Course Syllabus

### I. Course Information

# **Course Name**: Mathematical Foundations of Robotics

**Course Number :** RBOT- 101

**Course Start & End Dates:**  January 19, 2021 - XXXXX

**Instructor’s Name and Contact Information**

Dr. Olalekan Ogunmolu

Email: patlekno@brandeis.edu

Phone: (optional)

Office Hours/Availability – 6pm-8pm, EST Wednesdays and Thursdays

## Document Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for reference.

## Course Description

The course is intended to be a refresher for the mathematical concepts important in robotics that students should have encountered in past courses or avenues of study. The topics covered by this course include the configuration space, rigid bodies, semi-rigid soft bodies, as well as their motions in , wrenches, homogeneous transformations, optimal algorithms for rigid body rotations, linear systems theory, probability theory, the Kalman filter. The course will begin and end with a self-assessment to allow students to gauge their strengths and weaknesses in these topics. References for further, in-depth study in each topic are provided.

## Course Outcomes

After taking this course, each student will be able to:

1. Develop mathematical tools for solving fundamental kinematic problems in robot operation.
2. Formulate optimal state estimation tools for solving real-time smoothing and filtering operations in robotics.
3. Integrate state estimation with rigid and semi-rigid soft bodies to solve real-world automation problems.
4. Use open-source Python, and C++ tools to solve classical and emerging problems in robotics in our day.

**Relevant Programs:** Robotics Software Engineering

**Prerequisites:** An undergraduate-level understanding of linear algebra, analytical mechanics, Python and C++ programming.

## 

## Materials of Instruction

* Simon, D. (2007). Optimal state estimation: Kalman, H [infinity], and nonlinear approaches. Choice Reviews Online, Vol. 44, pp. 44-3334-44–3334. https://doi.org/10.5860/choice.44-3334
* Murray, R. M., Li, Z., & Sastry, S. S. (1994). A Mathematical Introduction to Robotic Manipulation. Book (Vol. 29). Free PDF preprint downloadable from https://www.cds.caltech.edu/~murray/books/MLS/pdf/mls94-complete.pdf
* Modern Robotics: Mechanics, Planning, and Control. Free PDF preprint downloadable from http://hades.mech.northwestern.edu/images/7/7f/MR.pdf
* Theory of Screws: A Study in the Dynamics of a Rigid Body by Robert Stawell Ball, Dublin: Hodges, Foster, and Co., Grafton-Street.
* Introduction to Matrix Analysis by *Richard Bellman* © The RAND Corporation, 1960.

# b. Required/Recommended Software :

# A working knowledge of \*nix Systems

# Python

# GNU C++

# ROS 1.x : http://wiki.ros.org/melodic/Installation/Ubuntu

# ROS 2 : <https://index.ros.org/doc/ros2/Installation/Crystal/Linux-Install-Binary/>

c. Recommended Text(s) / Journals: TBA

d. Online Course Content

This course will be conducted completely online using Brandeis’ LATTE site, available at http://moodle2.brandeis.edu. The site contains the course syllabus, assignments, our discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled participants before the start of the course. To begin participating in the course, review the Welcoming Message and the Week 1 Checklist.

• Students will be provided with PDF copies of additional course material and links to relevant material, if required.

**Welcome Message from the Instructor**

[Instructor inserts welcome message with an overview of the course and goals]

### Course Grading Criteria

|  |  |  |  |
| --- | --- | --- | --- |
| Percent | Component | Description | Week Due |
| 20% | Discussions/Online participation) | You are encouraged to engage one another, ask questions about assignments, textbook materials, as well as contribute meaningful discussions that enlighten others on the discussion forum. | Every week |
| 40% | Assignments | There will be weekly assignments to test your knowledge and understanding of each week’s coursework | Every other Monday |
| 30% | Term Paper | Each student will be expected to submit a final self-completed term paper that applies the concepts we have taught in these modules. During the course, students are encouraged to discuss with the instructor one-on-one on what topics interest them and how they envision translating the topic into a meaningful real-world project/term paper. | Week 10 |

## Grading Criteria for Discussions/Online Participation

**Discussion responses to instructor posts will be graded according to the criterion outlined below:**

**An exceptional post:**

* Provides original, substantive, and thought provoking analysis of the course material.
* Is coherent and has a central thesis.
* Contains properly cited references.
* Is grammatically correct and contains no spelling errors.

**A good post:**

* Contains most elements of an exceptional post, but may lack coherency and/or have a couple minor spelling/grammatical errors.

**A fair post:**

* Provides only a surface-level analysis of the course material.
* Contains properly cited references.
* Contains a few grammatical and/or spelling errors

**A poor post:**

* Provides only a surface-level analysis of the course material.
* Does not properly cite references.
* Contains several grammatical and/or spelling errors.

Similarly, substantive responses to peer posts will be similarly graded. In addition to the grading metric outlined above, to earn full credit the responses must (1) address the author of the post directly and highlight texts/ideas from the original post and 2) provide constructive insight (i.e. not simply “I agree/disagree with you”).

**Timing**:  
Online discussions should be completed during the course week in which they are assigned. Early or late discussion posts do not earn credit. Your first post should be made by Saturday midnight of each course week; following posts should be made by Tuesday midnight. You are expected to post on at least three different days of the course week.

