



PHYS-1112L: INTRODUCTORY PHYSICS II LAB

Electricity, Magnetism and Optics

Instructor Contact Information

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Course Number:	PHYS 1112L

Course Description

PHYS-1112L: Introductory Physics II Lab (CRN 85074) Fall 2020

This is a laboratory course to accompany PHYS 1112 Introductory Physics II lecture course. This laboratory course will include experiments in electrostatics, electric current and circuits, and electromagnetism, and may also include optics and modern physics. Elementary algebra and trigonometry will be used.

Assignments are designed to introduce the student to scientific investigative procedures, instruct the student in specific laboratory and research skills, and reinforce concepts covered in the lecture.

All coursework, content and instructional materials will be asynchronously delivered entirely online with no in-person attendance requirement. Some synchronous online review sessions may be scheduled, as necessary, on a scheduled class day via WebEx.

The course syllabus provides a general plan for the course; deviations may be necessary.

My Thoughts on Physics:

Since this is your second physics course, you have already started the journey to learn more about how things work in the physical world around you. Physics is a branch of physical sciences that deals with physical changes of objects. This physics course is the second of two-semester non-calculus *Introductory Physics* course sequence that provides students with basic knowledge of those fundamental, natural physical laws that enable us to learn more about our real world.

At the level of this course sequence, the actual conditions of the real physical world are simplified in idealized models, just for the ease of analysis. Fortunately, the mathematical equations of this idealized, simplified world yield approximate real solutions that are reliable enough for predictions of how complex systems might behave.

My Thoughts about teaching this Course

I've enjoyed teaching these introductory physics courses for over 36 years at Perimeter College. Therefore, it is highly rewarding for me to have another great opportunity to "invest" in your future by informing, encouraging and motivating all of you to enhance those requisite skills for success in your future careers. I eagerly look forward to taking this journey with you!

Technical Requirements for this course

You are responsible for completing any online and text-based course assignments. This course requires the use of a computer and access to the Internet. The course materials are accessible online by logging on to iCollege and the other course learning tools, such as *WebAssign* and *FlipItPhysics*. Your *iCollege* username and student identification number are required for online access. On the first day of class, log on to iCollege and review the course information on the course homepage.

To participate fully in this class, you will need to meet the following technical requirements:

- ✓ Browser Requirements: You can read all about those on the [Browser Support page](#) and also test your browser for compatibility using the [System Check](#).
- ✓ Audio: You'll need some headphones to watch videos.
- ✓ Internet Connection: We recommend that you have access to an internet connection with at least a 500k speed for streaming video.

You can read [more about the technical requirements](#) and also [test your computer](#) to make sure that you can fully participate in this course.

**“This course syllabus provides a general plan for the course,
deviations may be necessary.”**

Learning Outcomes:

Student Learning Outcomes

At the completion of this **PHYS 1112L** course, the student should be able to:

1. Adjust electrical measuring instruments such as (a) the multimeter (for measuring current, voltage, and resistance);
2. Investigate the patterns of the electric field in the plane containing two or more electrodes;
3. Build a simple electric circuit and draw electric circuit diagrams; apply Ohm's law to investigate the current-voltage relationship to resistors and other devices that do or do not obey Ohm's Law
4. Apply Ohm's law with the voltmeter-ammeter method to verify the mathematical relation for the equivalent resistance of a group of resistors that are connected in a series or parallel configurations
5. Apply Kirchhoff's rules to analyze a multi-loop circuit with multiple voltage sources to determine the currents and voltages across the circuit resistors
6. Investigate the exponential variation of voltage with time for a series resistor-capacitor circuit; determine the value of an unknown capacitor from the measurements of the RC time-constant of the circuit
7. Investigate the magnetic field due to current-carrying conductors;
8. Locate images formed by mirrors and lenses; measure the focal length of concave and convex mirrors; refractive index of glass by applying Snell's law; determine the critical angle at which total internal reflection occurs in glass

9. Determine the wavelength of monochromatic light passing through a single slit based on the minima and maxima of the relative intensity/position graph of the diffraction pattern; compare the interference-diffraction intensity variations of the double-slit and single slit.

(**) Content-based assessments must include material from Electricity, Magnetism, and Optics, and may also include **Modern Physics.

**Coverage may be limited due to time constraints

Discipline-level: Minimum General Learning Objectives for Introductory Physics Courses:

The objective of this physics course sequence is for the student to learn and be proficient in the application of the basic laws of physics. After taking the PHYS-1111 and/or PHYS-1112 courses, the student should be able to:

1. Interpret physical situations as stated in a word problem
2. Identify the physical laws appropriate to the physical situation at hand:
3. Use various types of data collection tools safely for the experimental investigation of physical laws;
 - Properly maintain and use a laboratory notebook to clearly and accurately record and communicate information related to experiments performed;
 - Perform basic measurements and use scientific tools to collect data as deemed appropriate for the course level;
 - Use standard safety practices for all classroom and field investigations experiments performed;
4. Use mathematics/physical law as a tool for prediction of behavior of representative physical systems;
 - Analyze an experiment for sources of error;
 - Suggest possible corrections and improvements;
5. Represent physical systems in multiple representations mathematically, pictorially, graphically, and/or in written descriptions, etc.;
 - Use tools of technology to present the behavior of physical systems during experiments;
 - Manipulate tools of technology to perform experiments;
6. Translate multiple representations, i.e. written, pictorial, graphical and/or data descriptions of a physical system into an appropriate mathematical model;
 - Graphically analyze data acquired from an experiment;
 - Deduce valid conclusions from this analysis;
7. Write a formal laboratory report appropriate for the level of the introductory physics laboratories.

