonesty will be dealt with in accordance with the policies outlined in the Student Code of Conduct.

Cheating is a form of academic dishonesty in which the person misrepresents his or her mastery of the course content. Cheating applies to examinations, labs, written assignments, online discussion, and any other form of student assessment. Examples include but are not limited to the following:

- Using unauthorized materials such as a textbook, prepared notes, study aids, or an electronic device during an examination;
- Unauthorized access to or use of someone else's computer account or computer files to complete an assignment;
- Possessing or obtaining an examination without the instructor's authority or prior knowledge;
- Submission of an assignment purchased from a commercial entity (e.g., term papers, software programs, etc.);
- Unauthorized preprogramming of and/or access to electronic devices; and
- Leaving a classroom or testing area during a test to access information or answers.

Plagiarism is a form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Both the intentional and unintentional use of another's work constitutes plagiarism. Examples include but are not limited to the following:

- Directly quoting another person's words without the use of quotation marks and/or acknowledging the source;
- Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the other instructors;
- Paraphrasing, or restating, another person's ideas, opinions, or theories without acknowledging the source; and
- Failing to properly cite an original source when using a secondary source.

Fabrication is a form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive. Examples include but are not limited to the following:

- Citing information not taken from the source indicated;
- Citing a source that does not exist;
- Intentionally distorting the meaning or applicability of data;
- Citing sources in a bibliography or reference list that were not used in the project; and
- Misrepresenting or falsifying a résumé for a college application or scholarship.

Collusion is a form of dishonesty involving two or more persons acting in a manner intended to misrepresent individual effort, learning, and/or contributions to course assignments.

- Allowing another student to copy from your work, intentionally or unintentionally;
- Completing an assignment for another student;
- Allowing another student to complete an assignment for you (e.g., asking a student to show you their answers or do some work for you);
- Unauthorized sharing of examination questions and/or answers before or after an examination; and
- Unauthorized collaboration with another person during an examination or other assignment.

Other Examples of Academic Integrity Violations include but are not limited to the following:

- Posting another's work on the internet without that person's permission;
- Unauthorized or inappropriate access to use of another's computer account, email or electronic files;
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. to avoid or delay timely submission of academic work, or the taking of an examination, or to request an incomplete or WP in the course;

- Coercing any other person to engage in academic dishonesty or misconduct; and
- Aiding any other person engaged in academic dishonesty or misconduct.

IDF Reports

Approximately halfway through each term, a progress report is issued by teachers for any student with a 50% or greater likelihood of receiving a failing grade (F, D, or U) in a course if student performance continues at the same level. In such instances, a progress report of IDF is recorded (in danger of failing). The instructor also includes a comment with the assessment summarizing the student's performance to date. ASMS can request a phone or on-campus meeting with faculty, staff, parents, and the student. Under some circumstances, ASMS will require an on-campus meeting.

ASMS Title IX Policies

Title IX (Title IX of the Education Amendments of 1972) is a federal law that prohibits discrimination on the basis of sex or gender identity in any federally-funded education program or activity. The law states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (the United States Department of Justice). Title IX addresses sexual harassment, gender-based discrimination, and sexual violence. Sexual violence includes attempted or completed rape or sexual assault, as well as sexual harassment, stalking, and verbal or physical sexuality-based threats or abuse. **Mandatory Reporting Notice:** All ASMS employees are required to report incidents of sexual harassment, discrimination, or sexual misconduct to the Title IX Coordinator or the authorities.

Nondiscrimination Notice

ASMS does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, creed, religion, or veteran status in the administration of employment, educational programs and activities, and admissions. Anyone who claims to have been unlawfully discriminated against due to any ASMS regulation or policy or the official action of any ASMS employee should follow the ASMS Grievance Procedures (forms and additional information are located in the ASMS Student Community Handbook). Inquiries or complaints may be addressed to Title II and Title IX Coordinator, 1255 Dauphin St., Mobile, AL 36604.

Student Accommodations

It is a privilege, not a right, to attend ASMS. Students have the right to attend a public school in their home county. Accommodations are modifications to conditions that would otherwise cause a student, because of a disability, to be at a disadvantage relative to non-disabled students in their access to ASMS's programs for students. Reasonable accommodations provide equitable access to programs or facilities and do not fundamentally alter the essential nature of a course or academic program. The Federal Government stipulates that ASMS does not have to grant accommodations when it can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity ASMS offers. Because a student has the right to attend a public school in their home county, ASMS will not make accommodations that fundamentally alter the nature of learning or residence life services, programs, or activities. Examples: ASMS will not follow 504 educational plans, IEPs, or requests for additional time for tests and assignments, special access to teacher notes, less homework problems, distraction-free rooms, or the use of calculators or other electronic devices when an instructor bans their use. Moreover, no accommodations will be made to audio or video class lectures or demonstrations.

Student Resources

Students are expected to take full responsibility for their education while attending ASMS. To facilitate academic success, ASMS provides several resources:

- College and career counseling.
- Mental health counseling.
- Study labs associated with courses and subjects.
- Library hours and resources.
- Teacher office hours.

COVID-19 Classroom Safety Policies

During the COVID-19 pandemic, students must wear masks in all classes and in all public areas of campus aside from their assigned dorm areas. Students are expected to follow the specific policies listed in the ASMS COVID Plan and in the Student Community Standards Handbook.

Remote and Online Learning Expectations

All students must be prepared to learn remotely in each of their classes. Even classes originally designed as on-campus experiences may be converted, at the instructor's discretion, to online platforms at any point in the term.

Remote students enrolled in in-person classes are expected to participate through reasonable methods prescribed by their instructors. They should participate in educational activities synchronously with on-campus students when the teacher deems it appropriate.