

SYLLABUS

Meeting Times

Lectures: MWF 9:00-9:50 am
Office Hours: T 2:00 pm - 4:00 pm
R 3:00 pm - 5:00 pm

Contact Information

Professor: Annemarie Exarhos
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Course Overview This course is a calculus-based introduction to the foundations of electricity and magnetism, intended for students majoring in science or engineering. Our emphasis will be on identifying, understanding, and applying the fundamental principles of electric fields and potentials, basic circuits, magnetic fields, and electromagnetic waves.

Learning Outcomes By the end of this course, you will be able to

- understand, identify, and apply the fundamental principles of electricity and magnetism in a variety of physical situations
- apply Maxwell's equations and the principles of waves to appropriate physical situations
- apply qualitative and quantitative problem-solving skills to answer concrete questions and communicate your reasoning to others
- describe phenomena in the physical world using the language of mathematics including calculus concepts and vector quantities
- engage in the process of *doing* physics, including such tasks as developing, testing, and evaluating models, graphing and interpreting experimental data, solving problems, and communicating results
- collect and analyze experimental data relevant to testing a hypothesis and evaluate whether the evidence supports, refutes, or leads to the revision of the hypothesis

Prerequisites PHYS 131 or PHYS 151, MATH 162 or permission of instructor

Course Text

University Physics with Modern Physics, 14th ed. by Young and Freedman
with *Mastering Physics*

*If you did not purchase with *Mastering Physics* with the text, you can buy it online at
<http://www.MasteringPhysics.com/>

Physics 133 Laboratory Manual

Course Policies Lecture attendance is mandatory and I encourage you to read the relevant sections of the text (as listed in the schedule) *before* lecture so that the material is not completely unfamiliar to you when we start discussing it together. A significant component of this course will involve interacting with the lecture via problem solving; these activities are designed to help

you better learn the material and, as such, require your engagement with the lecture in order to be effective. Your participation grade in this class will be based on your engagement with the lectures. I encourage you to coordinate watching the lectures with a classmate so you can work through the problems together. Working with others will help inform your problem-solving by bringing potentially disparate approaches/opinions to the table, forcing you to discuss and debate with one another as you work towards a common solution.

Grading Grades are determined on the following basis:

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|----------------|-----|-----------|--------|
| Problem Sets: | 20% | Exam I: | 18.33% |
| Participation: | 10% | Exam II: | 18.33% |
| Labs: | 15% | Exam III: | 18.33% |

Laboratory The laboratory is an essential part of this course. There you will see and experiment with many of the concepts we cover in class and learn how to approach, analyze, and communicate details of an experiment. You **must** complete all of the assigned experiments; you will be unable to pass this course unless you both complete all laboratory activities and receive a passing grade for the laboratory part of the course. Further details will be provided by your laboratory instructor.

Assignments

Problem Sets: Homework will be assigned on a weekly basis and will generally be due on **Wednesdays at 9 am**. Late assignments are generally not accepted, unless you have received an exemption from me ahead of time. Please plan to manage your time accordingly.

Weekly problem sets will consist of a selection of online problems available through *Mastering Physics* (course name: **PHYS 133: Physics II: Electricity, Magnetism, and Waves (2020)**, course ID: **exarhos41748**). See the **MasteringPhysics Introduction** on Moodle for more details.

A few notes about assigned problem sets:

- It is to your advantage to do the assigned homework. I have chosen the problems to help *you* learn the material. Physics can be a complicated thing, but repeatedly working with it (and at it) is essential in order to gain physical intuition and get comfortable with the mathematical theory.
- I encourage you to work on these problem sets collaboratively, though I do expect you to take 10-15 minutes to give a problem "the old college try" on your own so you enter into discussion with others having some ideas to contribute. You will make your life easier as well as improve your understanding if you work with others (either by explaining it or having it explained to you).
- Though the problem sets consist of online problems, you should still need to write down what you're doing. I recommend keeping a notebook where you can clearly show your work when solving a given problem. It will serve as an excellent study tool for exams and if you come to office hours for assistance, I will expect to see your work so that I can help.

- Some tips and pointers for doing problem sets that will help keep your work clearly and logically organized are below. These steps are not required, but I guarantee that you will find your work easier to follow, explain to others, and learn from if you adhere to these suggestions.
 - Write out the problem (or an abbreviated version containing all relevant information). Draw a picture/diagram if useful.
 - Clearly work out the problem, commenting your work as you go. Solutions should never contain just the math; use words to describe what you are doing and to reference where in the text an equation came from and why it is relevant.
 - Remember to keep track of units (by writing them out with all your calculations)! Do the units work out as you expect they ought to at the end of a problem? Dimensional analysis is the easiest check to ensure you have tackled the problem correctly.
 - Box your final solutions or major milestones as you do the problem. This makes it easier for you to follow your own work when you look it over.
 - Think about or comment on the significance of your answer. (Does it make sense? Is it what you expected? Why or why not?)
 - Please see me if you have any questions about this! I know it seems a bit ridiculous listed out like this, but I promise that it will serve you well in the long run. Writing in science is different from the traditional humanities paper, but the point is the same: to clearly and effectively communicate something. This will help you to accomplish that, even with online assignments.

Exams There will be three exams for this class, two given over the course of the semester and one during finals week. For each exam, I will provide you with an equation sheet which will be made available ahead of time so you may familiarize yourself with it. On the exams, I want you to demonstrate that you know and understand how to apply the concepts/formulas from class; I want you to focus on the physics, not on memorizing a bunch of equations.

The point of this class is to understand and be able to *use* the basic principles of physics, not to memorize the solutions to specific types of problems. Accordingly, exam problems will **not** be identical to any particular homework problems, but they will be based on the same principles and can be solved using similar strategies. Practice (via examples and problems in the text, SI session attendance, and homework assignments) will be **essential** in developing the skills and intuition of the physics needed to do well on exams.