Program-level: Student Program Outcomes

On successful completion of these physics course requirements, you should be able to demonstrate enhanced learning outcomes in the following areas:

1) Communication Outcomes

- Students develop reading skills and writing skills through course assignments and problem solving activities;
- Students communicate scientific investigations and information clearly by writing clear coherent laboratory reports, using data as evidence to support conclusions

2) Collaboration: Outcomes

- Students participate effectively in collaborative activities

3) Quantitative Skills Outcomes

- Students develop individual and group problem-solving skills and critical thinking skills, quantitatively and qualitatively through a variety of course related activity.
- Students will be able to represent physical systems in multiple representations, such as mathematically, pictorially, graphically, and/or in written descriptions
- Students will be able to interpret and analyze quantitative information related to physical situations in multiple representations, such as mathematically, pictorially, graphically, and/or in written descriptions.

4) Natural Sciences and Technology Outcomes

- Students recognize and apply scientific inquiry using conceptual and physical models of phenomena, emphasizing the methods of data collection, doing experiments and relating the outcomes to the relevant theories and physical laws.
- Students effectively use computers and other technology as appropriate to the discipline.

General Course Purpose

The purpose of this PHYS-1112L, in conjunction with the PHYS-1112 lecture course is to introduce students to the fundamentals of how to apply scientific inquiry using conceptual and physical models of phenomena, emphasizing the methods of data collection, doing experiments and relating the outcomes to the relevant theories and physical law. The experiment topics areas include electricity, magnetism, and optics. On completion of this course, **you will demonstrate competence in one area** of science and apply basic scientific principles, theories, laws as they apply to these stated topics in physics and extensions to other scientific disciplines at levels appropriate to these courses.

Course Organization:

“Online Learning” course delivery model: All coursework, content and instructional materials will be asynchronously delivered entirely online with no in-person attendance requirement. Some synchronous online review sessions may be scheduled, as necessary, on a scheduled day via WebEx.

My overarching instructional strategy in this course is based on my *“PhysicsLinX”* model. This model is based on an asynchronous, online *“Blended/Flipped Classroom”* model.

This instructional strategy is intended to:

- (i) expose you, as the learner, to online course material asynchronously prior to lab/class discussions and tutorial reviews,
- (ii) actively engage you through interactive course activities, and
- (iii) sustain your engagement with challenging out-of-lab/class assignments.

This *PhysicsLinX* course is designed to challenge students in ways that improve their abilities to reason, think critically, analyze and solve problems. The flexibility of this course design allows enough interaction to accommodate the diversity of learning styles, ability levels and motivation. Your active participation is important. The process of learning physics by reviewing course material and applying quantitative reasoning skills to solve standard problems, must be gradually acquired through consistent practice daily through differentiated course assignments.

COVID-19 Syllabus Statement: “Georgia State University and the University System of Georgia have mandated a face covering policy. Students are required to wear an appropriate face covering while inside campus facilities (classrooms, hallways, elevators, labs and in all other public spaces) because six feet of social distancing may not always be possible”.

Tips for Success in this Physics Lab Course

The lab experiments are organized in Modules that correspond to the topic areas. Generally, you should commence work as recommended in a module from the first day specified on the module, typically on Mondays. You will be completing one lab per week during this Fall semester. All submissions for labs, including individual pre-lab and post-lab quizzes, experimental data records and individual/group lab reports assigned on Mondays (12:01 am) are due the following Sunday night at 11:59 pm.

Therefore, it is very important that you establish a schedule, a workflow, and a communication strategy for interacting with the class, your professor, and your teammates.

Set up a Schedule

- Follow the weekly/lab schedule according to the recommended sequence of coverage. The syllabus and topic-based lab modules are the primary sources of instructions in this course. Follow them closely and refer to them regularly.
- Set up a dedicated, quiet space for study and observe your study periods.

Establish a Workflow Schedule

The summary of the recommended workflow for a typical weekly module structure is:

<i>Experiment Module Day One:</i>	Log in. Review the Purpose and Student Learning Objectives, including any introductory lab preview materials. Preview any lab videos and instructional material provided before moving on to the experiment.
<i>Week One - Monday to Thursday:</i>	Complete the assigned Pre-lab quiz and other assigned content, including any embedded quizzes. Perform the experiments instructions [Task] and other contents of the module. Record all data. Attend any scheduled webinar.
<i>Week One: Friday to Sunday:</i>	Analyze your data. Take the post lab quiz. Complete and submit lab reports and notebook data records to the Assignment folders, as required. Respond to any Discussion Forum assignments.

