Physics 151/01 – Accelerated Physics I: Mechanics and Thermodynamics
Course Description – Spring 2015

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Course Website: We will use Moodle – http://moodle.lafayette.edu. “PHYS 151.01 Spring 2015 Accelerated Physics” should be in your list of current courses. Handouts, homework assignments/solutions, supplemental articles, etc., can be downloaded from this site. Taking a few moments to explore the site at the beginning of the semester is highly recommended.

Course Locations and Times:

Class: Hugel Science Center 142
        Monday, Wednesday, Friday; 9:00 – 9:50 AM

Labs: Hugel Science Center 142
        Tuesday 1:10-4:00 (Instructor: Scott Shelley)

Office Hours: There are no regularly scheduled help sessions for this small class, but you may drop in any time you see a free period in my schedule. Interacting with students is one of my favorite activities and a source of considerable joy. So, don’t be shy, just call, e-mail or stop by whenever a question arises or you wish to discuss material in greater depth than we have had time for in class. If I’m not in my office, look across the hall in the Biophysics lab or upstairs in the NMR lab. If that fails, talk to Debbie, our secretary, upstairs in room 124 – she usually knows where I am.

Classes on Snow Days and Other Emergencies: If I am unable to make it to class (I live in Morrisville, PA, about 55 miles from Easton), I will send an email message via Moodle.

Description: This course is an accelerated calculus-based introduction to classical mechanics and thermodynamics, designed primarily for science
and engineering majors who already have some background in physics. We will study kinematics and dynamics with an emphasis on conservation laws for linear momentum, angular momentum and energy. We will also explore mechanical waves and oscillations, and thermodynamics.

The student work in this course is in full compliance with the federal definition of a four credit hour course.

**Goals:** This course will enable you to understand, identify and apply the fundamental principles of classical mechanics and thermodynamics to a wide variety of situations, from solving simple end-of-chapter problems to tackling the knotty, multi-faceted problems that currently plague mankind, global warming, for example. It will emphasize both qualitative reasoning and quantitative problem-solving. A secondary goal is to introduce the student to the process of doing physics, *vid.*, developing and testing models, solving problems and communicating results in a clear and coherent way. Many of the skills developed in this course will be readily transferable to other fields of study, especially biology, chemistry, engineering, geology, medicine, neuroscience and environmental studies.

**Student Learning Outcomes:**

- Students will be able to apply the laws of mechanics and thermodynamics to a wide variety of situations, including those encountered in everyday life.
- Will develop a Newtonian intuition about motion, describing it mathematically and understanding its causes.
- Will be able to modify a simple physical model, e.g., free fall, to include realistic effects like air drag.
- Will acquire the machinery necessary to describe wave motion as well as see connections between oscillatory motion and wave motion.
- Will acquire or sharpen the mathematical skills necessary to write and solve equations of motion for a number of simple systems.
- Will sharpen critical thinking skills and continue developing their analytical skills as they analyze ever more complicated physical systems.
- Will acquire an impressive array of problem-solving tools and cultivate a mindset of rational exploration.
• Will appreciate the foundational nature of Physics and its relationship to other related disciplines as well as its connection with the solution of real-world problems.

Math prerequisite: Math 161 (calculus I).

Texts: The following text is required and is available at the college bookstore: Young and Freedman, University Physics with Modern Physics, 13th edition. Physics 151 - Laboratory Manual is available in the bookstore.

Your Responsibilities: Your textbook is a critical resource for this class – it is a source of definitions, facts, concepts, explanations, derivations and worked examples. I do not intend to waste your time simply by parroting exactly what is in the text. Instead, I will devote class time to discussing key ideas, answering questions, giving demos and practicing the application of those ideas to richly varied physical situations. Many of these explorations will be interdisciplinary in nature, e.g. biophysical or bioengineering, while others will be practically oriented.

Accordingly, you should read the text prior to coming to class. You can anticipate topics for discussion by appealed to the course syllabus.

Attendance: Regular class attendance is expected and is beneficial. Witnessing demos, student-student and student-instructor interactions cannot be duplicated outside of class. All too often irregular or spotty attendance and poor performance seem to go hand-in-hand and further diminish the value of this course. If you miss class, you are responsible for the material you missed. Because this course has a vertical architecture, i.e., later chapters assume a mastery of material covered in previous chapters, it behooves you not to fall far behind.

Ask questions. If you are confused, feel free to interrupt the class and ask a question. Chances are good that your confusion is shared by others and they will welcome your question.

Do all assigned work. A useful rule of thumb for any college course is that you should spend approximately two hours out of class for every hour in class. For this course that means devoting an average of six hours per week outside of class (not including lab). Do yourself a favor and plan ahead!
Start homework assignments long before they are due and review course material well in advance of an exam.

**Participate in class.** Class time will be used to go beyond what can be gleaned from reading your text alone. Active engagement during class can and should play an important role in helping you master the material. To encourage your active involvement, I will often initiate discussion of the physics behind a demo or a toy brought to class. Class time will also be used to announce changes to the syllabus. It will be your responsibility to keep up.

**Tests:** There will be three hour-long in-class tests on the dates marked on the syllabus. There will also be a cumulative final exam on a date to be determined by the registrar, *vide infra*.

**Equation Sheet:** An equation sheet will accompany each test. A copy has been included with the course description packet so that you can use it as you study and do homework problems. The idea is that you will use your study time to focus on the fundamental ideas and practice doing physics rather than just memorizing formulas.

**Homework Problems:** Homework assignments will be due at the beginning of class on the dates indicated in the syllabus (typically Friday mornings). Homework problems will usually be graded by student graders. Your lowest homework grade will be dropped at the end of the semester. All assignments and other relevant course information will be available on the course website.

- Problems will be due at the beginning of class. **Late homework will normally not be accepted**, since solutions will posted on Moodle after the assignment is due.

- For written homework, please staple your pages together. This assures they won’t get separated or lost.

- **Illegible papers will not be accepted.** If I or the graders can’t read or follow your work, it may be returned to you ungraded for resubmission. You may resubmit a legible version (along with the original) by the next class meeting, but that version must not have any new content – it must simply be a legible version of the original.
• Please look at the homework problems ahead of time and ask questions about them either in or out of class. I will be happy to give you whatever help you need, but eventually you must learn to solve these problems on your own. After all, that is precisely what you will be expected to do on exams and more importantly, later in life.

**Academic Honesty:** Working with others is often a helpful way to learn physics. I encourage you to collaborate with each other on homework, but the work you turn in must be your own. If, in fact, you do collaborate with fellow students, be sure to include their names at the top of your homework paper. You should read the department’s Academic Honesty policy for rules regarding collaboration (available on the course Moodle site). If some point is unclear, be sure to ask me for clarification.

**Laboratory:** You are responsible for completing all of the assigned experiments at the scheduled times. If you can’t make it to your scheduled lab, please see me as soon as possible to arrange a make-up. You can’t count on the equipment being available outside of the scheduled lab times.

**Final Exam:** There will be a comprehensive final exam at a time to be determined by the registrar. Please don’t make travel plans that conflict with the scheduled final exam.

**Grades:** Your course grade will be based on homework (25%), tests (30% total), the final exam (20%) and the laboratory (25%). Feel free to ask me how your grade is determined and how you are doing at any time during the semester.

**Meeting Federal Credit Hour Standards:** The student work in this course is in full compliance with the federal definition of a four credit hour course.

**Moodle & Privacy:** 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.