

GENERAL PHYSICS

Phys 112L Spring 2019

Instructor:	Professor David Collins
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Office Hours:	M 2 – 3pm, T 1 – 2pm, W 9 – 10am, F 10 – 11am, 1 – 2pm
Class Meetings:	W 1:00 – 2:45pm (Section 001), R 9:30 – 11:15am (Section 003), Wubben/Science 214
Course Website:	http://www.coloradomesa.edu/~dacollin/teaching/2019Spring/Phys112L/index.html
Prerequisites:	Phys 112 (co-requisite)

Overview

Physics is an experimental science; that is, the nature and validity of the theoretical framework that physicists use is informed by the outcomes of experiments which can be performed repeatably.

Phys 112L is the laboratory accompanying Phys 112. In this course you will conduct experiments and make observation on various physical systems. There are two objectives in this component of the course:

1. gain hands-on experience with physical phenomena and
2. understand the relationship between experimental observations and the corresponding theory.

Course Structure

Class will meet once during each of the weeks listed in the schedule on the last page. During each meeting you will be given specific laboratory activities, tasks and assignments. Some of the laboratories consist of **traditional experiments**; in these you will set up an apparatus, gather and analyze data and reach conclusions about the underlying physics based on your analysis. In other laboratories you will conduct **qualitative, computational or “thought” experiments**; these are accompanied by a worksheet consisting of a series of questions that you will answer.

Assignments and Work Expectations

1. **Pre-lab Exercises:** There will be a pre-lab exercise due by one hour before each laboratory meeting (i.e. by 12:00 noon on Wednesday for section 001, or by 8:30am on Thursday for section 003). The pre-lab exercise will cover issues that arise in that laboratory.
2. **Lab Reports/Packets:** For the laboratories consisting of the traditional or computational experiments you will be required to turn in:
 - a) Lab notes containing data, graphs and any analysis and conclusions. These must be well-organized and intelligible to the instructor; notes in the margins of the lab packets are unacceptable.
 - b) A brief, informal report describing the aims, methods and results of the experiment. This may be written in bullet point form. Guidelines will be provided in lab packets.

For the laboratories consisting of qualitative or “thought” experiments you will be required to turn in:

- a) A completed worksheet as well as any essential data, graphs and analysis. It is acceptable to write your answers on the worksheet.

An undergraduate student should expect to spend on a minimum of one hour outside the classroom for every two hours in laboratory. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU’s Curriculum Policies and Procedures Manual.

Grades

Each week’s assignment will be graded out of 20 points. Of these 4 points will be assigned to the pre-lab exercise and the remaining 16 to the lab report/packet. These will be graded according to:

1. **Pre-lab Exercises:** Checked for completeness and correctness. A complete solution will include an explanation describing all physics and mathematics needed to understand the answers.
2. **Lab Reports/Packets:** In traditional or computational experiments, the lab report will be graded for completeness, correctness and organization. All important calculations, units and graph labels, etc... must be present. In qualitative or “thought” experiments, the worksheet/packets will be graded for completeness and correctness. Some lab exercises contain a mixture of qualitative activities and report. For these, both parts will be included in the lab grade.

You will only receive credit for the lab assignment if you were present for the entire lab. The deadline for each assignment will be given during the relevant class meeting time.

Individual lab scores will be added together and converted into a percentage score. The following percentages will guarantee letter grades:

90%	A
80%	B
70%	C
60%	D

Policies

1. The Tutorial Learning Center (TLC) is a *free* academic service for all CMU students. Tutors are available in Houston Hall 113 on a walk-in basis for many courses. More information is available at www.coloradomesa.edu/tutoring or 248-1392.

In coordination with Educational Access Services, reasonable accommodations will be provided for qualified students with disabilities. Students must register with the EAS office to receive assistance. Please meet with the instructor the first week of class for information and/or contact Dana VandeBurgt, the Coordinator of Educational Access Services, directly by phone at 248-1801, or in person in Houston Hall, Suite 108.

Helpful advice on student success can be found at:

http://www.coloradomesa.edu/academics/documents/StudentSuccessatCMU_WCCC.pdf

2. **Attendance:** Attendance policies are described in the CMU catalog. You are expected to attend all the class meetings.

If you miss a lab meeting, you will be able to attend a make-up meeting, but **you must arrange this with me before Monday 30 April 2018**. It is not possible to make-up more than one laboratory. If you fail to attend a lab, and do not make any arrangement with me or you cannot produce appropriate documentation, you will lose all credit for that lab.

You are not allowed to leave the lab room before the scheduled end of the class period unless you have completed all assignments. If you have finished all the assignments before then, you can only leave provided that you show me your completed work.