Participate in ALL Learning Activities:

- Be sure to respond to all discussion assignments posted on the *Discussion Forum* by the posted due dates. Questions or posted problem-solving exercises on the Forum are graded and posts must be made by the scheduled due date to earn full credit.
- Reach out and connect with me and your classmates. If you have a question or an answer that would help everyone, please post it on the *PhysicsLinX FAQ Café*. However, send your private emails (without late assignment submissions) to me at any time via the GSU email.
- I work from 9 am–5 pm, Monday through Friday and I will respond within 24 hours on weekdays.

Connect to your Class Community

The Buddy System works very well in a physics learning community. You have multiple ways to connect to me and to your classmates.

- Take care of each other in your small groups. This means turning to each other for help, listening openly to each other, responding to each other within 24 hours, and treating each other kindly. You

can't complete this course without forming a tight knit group as your assignments make up a large portion of your grade.

- I use the Netiquette Guide for Online Courses opens in new window in this class to help us all think about caring for each other in our correspondences.
- Students who are unable to participate during live **WebEx** webinars are encouraged to review the recorded sessions. You are also encouraged to visit me during my available office periods for one-to-one assistance.

What You Can Expect from Me

- I will communicate with all of you via the course Announcements or iCollege email, as necessary. Please check these for important updates and general info!
- I will work hard to give you quality instruction and grade your assessments within 1-2 weeks from the submission dates of the assessments.
- I will read your questions, suggestions and concerns, and take these into consideration in thinking about the course design.

Connect to Student Support Services

There are multiple resources available to you at Georgia State University to provide all forms of assistance to students. Take time to explore all services provided by tutors, academic advisors, librarians, financial aid officers, counselors and the technology help desk.

Assessments

Overall course percent scores and course grades for this course will be determined, based on the following grading criteria:

Grading Criteria:

The overall course percentage and grade for PHYS-1112L is based on the total scores from the course assessment components, including Pre-Lab and Post-lab assignments, Lab notebook, Lab reports, Midterm Exam and Lab Final Exam.

Every student is required to submit a minimum of TEN lab reports to earn a passing grade for this course. These ten labs must include, at least, TWO individual formal reports. A missed individual formal report will be scored as ZERO point!

The lowest informal lab report score will be dropped out of nine informal lab reports. The score for the two individual formal reports cannot be dropped.

You should choose your first individual formal report from any of these: Lab # 3 - Lab #6 (inclusive). The second individual formal report should be selected from any of these: Lab #7 - Lab #10 (inclusive). The first (Lab #1) and last lab (Lab #11) reports are group informal reports.

The Maximum Points that can be earned by a student in this lab course is 1400 points.

<p>LABS The total score for the two individual formal lab reports and eight informal reports count for a possible maximum of 1000 points. The maximum points for any assigned lab, including the scores for the lab report, pre-lab and post-lab quizzes, add up to a maximum of 100 points.</p>	1000 points
<p>ASSIGNMENTS (The total score for Lab Notebooks and other assignments count as a maximum score of 50 points.)</p>	50 points
<p>LAB MIDTERM EXAM Lab Midterm Exam</p>	100 points
<p>FINAL EXAM (comprehensive) The final exam is comprehensive</p>	250 points
TOTAL =	1400 points

Grading Scale:

Final course grades will be available online. These grades are based on the overall computed score for this course will be assigned using the following university-approved standard:

90% - 100% (1260 – 1400 pts.)	A
80% - 89% (1120 – 1259 pts.)	B
70% - 79% (980 – 1119 pts.)	C
60% - 69% (840 – 979 pts.)	D
Less than 60% (less than 840 pts)	F

Course Calendar

This course is organized in topic-based Lab Experiment Modules. Please note that deviations may become necessary and you may want to refer to the calendar below frequently as the semester progresses.

I've organized this *PhysicsLinX* physics course in such a way to help us all stay on track, including relevant information within Module descriptions, timing Module releases, attaching clear due dates and times to all assessments. Next is the most basic information that you need to know about the course schedule setup, followed by a more detailed calendar.

1. This course is 15 weeks long and is grouped into 11 lab modules.
2. You will have one lab per week, except for the "Welcome" and "Wrap Up" Modules. There will be a Midterm exam week and a Final exam week. All exams will be online and remotely proctored.
3. Specific information about the required lab topics for each Lab Module and the submission dates can be found on the Lab Module schedule.
4. For this 1-hour lab course, you should plan to spend a minimum of 5 hours per module for completing the required learning activities in each lab module. I recommend that you plan to spend nearly 1 hour per module interacting with pre-lab reading and topic videos. Plan to spend 1 hour performing an experiment and acquiring data and spend 3 hours compiling the lab report and completing any other activities and assessments.

