

As I mentioned in the Course Policies, most projects will consist of using mathematical ideas to construct a work of art, and of writing a description of the math involved that could be easily read and understood by your friends in the class. For each project that you do, I will assign you points based on the correctness of the math, the extent to which you incorporated math in the work, the clarity of your explanation, and also the effort you put into the art, and to some extent the quality of the art.

If you really put a lot of effort and mathematical thought into a project, incorporating the math extensively *and correctly* into your artwork, it *might* earn as many as 30-50 points. Full credit for this portion of the class (the equivalent of getting 100% on every test, for the exam portion of the class) will be 100 points.

I strongly suggest you come to me early on in your project-planning stage to check whether your mathematical ideas are correct. It is very frustrating to have put a lot of effort into an art project, and then have it turn out that the underlying mathematical ideas are not correct. Should this unfortunate turn of events come to pass, rest assured – while that particular project will not earn many points for you, all is not lost. This is where the flexibility of this portion of the class comes in. At that point, you could choose to continue to pursue that topic, doing the same project (possibly a different artistic concept) again (within certain time restrictions – you can't wait until the end of the semester, see whether you have as many points as you want, and then go back and redo projects if necessary – I couldn't possibly get them graded!) **or** you can move on to the next project.

I will keep the completed projects, and hope to have a "show" at the end of the semester. Plan on thumbtacks being put through the corners of your work – if you don't want that, mount your work on some sort of matting through which I *can* put thumbtacks!

When I am assessing these projects, I will look at three aspects:

1. the artwork will be assessed according to content, technique (mathematical, that is), aesthetics, and – if applicable–innovative solutions to problems you ran into. I am not an artist (and this is not an art class), so it would not be fair, reasonable, or even possible for me to put much emphasis on aspects which to me are nebulous, like artistic merit. However, I clearly am going to give more credit to someone who has put a lot of effort into it and created something creative, interesting, and well-done than I am to someone whose work appears to have been done at the last minute. Specifically, I will be looking for creativity, effort, accuracy in measurement.
2. the mathematical analysis will be graded on the sophistication (and correctness) of the analysis, the clarity of the presentation, and on the extent to which the mathematics in the project uses, or even supersedes, what is done in class.
3. the project will also be assessed according to how creatively and correctly you have integrated the math and the art.