| شعار الكلية | جـامعـة الزيتونــــة الأردنيـة <br> AI-Zaytoonah University of Jordan $\qquad$ كلية <br> Faculty of $\qquad$ |  |  |  |
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| Detailed Course Description - Course Plan Development and Updating Procedures/........................ Department |  |  |  | QFXX/0408-3.0E |
| Faculty | Science and Information Technology | Department | Mathematics |  |
| Course number | 0101331 | Course title | Euclidean Geometry |  |
| Number of credit hours | 3 | Pre-requisite/corequisite | none |  |

Brief course description Axiomatic systems and modern axioms of Euclidean Geometry, Congruence of triangles, Parallelism and Parallelograms, Similarity, Area and Equivalent Polygons. The circle.

|  | Course goals and learning outcomes |
| :---: | :---: |
| Goal 1 | Explore the content of Euclid's elements |
| Learning outcomes | 1.1 Students will continue their professional growth with the community of mathematics educators. <br> 1.2 Students will master the basic geometric concepts indicated in the topic list. 1.3 Students will improve their ability to talk about geometric objects using appropriate language. |
| Goal 2 | Explore variations of Euclid's parallel postulate |
| Learning outcomes | 2.1 Prove typical geometry proofs. (Pythagorean theorem, alternate interior angles, propositions in the Elements, etc.) <br> 2.2 Students will be able to talk about their own geometric learning and use this understanding to analyze and expand their instructional strategies. <br> 2.3 Students will develop the ability to reason about geometric objects. |
| Goal 3 | Cite basic definitions. |
| Learning outcomes | 3.1 Prove geometric theorems in non-Euclidean spaces (e.g. angle sum theorem on the sphere.) <br> 3.2 Give the students a taste of some recent geometric discoveries <br> 3.3 Provide students with a perspective meant to enhance their appreciations of axiomatic system |
| Goal 4 | Give the students a taste of some recent geometric discoveries |
| Learning outcomes | 4.1 Become better at reading and writing mathematical proofs. <br> 4.2 Acquaint students with some of the geometry that was developed in the last two centuries <br> 4.3 To provide prospective height school mathematics teachers with the geometric background they need. |
| Textbook | 1.- Elementary Geometry, Daniel C. Alexander, Geralyn M. Koeberlein, Fifth Edition, Brooks/Cole 2013 |
| Supplementary references | 1- Moser, James M. Modern elementary geometry, Printice - Hall, New Jersey 1971 <br> 2014 2. 207 مقدمة في الهندسة، د. حسان محمود الز عبي، دار عالم الثقافة لللنشر والثوزيع، الطبعة الأولى <br> 3.- "Foundations of Geometry" by C.R. Wylie, JR. McGraw-Hill Company 1995 |

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| Detailed Course Description - Course Plan Development and Updating Procedures/ | "Tradition and Quality" |
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| Course timeline |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Week | Number of hours | Course topics | $\begin{array}{\|c} \hline \text { Pages } \\ \text { (textbook) } \end{array}$ | Notes |
| 01 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ | Introduction to Euclidean Geometry - The axiomatic method. | 1-38 |  |
| 02 | $1$ | line segments and rays. Angles. Triangles and Polygons. | $39-60$ |  |
| 03 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ | The Congruent postulate of Triangles. Isosceles triangles, equilateral triangles. | 61-102 |  |
| 04 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ | Other cases of congruent triangles. The parallel concept. The Euclidean parallel postulate. | 102-117 |  |
| 05 | $\begin{aligned} & 1 \\ & 1 \end{aligned}$ | Parallelograms, Quadrilaterals. | 117-133 |  |
| 06 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ | Some Properties of Triangles. First Exam: 20\% | 133-151 |  |
| 07 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ | Similar Triangles and Polygons. The basic similarity theorems. | 152-179 |  |
| 08 | $\begin{aligned} & 1 \\ & \mathbf{1} \\ & \mathbf{1} \end{aligned}$ | Pythagoras Theorem. The area postulate. | 180-205 |  |
| 09 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \\ & \hline \end{aligned}$ | Area and Equivalent Polygons. Ceva's Theorem. | 205-212 |  |
| 10 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \end{aligned}$ | Equivalence of polygons. Circles. | 212-230 |  |
| 11 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \\ & \hline \end{aligned}$ | Arcs of circles. Inscribed and central angles. | 231-251 |  |
| 12 | $\begin{aligned} & \mathbf{1} \\ & \mathbf{1} \\ & \mathbf{1} \\ & \hline \end{aligned}$ | Tangents of a circle. Second Exam: 20\% | 251-261 |  |
| 13 | $\begin{aligned} & 1 \\ & \mathbf{1} \\ & \mathbf{1} \\ & \hline \end{aligned}$ | Four Sides Circular Polygon. Intersecting of two circles | 261-282 |  |
| 14 | $\begin{aligned} & 1 \\ & 1 \\ & 1 \\ & \hline \end{aligned}$ | Volumes Definition of Prism, Pyramid, Cylinder, Cone Volumes of Prism, Pyramid, Cylinder, Cone Surface Area of Prism, Pyramid, Cylinder, Cone | 404-413 |  |

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|  |  |  |  |  |
|  | Sphere. |  |  |  |
| Review of course material | $414-424$ |  |  |  |
| $\mathbf{1 6}$ | $\mathbf{1}$ | Final Exam: $\mathbf{5 0 \%}$ |  |  |
|  | $\mathbf{1}$ |  |  |  |


| Theoretical course |
| :--- | :--- | :--- | :--- |
| evaluation methods |
| and weight |$\quad$| Participation =10\% |
| :--- |
| First exam 20\% |
| Second exam 20\% |
| Final exam 50\% |$\quad$| Practical (clinical) |
| :--- |
| course evaluation |
| methods |$\quad$| Semester students' |
| :--- |
| work =50\% |
| (Reports, research, |
| quizzes, etc.) |
| Final exam =50\% |


| Approved by head of <br> department |  | Date of approval |  |
| :--- | :--- | :--- | :--- |

Extra information (to be updated every semester by corresponding faculty member)

| Name of teacher | Office Number |  |  |
| :--- | :--- | :--- | :--- |
| Phone number <br> (extension) |  | Email | \begin{tabular}{\|}
\hline
\end{tabular} |
| Office hours |  |  |  |