Tentative Semester Course Calendar

DATES TO REMEMBER:	
August 24, 2020	First day of classes
September 7, 2020	Holiday, Labor Day
October 13, 2020	Midpoint for the full semester courses. Last day to Withdraw
November 23 – 28, 2020	Thanksgiving Holidays
December 7, 2020	Classes End for full semester courses
December 8 – 15, 2020	Final Exams for full semester courses

Assessment /Dates

*EXAM DATES	
<i>Lab Midterm Exam</i> <i>[Coverage: Lab #1 – Lab #5]</i>	October 11 (12:01 a.m.) to October 12 (11:59 p.m.)
<i>Lab Final Exam</i> <i>[Comprehensive, Lab #1 – Lab #11]</i>	December 06 (12:01 a.m.) to Dec. 07 (11:59 p.m.)

** Please note that the Course Instructor may reschedule Exam dates if and when necessary.*

All exams will be proctored asynchronously online. Video monitor /Browser Lock-down software (such as Respondus) will be used to proctor online exams.

Please talk to me and your advisor if you are considering withdrawing. We care about your success and are here to discuss your options with you. The last day to withdraw without penalty is October 13, 2020.

For detailed information about the required content for each module, visit the iCollege module descriptions.

SYLLABUS – PHYS-1112L Tentative Lab Schedule

Academic term: Fall Semester 2020

TENTATIVE Dates of Coverage	Text Reference: None. <i>A Selection of Online Physics Lab Experiments. Various authors.</i>	
<i>Lab Assigned Dates</i>	<i>MODULES and TOPICS</i>	<i>Lab Due Dates</i>
8/24/2020	<i>Welcome!</i> Orientation	8/24/2020
(T) 9/01/2020	<i>Module 1:</i> Electrical Measurements	(M) 9/07/2020
9/04/2020	HOLIDAY, LABOR DAY	9/04/2020
(T) 9/08/2020	<i>Module 2:</i> The Electric Field	(M) 9/14/2020
(T) 9/15/2020	<i>Module 3:</i> Ohm's Law	(M) 9/21/2020
(T) 9/22/2020	<i>Module 4:</i> Basic Capacitors	(M) 9/28/2020
(T) 9/29/2020	<i>Module 5:</i> Kirchhoff's Laws	(M) 10/05/2020
(Sa) 10/11/2020 (12:01 AM)	LAB MIDTERM EXAM (Coverage: Lab Modules #1- #5)	(Su) 10/12/2020 (11:59 PM)
(T) 10/13/2020	<i>Module 6:</i> RC Circuits	(M) 10/19/2020
(T) 10/20/2020	<i>Module 7:</i> Magnetic Effects of Electric Currents	(M) 10/26/2020
(T) 10/27/2020	<i>Module 8:</i> RLC Resonance	(M) 11/02/2020
(T) 11/03/2020	<i>Module 9:</i> Geometrical Optics	(M) 11/09/2020
(T) 11/10/2020	<i>Module 10:</i> Refraction of Light	(M) 11/16/2020
(T) 11/17/2020	<i>Module 11:</i> Diffraction of Electromagnetic Waves	(M) 11/30/2020*
11/23/2020	HOLIDAY, THANKSGIVING DAY	11/28/2020

(M) 11/30/2020	<i>Wrap Up!</i>	(M) 11/30/2020
(Su) 12/06/2020 (12:01 AM)	FINAL EXAMINATIONS (COMPREHENSIVE, Coverage: Lab Modules #1 - #11)	(M) 12/07/2020 (11:59 PM)

How to Get in Touch with Me

I teach other course sections but I'm always happy to talk, when available. I'll respond to your appointment requests within 24 hours, M-F.

Though there are multiple ways to contact me, as shown below, I insist that all communications and submissions related to course activities be conducted on the *iCollege* LMS for several reasons and restrictions, including student privacy protections and course records archival advantages.

Students should first make realistic attempts at solving “challenging” problems before seeking assistance from the instructor. Your attempted solution helps me to pinpoint your specific area(s) of need in order to “customize and target” my feedback for your greater learning efficiency and save your time too! I will observe and facilitate discussions by posting questions and discussion topics on the *Discussion Board* to elicit comments and feedback from the students.

Instructor:	<p>Martin Okafor Associate Professor of Physics Website: http://sites.gsu.edu/mokafor/ Email address: mokafor@gsu.edu Phone: 678-891-3759 Office: C Bldg. 2162 Address: Georgia State University – Perimeter College 555 North Indian Creek Drive, Clarkston Georgia 30021 Physical Sciences Department Office Phone# 678-891-3789 WebEx: https://gsu meetings.webex.com/meet/mokafor</p>
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Since I teach several other courses, I can only monitor the class progress from time to time. I will check my email messages on *iCollege* twice a day, during my posted virtual office periods on weekdays. Therefore, you can expect my response to any postings within 12 to 24-hour intervals on weekdays. For online questions submitted on *iCollege* during weekends (Friday evenings through Sunday nights), please allow from 36 to 48 hours before expecting any response from me.

Note that I might be having a private meeting with another student in my Personal Meeting Room when you “enter” my room, or I might be in a breakout room that you can't access. In that case, sign in to notify me that you are in the waiting room and I will get to you as soon as I am available. Your conversation with me will be private as well.