3. **Withdrawals:** There are several ways to drop this course. The deadline for dropping without penalty is **6 February 2019**. Please consult the CMU academic calendar and catalog for more details about adding and dropping courses.
4. **Academic Integrity:** You are expected to present your own work in assignments, exams and quizzes. Fabrication of data, plagiarism, and copying from anyone else, particularly in closed book exams, are serious violation of academic norms. CMU has extensive policies on these matters and penalties for infringement can be severe. For more details, consult the academic integrity policies in the CMU catalog.

Student Learning Outcomes

The learning outcomes for this course are as follows. A student who has taken this course will demonstrate the ability to:

1. Translate between verbal and mathematical descriptions of physical situations. Apply mathematical reasoning, using algebra and trigonometry, to analyze these situations.
2. Articulate the arguments, verbal and mathematical, used to analyze physical situations.
3. Represent physical processes graphically and describe given graphical representations in physical terms.
4. Use the mathematics of vectors, vector algebra and vector components to analyze physical situations.
5. Distinguish between and relate electric charge, forces, fields, potentials and currents.
6. Distinguish between and relate magnetic forces and fields.
7. Describe and use basic concepts associated with waves and superpositions of waves.
8. Determine and use electric fields, electric potentials, electric forces, electrostatic energy, magnetic fields and magnetic forces in various physical situations.
9. Use the geometrical picture of light to describe the properties of and propagation of light in various physical situations.
10. Use the wave picture of light to describe the properties of and propagation of light in various physical situations, including interference and diffraction phenomena.
11. Describe and use fundamental concepts associated with modern and atomic physics, including quantization of light and quantization of energy.

This course is part of CMU's essential learning curriculum and satisfies the following essential learning outcomes:

1. Demonstrate investigative and analytical thinking skills to solve problems.
2. Select and use appropriate information in an academic project.

This course contributes to the fulfillment of the following program learning outcomes for the BS in Physics degree. A student will have demonstrated the ability to:

1. Show fluency with the major fields of physics (classical mechanics, electromagnetism, statistical physics and quantum theory).
2. Use mathematical representations to analyze physical scenarios.

Guaranteed Transfer

The Colorado Commission on Higher Education has approved PHYS 131L for inclusion in the Guaranteed Transfer (GT) Pathways program in the GTSC1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

Content Criteria

This course should provide students with the opportunity to/Students should be able to:

- a) Develop foundational knowledge in specific field(s) of science.
- b) Develop an understanding of the nature and process of science.
- c) Demonstrate the ability to use scientific methodologies.
- d) Examine quantitative approaches to study natural phenomena.

The laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course) content of a GT Pathways science course (GT-SC1): Students should be able to:

- a) Perform hands-on activities with demonstration and simulation components playing a secondary role.
- b) Engage in inquiry-based activities.
- c) Demonstrate the ability to use the scientific method.
- d) Obtain and interpret data, and communicate the results of inquiry.
- e) Demonstrate proper technique and safe practices.

Student Learning Outcomes

Inquiry and Analysis Competency

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that results in informed conclusions.

Student Learning Outcomes (SLOs): Students should be able to:

1. Select or Develop a Design Process
 - a) Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.
2. Analyze or Interpret Evidence
 - a) Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.

- b) Utilize multiple representations to interpret the data.
3. Draw Conclusions
- a) State a conclusion based on findings.

Quantitative Literacy Competency

Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

Student Learning Outcomes (SLOs): Students should be able to:

1. Interpret Information
 - a) Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Represent information
 - a) Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

Schedule

The following schedule is subject to modification.

Dates	
1/23 – 1/24	No Labs.
1/30 – 1/31	Lab 1: Electric Charges.
2/6 – 2/7	Lab 2: Electric Potential.
2/13 – 2/14	Lab 3: Electric Potential and Electric Fields.
2/20 – 2/21	Lab 4: Electric Circuits.
2/27 – 2/28	Lab 5: Series and Parallel Circuits.
3/6 – 3/7	Lab 6: Currents and Magnetic Fields.
3/13 – 3/14	Lab 7: Moving Charges and Magnetic Fields.
3/20 – 3/21	Fall break
3/27 – 3/28	Lab 8: TBA.
4/3 – 4/4	Lab 9: Polarization of Light.
4/10 – 4/11	Lab 10: Interference of Light.
4/17 – 4/18	Lab 11: Reflection and Refraction.
4/24 – 4/25	Lab 12: Image Formation by Lenses.
5/1 – 5/2	Lab 13: TBA.
5/8 – 5/9	Make-up