Unless stated otherwise, you should expect to post substantive answers to each discussion question and at least one response to a post from two other students (3 to 4 substantive posts per week). A substantive post is one that is about 150-250 words, and which makes a useful point or asks a useful question. Posts which are poorly written, which merely quote from external sources, or which merely echo agreement or disagreement

### II. Weekly Information & Assignment Outline

|  |  |
| --- | --- |
| Week 1 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 1 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 2 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 2 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 3 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 3 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 4 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 4 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 5 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 5 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 6 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 6 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 7 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 7 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 8 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 8 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 9 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 9 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |
| Week 10 | Title |
| **Objectives** |  |
|
| **Learning Materials** | * Week 10 Learning Guide * *[Identify each additional learning material; include page-range, video/audio length]* |
| **Discussion Topic** | * *[Abbreviated summation of discussion focus]* |
| **Assignments / Assessments** | * None, assignment # available, and/or assignment # due |

### III. Course Policies and Procedures

## Late Policies

**Late discussion posts** are strongly discouraged as the success of class discussion is dependent upon the active engagement of all participants in the course. Late policies related to discussion posts can be found in the Evaluation Criteria section above.

**For late assignments**, points will be deducted according to the following scale:

1-2 days late -5 points

3-4 days late -10 points

5-6 days late -15 points

7 or more days late - not accepted

\*Late Final Projects cannot be accepted

On rare occasions, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

## **Grading Standards**

* + Work expectations – Students are responsible to explore each week's materials and submit required work by their due dates.  On average, a student can expect to spend approximately 5-6 hours per week reading and approximately 3-4 hours per week completing assignments and posting to discussions.
  + How points and percentages equate to grades

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 100-94 | A |  | 76-73 | C |
| 93-90 | A- |  | 72-70 | C- |
| 89-87 | B+ |  | 69-67 | D+ |
| 86-83 | B |  | 66-63 | D |
| 82-80 | B- |  | 62-60 | D- |
| 79-77 | C+ |  | 59 or < | F |

## **Feedback**

My goal is to grade homework within a week of the due date.  I will post an announcement if I am delayed in grading for some reason.  If you submit an assignment late, I usually grade it after the following assignment is due, so that my feedback is timely for the greatest number of students.

If you have questions about assignments, the most reliable private way to reach me is via the One on One Discussion forum.  If your question will help the entire class, I may take the liberty of answering it via the Questions and Answers forum.

If you send me a message at my Brandeis email address, I normally respond within 24 hours of receiving it.  However, email may be delayed several days.

## **Confidentiality**

* + We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.
  + Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

## **Time Management**

Students sometimes run into problems related to managing their time, especially in distance learning courses. I hope these ideas will help you to succeed in the class:

* If you are employed full-time, do not take more than two courses at a time. I have never yet met a student who could successfully manage this, especially toward the end of the term as finals and projects come due.
* Keep up with the course week-to-week. Don’t let yourself fall behind on readings, discussion posts, etc. Brandeis courses are not self-paced, and they depend on the collaboration of everyone. Participating late, or “trying to get ahead” is very disruptive.
* Take a look at course assignments early in the week and consider how you will approach the solutions. Ask questions early, so I have time to answer them. Don’t wait until Tuesday night to begin work.
* If you are planning a vacation, plan to continue participating in the class. Thanks to LATTE, you can post discussions and submit homework from virtually anywhere in the world. I will not be able to accept homework late because of a scheduled vacation.
* If you do find yourself short of time, remember that discussion posts count for 30% of your grade. Do not forgo discussions, because it’s impossible to complete the course successfully without them.
* If you experience a serious situation, such as a severe illness, contact me as soon as you can, or contact the GPS office.

## **Find out where to get help.**

For questions or problems with your LATTE course, contact the [**24/7 Help Desk**](https://brandeis.zendesk.com/hc/en-us). You can email, call, or text your questions using the LATTE Support Channels listed on this webpage. Please also bookmark this resource so you have easy access to these support services moving forward. To search our library materials use our [**OneSearch**](http://search.library.brandeis.edu/)databaseor contact Library Resources using [**Find Your Librarian**](http://www.brandeis.edu/library/research/help/liaison-subject-sort.html)

### IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/students/studentresources/policiesprocedures/index.html. We would like to highlight the following.

## Student Accessibility Support

Brandeis University is committed to providing reasonable accommodations to individuals with appropriately documented physical, learning, or psychological disabilities; short-term and long-term.

Disclosing a disability and requesting accommodations are personal decisions. Brandeis does not require you to disclose the existence of a disability, but requesting accommodations does require that you disclose your disability. Be sure to contact Student Accessibility Support (SAS) as soon as possible to ensure all your accommodations are delivered in a timely manner.

Please refer to www.brandeis.edu/academic-services/accessibility for more information. For any questions regarding the accommodation request process, please contact Jaspreet Mahal, Accessibility Specialist for Graduate Students, at 781-736-3470 or [jaspreet26@brandeis.edu](mailto:jaspreet26@brandeis.edu).

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## Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty.  A student shall not receive credit for work that is not the product of the student’s own effort.  A student's name on any written exercise constitutes a statement that the work is the result of the student's own thought and study, stated in the student’s own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source."  In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class.  Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to properly cite resources may result in a referral being made to the Office of Student Development and Judicial Education.  The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.   
  
Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students') Rights and Responsibilities Handbook", AND " Graduate Professional Studies Student Handbook".  You should read these publications, which all can be accessed from the Graduate Professional Studies Web site.  A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

## University Caveat

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances. If you have questions or concerns about course content before the start of the course, please contact the instructor.