Departmental Contact Information:

The Physical Sciences department phone number is 678-891-3789. We're located on the 2nd floor of C-building on GSU Clarkston Campus.

My Lab Course Policies

These lab-specific policies are designed to guide you through this course, as a future researcher, in ways that train you in standard lab practices and procedures, even in a totally online environment.

Always refer to this section for the required formats for the lab notebook, data records, and links to rubrics and guidelines for writing and grading formal and informal lab reports.

Lab Notebooks

Purpose of Lab Notebooks

The lab notebook is a record-keeping tool that demonstrates the level of involvement of a student/researcher/scientist in the laboratory and lectures. The lab notebook is an effective and useful learning tool and provides evidence of contemporaneous data acquired during lab work. It is standard professional lab practice to record all acquired data in the lab notebook.

The quality of the lab notebook entry is determined from the format, organization of records and evidence of attention to indicate the level of time and effort involved in the experiment.

Every student is expected to perform assigned lab experiments independently online and maintain a well-organized data record of activity for every lab performed. These separate data records from different experiments are compiled and properly structured into one document that forms the **Lab Notebook**.

Notebook Record

A **notebook data record** should include all raw data acquired from an experiment and other responses to questions on lab activity, relevant information obtained from textbooks or online sources, and may also include intermediate required calculations for a given lab activity. Individual Lab Data Records for every experiment should be submitted online as *Assignment => Lab Data* by the due date for a specific lab module.

Any **cancelled lab notebook entry** within a notebook record must be neat and legible. Failure to follow these guidelines may create an impression of falsification of data and, at the least, may result in a reduced notebook score for that lab experiment.

Working in lab groups

Students will be assigned to lab groups. A lab group will have 3 - 4 members, as may be assigned by the Instructor. When working in groups, each member is expected to perform assigned experiments independently online to obtain their experiment data. Individual members of a lab group will share and review their individual data sets in order to make such decisions necessary to prepare and submit the group lab report. For an individual formal lab report, the researcher (student) does NOT participate in this group process. Any semblance or evidence of collaboration or cooperation between the individual formal report with the group informal report is NOT permitted and hence, punishable.

Lab Prep Notes

When necessary, modifications to an experiment will be announced on the lab iCollege web page or sent as email to students. It is the responsibility of the student to record any such modification notes in the lab notebook.

Lab Reports

Lab reports will be prepared following the guidelines and rubrics for either Formal Lab Reports or Informal Lab Reports. Take time to review and note the details concerning the styles, sequence of headings and paragraphs for both types of reports.

Submit ALL lab reports under the "*Assignments => Lab Reports*" tab in iCollege, or as may otherwise be specified by the instructor by the due dates.

Every student is expected to submit TWO individual formal lab reports, one formal report before midterm and the second formal report after midterm. By the midpoint of the semester, every student in a lab

group is required to have submitted one formal lab report for any choice of the experiments already performed.

All group lab reports must be based on representative data acquired and shared by all participating members of that lab group. No two members can submit a report for the same experiment unless expressly permitted by the instructor. This lab group is required to collaborate to reach a consensus regarding the lab module selections for individual formal lab reports. Only one individual formal report can be submitted per group for an experiment.

Grading Lab Reports

Lab Assignments

Make every effort to submit your individual lab data records and other lab assignments (including pre-lab and post-lab quizzes, discussions and surveys) in a timely manner according to the scheduled due dates and time, to be eligible for the possible maximum points.

Members of a lab group collaborate to submit ONE group **Informal Lab Report**. This report is graded according to the **Rubric for Grading Informal Lab Reports** and all those partners earn the same score on that report except for the member who submits a formal Individual Lab Report.

When student submits an **Individual Formal Report**, that report is graded according to the **Rubric for Grading Formal Lab Report** for that lab experiment and only that student earns the score for the report.

Late Submission of Lab Reports

All lab reports submitted one day late will only be eligible to earn up to 80% of the maximum possible points. Any lab reports submitted two days past the scheduled due date may not be graded!

Lab Group Reports

In order to facilitate the enhancement of team collaboration skills, an important part of team dynamics in the workforce, lab group participants are expected to collaborate, negotiate, share and take turns in playing such crucial lab group roles that are during the process of performing and reporting experiments. These roles involve data acquisition, data analysis and data reporting. The 3 group roles are **Manager**, **Recorder** and **Skeptic**. There can only be One manager at a time for an experiment.

A group lab report should show only the names of the active participants, stating each person's specific role in that lab group for that experiment. Any student who does not actively participate in the data acquisition or data analysis for the experiment-related activity should not reported as an active participant on a group lab report.

No lab group is permitted to share experimental data with another group without prior approval by the instructor. Such action will be considered as cheating and may result in a score of zero on that lab for the two groups.

Peer Assessment: The Level of Participation of each group member may be routinely assessed by his/her group peers for every lab performed. The participation level of each group member is rated by the group peers on the individual's performance level in the assigned group roles during the conduct of the lab experiments and during the preparation of the lab report.