Supplemental Instruction SIs will be holding problem help sessions multiple times during the week. These sessions are useful ways to practice applying the physics we discuss in class and work through book examples.

Academic Honesty I expect that you will abide by the "Principles of Intellectual Honesty" appearing in the Lafayette College Student Handbook.

Accommodations In accordance with Lafayette College policy, reasonable academic accommodation and support services are available to students who have a documented disability. It is your responsibility to provide me with the appropriate paperwork from the Accessibility Services Office. More information is available at <https://hub.lafayette.edu/>.

Gender Inclusion This is a gender-inclusive classroom. I have been provided with a class roster and your legal names. I will gladly honor any requests to be addressed by a different name or pronoun than appears on the class. Please make me aware of any preferences.

Moodle Privacy Statement Please note that Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

Proper Usage of Course Materials & Classroom Recordings At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Reposting such materials or distributing them through any means is prohibited. Such materials should not be reposted or distributed through any means. You must request my permission prior to creating your own recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If you have any questions about proper usage of course materials please ask me. Please also be in contact with me if you have any concerns with being recorded during the course.

Online discussions in Moodle occurring during synchronous class sessions should also remain private and not be shared outside of the course. Courses using Moodle will make student information visible to other students in this class. Student information in courses is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure of student information to unauthorized parties violates federal privacy laws and it must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

Common Course of Study Outcomes Statement This course (and particularly the lab component) will promote the following outcomes for Natural Sciences (NS) within the Lafayette Common Course of Study:

- NS 1: Employ the fundamental elements of the scientific method in the physical and natural world by identifying and evaluating a testable scientific hypothesis.
- NS2: Create and evaluate descriptions and representations of scientific data via equations, graphs, tables, and/or models.

Federal Credit Hour Compliance Statement Student work in this course is in full compliance with the federal definition of a four credit hour course. Please see the Registrar's Office website (<https://registrar.lafayette.edu/wp-content/uploads/sites/193/2013/04/Federal-Credit-Hour-Policy-Web-Statement.doc>) for the full policy statement.

Tentative Lecture Schedule and Associated Readings

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| Aug. 17 | Coulomb's Law | Ch. 21:1-3 | |
| Aug. 19 | Electric Fields | Ch. 21:4-5 | |
| Aug. 21 | Continuous Charge Distributions | Ch. 21:6-7 | |
| Aug. 24 | Electric Flux | Ch. 22:1-2 | |
| Aug. 26 | Gauss' Law | Ch. 22:3 | PS 1 due |
| Aug. 28 | Applications of Gauss' Law | Ch. 22:4-5 | |
| Aug. 31 | Electrostatic Potential Energy | Ch. 23:1-2 | |
| Sept. 2 | Electric Potential | Ch. 23:3 | PS 2 due |
| Sept. 4 | Equipotential Surfaces | Ch. 23:4-5 | |
| Sept. 7 | Capacitance | Ch. 24:1-2 | |
| Sept. 9 | Electric Field Energy | Ch. 24:3-5 | PS 3 due |
| Sept. 11 | Electric Current | Ch. 25:1-2 | |
| Sept. 14 | Ohm's Law | Ch. 25:3-4 | |
| Sept. 16 | Energy and Power in Circuits | Ch. 25:5-6 | PS 4 due |
| Sept. 18 | Exam I | | |
| Sept. 21 | Kirchoff's Rules | Ch. 26:1-2 | |
| Sept. 23 | RC Circuits | Ch. 26:4 | PS 5 due |
| Sept. 25 | Magnetic Fields | Ch. 27:1-3 | |
| Sept. 28 | Magnetic Forces on Charges | Ch. 27:4-5 | |
| Sept. 30 | Magnetic Forces on Currents | Ch. 27:6-8 | PS 6 due |
| Oct. 2 | Bio-Savart Law | Ch. 28:1-4 | |
| Oct. 5 | Catch-Up | - | |
| Oct. 7 | Catch-Up | - | |
| Oct. 9 | Ampère's Law | Ch. 28:5-6 | |
| Oct. 12 | Applications of Ampère's Law | Ch. 28:7 | |
| Oct. 14 | Faraday's Law | Ch. 29:1-4 | PS 7 due |
| Oct. 16 | Induction | Ch. 29:5-7 | |
| Oct. 19 | Inductance and Magnetic Field Energy | Ch. 30:1-3 | |
| Oct. 21 | RL and RLC Circuits | Ch. 30:4-5 | PS 8 due |
| Oct. 23 | Mechanical Waves | Ch. 15:1-5 | |
| Oct. 26 | Superposition | Ch. 15:6-8 | |
| Oct. 28 | Sound Waves | Ch. 16:1-4 | PS 9 due |
| Oct. 30 | Exam II | | |

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| Nov. 2 | Resonance | Ch. 16:5-7 | |
| Nov. 4 | Electromagnetic Waves | Ch. 32:1-3 | PS 10 due |
| Nov. 6 | Energy and Momentum in EM Waves | Ch. 32:4-5 | |
| Nov. 9 | Reflection and Refraction | Ch. 33:1-3 | |
| Nov. 11 | Polarization and Scattering | Ch. 33:4-7 | PS 11 due |
| Nov. 13 | Interference | Ch. 35:1-2 | |
| Nov. 16 | Thin Film Interference | Ch. 35:4 | |
| Nov. 18 | Diffraction | Ch. 36:1-4 | |
| Nov. 20 | Diffraction Gratings and Circular Apertures | Ch. 36:5-7 | PS 12 due |

Exam III: date and time TBD by the Registrar