Lab Resources

Here's a valuable link to recommended online [Lab Resource Materials](#). Check it out. This long list of resources includes links to guidelines for writing your lab reports, "Tips and Tools" for scientific writing at the UNC Writing Center at the University of North Carolina, and links to in-house videos for certain physics experiments, and more.

My Other Course Policies

Attendance and Class Participation Policy

Class attendance and participation are required for this class. It is very important that you participate actively in all course activities. Your **ACTIVE participation on a weekly basis** is highly recommended.

Active Participation is measured by the quality, relevance and timeliness of your online posts and responses to the assignments. Your participation is encouraged in all asynchronous or synchronous *WebEx* class tutorials, webinars and discussions.

I strongly encourage you to log on to participate, at least TWO times every seven days.

Even in your absence, you are still responsible for your participation. You are expected to participate in all class activities that may include collaborative learning sessions.

Assignment submissions and discussion posts are considered as important aspects of participation in this course.

It is your responsibility as a student to notify me, your instructor, when an emergency arises and promptly arrange to make up any missed assignments. Check the iCollege mail and announcements frequently and respond appropriately when necessary.

Late Assignment Submission Policy

All submitted assignments that are not date-stamped in iCollege by the specified due dates for the assignment will be considered as being "late".

If for some reason you are unable to submit your assignment on time, you should contact me prior to the due date, or you will only be eligible for only eighty percent (80%) of the total points.

If your submission is late by more than THREE days after the due date, I may not have time to grade it. Students may only submit late assignments to the instructor as an attachment via iCollege email with special permission. Penalty terms will be applied to all graded late assignment submissions.

Examinations/Test Policy

The course final examination will be conducted asynchronously online. All exams are proctored remotely. For any exams that are administered asynchronously online, a remote video monitor/browser lock-down software, such as Respondus, will be used to proctor the examinations.

If you cannot take an exam at the scheduled time, you should contact me prior to the exam date to arrange other options, or you will earn **zero** points for a missed exam.

Georgia State University - Perimeter College Policies

ATTENDANCE AND PARTICIPATION POLICY:

A student is responsible for all announcements made in the course. Absence from class discussions and activities does not relieve you of this responsibility.

This course will be taught as an **Online Learning Model**. All coursework, content and instructional materials will be asynchronously delivered entirely online with no in-person attendance requirement. All exams will be given online unless the student violates the student code of conduct.

Some synchronous online review sessions may be scheduled, as necessary, on a regularly scheduled class day, via WebEx.

This course requires the **Respondus Lockdown Browser and Respondus Monitor (webcam)** during testing. Please visit www.respondus.com for system requirements and hardware compatibility. Students will need access to a functioning web camera and microphone for exams. Chromebooks and cell phones are not compatible with Respondus.

NO SHOW/ Roll Verification:

Be sure to log into your class on the first day of classes, and complete the Roll Verification Quiz or No-Show Quiz, in each of your online classes during the first week of class. Any student who fails to do so will be withdrawn from the class and the corequisite lab and will not be reinstated.

If you do not log in and complete the online Roll Verification Quiz within the first 1-2 weeks, you will be reported during the "ROLL/ATTENDANCE Verification" period for non-attendance or as a "No Show". Once you are reported as "NEVER ATTENDED/PARTICIPATED" or "STOPPED ATTENDING/PARTICIPATING", a course grade of "PW", "WF", or "W" may be entered on your record for the course.

WITHDRAWAL POLICY:

In the belief that college students are mature adults and are responsible for their learning, the number of absences will not be applied in computing the final grade the student earns. If a student finds it necessary to stop coming to class, the student should take time to initiate the withdrawal from class. Please refer to the university webpage on Withdrawals "<http://registrar.gsu.edu/registration/withdrawals/>" :

"You must complete the procedure to withdraw from a class using PAWS.

A withdrawal before the semester midpoint does not guarantee a grade of W. "A student has the right to withdraw from a lecture and not the co-requisite lab. A student also has the right to stay enrolled in lecture but withdraw from the co-requisite lab. A student who wants to withdraw from both lecture and lab must submit withdrawal forms for both courses in *GoSolar/PAWS*. There will be NO automatic withdrawal from co-requisite courses. It is the student's responsibility to withdraw from all relevant courses if a student desires to do so. Please refer to the following Syllabus policy:

Syllabus Policy: 2019-2020 Perimeter College Course Catalog

<https://catalog.gsu.edu/associate20192020/university-academic-regulations/#revision-of-class-schedules-add-drop-withdraw>

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

ACADEMIC HONESTY:

GSU's Academic Honesty Policy can be found at the following link:

<http://deanofstudents.gsu.edu/faculty-staff-resources/academic-honesty/>

The pdf version of this *GSU's Academic Honesty Policy* can be found at the following link:

<https://deanofstudents.gsu.edu/files/2019/07/Academic-Honesty-Policy.pdf>

This Policy on Academic Honesty (Policy) provides examples and definitions intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. A non-exhaustive list provided in the Policy illustrates the kinds of infractions that may occur, such as Plagiarism, Cheating on Examinations (including tests and quizzes), Unauthorized Collaboration, Falsification, and Multiple Submissions. Details that clarify each of these infractions are provided in the Policy. Students are strongly encouraged to review and abide by this Policy on Academic Honesty.

Furthermore, any attempt made by a student to intentionally mislead an instructor in the determination of a grade will also be considered as cheating. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment. Cheating of any kind may result in a penalty ranging from a grade of zero for the work in question to a grade of F in the course.

CONDUCT DURING COURSE

The online or face-to-face classroom is meant to be a positive, academically stimulating environment that promotes student learning. Students are expected to conduct themselves with utmost self-respect and dignity. You are expected to be considerate of the rights of the other students so as not to disrupt their ability to learn or my ability to teach. This expectation applies to in-class use of cell phones and laptops, peer-to-peer side talk, participation in class discussions, and more. Students who engage in disruptive actions may be asked to leave the class or be excluded for cause.

PARTICIPATION GUIDELINES: Do not post any online comments that will not be appropriate in the traditional classroom. Every online posting by a student must be just as relevant as if in the face-to-face (f2f) traditional classroom setting. Observe good NETIQUETTE (Internet Etiquette) for all online communication. Avoid the use of capitalized words unless used to emphasize a point, or for a title. Capitalizing is generally viewed as "shouting" at someone. Be mindful of your audience when using humor. The lack of FTF visual cues in online communication may result in the misinterpretation of a humorous comment as "flaming" (angry or antagonistic criticism). Be professional, courteous, and careful with your online interaction. Remember every comment is recorded!

The instructor can deny any student online access to the course if that student consistently or blatantly disregards these guidelines for online participation. If denied online access, all subsequent interaction will be either through other web access (such as private email) or in print (e.g. US mail).

CONDUCT DURING TESTS/EXAMS

During testing, NO communication between students is allowed without the expressed permission of the testing proctor or Instructor. Use of unauthorized material, phones and other electronic communication devices during test/exam is prohibited and will be considered as cheating.

Unless specifically authorized by the instructor, the following are not allowed and are considered examples of cheating or plagiarism. The following is not an exhaustive list:

A. On any proctored examination, test, or quiz:

1. Looking at or copying from another student's work.
2. Allowing another student to look at or copy your work.
3. Exchanging information with another student during exams.

4. Speaking or whispering or online chatting during a synchronous exam. (You may speak to the instructor at any time)
5. Opening or using a textbook or notebook during synchronous exams.
6. Looking at notes, on paper, using electronic devices (e.g. phones, smart watches, digital assistants or similar devices) and other formats during synchronous exams.

B. On homework or other out-of-class assignments:

1. Copying work or answers from another student.
2. Copying work or answers from a book.
3. Having another person do work for you.
4. Allowing another student to use your work as his or her own.

C. For late work or tests:

Providing false information or false documents in order to be allowed to make up a missed test, quiz, or homework.

PREREQUISITE POLICY:

Any student who does not meet the prerequisite(s) for this course is strongly advised to drop the course. Otherwise, the student may be administratively withdrawn with loss of tuition later. Any official waiver of prerequisites must be in writing.

Access and Accommodation Center (AACE)

Students who wish to request accommodation for a disability may do so by registering with the Access and Accommodation Center (AACE) <http://access.gsu.edu/>. Students may only be accommodated upon issuance by the Access and Accommodation Center of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Title IX: Pregnant and Parenting Students Guidance

The university has developed a guidance document for faculty and program leaders on how to respond to requests by pregnant and parenting students for class or program adjustments under Title IX. A student seeking an adjustment due to pregnancy or childbirth should discuss the request with their instructor. The instructor must grant the adjustments required by Title IX as described in this document. Instructors and students should address questions and requests for assistance to the Director of the Access and Accommodations Center at 404-413-1560. Student guidance information is available at:

<https://hr.gsu.edu/download/pregnancy-policy/?wpdmdl=6544258&refresh=5dcc17ea117aa1573656554>

Learning and Tutoring Center

The LTC offers FREE walk-in tutoring and academic support at FIVE Perimeter College campuses. The LTC provides a variety of other resources and services to accommodate student needs. All LTCs are equipped with computers, instructional software and internet access. Online tutoring is also available. Please visit the LTC's website (<https://success.students.gsu.edu/learning-tutoring-center/>) to find information about locations, hours of operation, tutoring and workshop schedules, handouts, online tutoring, and links to online practice resources.

Contacts:

- Alpharetta Campus (room# AA-2250): Dr. Lizann Gibson, lgibson@gsu.edu
- Clarkston Campus (room# CB-1200): Mary Hamilton, mhamilton@gsu.edu
- Decatur Campus (room# SF-1200): Sohayla Mohebbi, smohebbi@gsu.edu
- Dunwoody Campus (room# NLRC-3200): Nancy McDaniel, nmcdaniel@gsu.edu

- Newton Campus (room# 2N-3200): Arne Paulsen, apaulsen@gsu.edu

"Incomplete" (I) Course Grade:

A grade of "Incomplete" or an "I" will only be given only if the course has been essentially completed. for documented emergencies that occur near the end of the semester. If a student misses the final exam due to illness, injury, or other special circumstance, the student may request the "Incomplete I grade". The student must be passing to receive an "I" grade. The student must fill out the proper form, specify the missed work, and attach any appropriate documentation (such as a hospital record). No documentation is necessary for reasons related to pregnancy. If the "Incomplete" is not made up in the following semester, the "I" grade will automatically revert to an "F" grade.

Incllement Weather:

If the University is closed or temporarily shut down due to inclement weather or other reasons, any scheduled tests, quizzes or examination during that period will be conducted during the next available full class period in the order of the initial schedule.

Tobacco and Smoke-Free Campus Policy

[Tobacco and Smoke-Free Campus Policy](#): The University System of Georgia (USG) Board of Regents adopted a tobacco and smoke-free campus policy to make USG 100% tobacco free effective October 1, 2014. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products while on GSU property. "Tobacco Products" is defined as cigarettes, pipes, cigars, all forms of smokeless tobacco, clove cigarettes and other smoking devices that use tobacco such as hookahs or simulate the use of tobacco such as electronic cigarettes. Violations of the smoking policy will be handled under the Georgia State University Student Code of Conduct.

Disruptive Behavior Policy

Disruptive behavior: http://codeofconduct.gsu.edu/files/2016/08/Georgia-State-University_Student-Code-of-Conduct-2016-2017_08032016.pdf and <http://www2.gsu.edu/~wwwsen/minutes/2006-2007/disrpt.pdf>

Sexual Misconduct Policy

<http://deanofstudents.gsu.edu/title-ix/>

Statement of Non-Discrimination

Georgia State University does not discriminate against individuals on the basis of race, color, sex, religion, age, sexual orientation, gender, national origin or veteran status in employment or the administration of the program and activities conducted by Georgia State University or any of its several departments now in existence or hereafter established. Additionally, no chartered student organization may engage in discriminatory conduct whether collectively or through the actions of its individual members.

CAMPUS CARRY LAW

Campus Carry Law -- Information from the University System of Georgia (USG) can be found at www.usg.edu/hb280 The Campus Carry legislation allows anyone properly licensed in the State of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at safety.gsu.edu/campus-carry. It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State University Student Code of Conduct."

GSU Policy COVID-19 Syllabus Statements

Face Covering:

Georgia State University and the University System of Georgia have mandated a face covering policy. Students are required to wear an appropriate face covering while inside campus facilities (classrooms,

hallways, elevators, labs and in all other public spaces) because six feet of social distancing may not always be possible. Face coverings will be worn in addition to and not as a substitute for social distancing. Face coverings aren't required in one's own dorm room or suite, when alone in an enclosed office or study room, or in campus outdoor settings where social distancing requirements are met.

Anyone not using a face covering when required will be asked to wear one or leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code for students. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. To request an accommodation, start with the Access & Accommodations Center Welcome Form found at "*How to Connect*".

When you wear a face covering, you're protecting yourself, but equally important, you're protecting other members of the university community. You're showing you're taking responsibility for the welfare of those around you.

Assigned seats:

On the first day of in-person class, students should sit only in seats indicated by a blue GSU "sit here" label. Instructors will then create a seating chart. Students should sit in their assigned seats for each in-person class session. If a student becomes ill, the seating chart will help identify those who may have been in close contact.

Attendance policy:

Blended classes: The in-person portion of classes is essential to instruction. Attending the assigned in-class sessions is one of the best ways to support student learning and to allow you to connect with your instructor and classmates. The in-class sessions will enable you to ask questions and engage in class discussions and activities in a more-in depth and personal way.

Students are expected to attend their assigned in-person class sessions. There are graded in-class activities and discussions that will contribute to the final course grade. Students may not attend a class session they are not assigned to attend. If a student develops a fever, cough or shortness of breath they should not go to class and should notify their instructor immediately. The student will work with the instructor to develop a plan to complete the necessary course content, activities, and assessments in order to meet the course student learning outcomes. The attendance policy for this class is in alignment with the "Policy on Class Attendance" in the Student Code of Conduct.

Students who are unable to attend scheduled classes in-person should work with their academic advisers to build a schedule of fully online classes. Students who need accommodations for a disability should contact the Access and Accommodations Center at <https://access.gsu.edu/>.

Student illness:

If a student develops a fever, cough or shortness of breath they should stay at home, not go to class or work, and stay away from other people. If a student becomes sick or is required to quarantine during the semester, they should notify their instructor as soon as possible. The student will work with the instructor to develop a plan to complete the necessary course content, activities, and assessments in order to meet the course student learning outcomes.

Students in residence halls who report an infection will be asked to return home. For those unable to do so, GSU will provide a sequestered area that will allow residential students to isolate while infected.

For additional information, review the GSU Policy – GSU COVID-19 Syllabus Statements at: <https://ahead.gsu.edu/students/> and <https://ahead.gsu.edu/frequently-asked-questions/#students>.