

# WINTHROP UNIVERSITY- PHYS 211L Course Syllabus

## Department of Chemistry, Physics, & Geology

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**Semester:** Fall 2023      **Course:** PHYS 211L (001)- Physics with Calculus I Laboratory  
**Credit hours:** 0      **Co-requisite:** [PHYS 211](#)

**Laboratory Meeting Time and Place:** Mondays, Tuesdays 2-4:50pm, Sims 205-207.

**Professor:** Dr. F.Z. Amir

Office: 203, Sims, Office Hours: W 1 - 3, or by appointment.

Phone: 323 4935, E-mail: [amirf@winthrop.edu](mailto:amirf@winthrop.edu)

**Textbook:** Giancoli- Physics For Scientists and Engineers with Modern Physics, [4th Edition](#), Pearson.

**Lab Score:** The lab score (25% of PHYS 211) will come from lab reports and activities.  
*Students need to register for one of the lab sections, PHYS 211L.*

**Cell phones and tablets are not allowed in class**

### Course Description:

PHYS 211L is the laboratory component to accompany PHYS 211, which deals with mostly mechanics and wave motion. Experiments in mechanics, fluids, oscillations, wave motion, and sound will be conducted. This course will be used to incorporate the General Education Writing Component, where students will write lab reports with conclusions, a minimum of 20 pages of writing.

### Course Objectives:

- Develop an understanding of physics' role as the most basic of the sciences.
- Demonstrate an understanding of the history of scientific discovery.
- Learn the introductory physics concepts associated with mechanics, fluids, oscillations, wave motion & sound.
- Gain an understanding of physics' role in technology and in everyday life and to discuss the strengths and limitations of science.
- Learn how to design and carry out introductory physics experiments.
- Learn how to use computers for data collection & analysis and graphing.
- Draw conclusions for the experiments and write laboratory reports.

### General Education Requirements:

PHYS 211 and the co-requisite PHYS 211L together fulfill four hours of general education requirement for natural sciences. Listed below are the seven fundamental student's learning outcomes for natural science courses as well as examples of how they will be fulfilled in PHYS 211 and 211L.

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### Students will be:

1. Conversant with a few fundamental concepts from among the three main areas of natural science, including earth, life, and physical sciences. (*e.g., mechanics, fluids, oscillations, wave motion, and sound*)
2. Able to apply the scientific methodologies of inquiry. (*e.g., experiments and investigations in the PHYS 211L laboratory*)
3. Able to discuss the strengths and limitations of science. (*e.g., experimental error and analysis in the PHYS 211L laboratory*)
4. Able to demonstrate an understanding of the history of scientific discovery. (*e.g., topics and devices are introduced with historical perspectives*)
5. Able to discuss the social and ethical contexts within which science operates. (*e.g., environmental and health hazards of new devices and materials and sharing of knowledge*)
6. Able to communicate about scientific subjects including (lab courses only) the defense of conclusions based on one's own observations. (*e.g., PHYS 211L laboratory reports*)
7. Able to discuss the application of scientific knowledge to the social sciences and to non-scientific disciplines. (*e.g., application of technology in everyday life*)

### **COVID-19 Statement:**

Although COVID-19 has reached an endemic phase it is still important to remain vigilant as we face a recent rise in positive cases. As socially responsible members of this community, everyone is expected to engage in daily health self-monitoring, to stay home (residence hall or off-campus housing) from on-campus class, work, or activities if they begin experiencing any COVID-related symptoms.

When experiencing any COVID-related symptoms, students are expected to contact Health Services by completing the QI form in the Patient Portal and respond to the nurse who will contact them with instructions. COVID positive residential students are required to follow their QI plan for 5 days of isolation off campus so be prepared with a back-up plan as well.

By acknowledgement, you agree to Winthrop's expectations of you regarding health monitoring and reporting.

### **Attendance and Participation:**

The attendance policy described in the Winthrop University undergraduate catalog will be followed. Students are encouraged to attend all the labs and to actively take part in laboratory activities.

### **Students with Disabilities/Need of Accommodations for Access:**

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

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### Academic Dishonesty/Plagiarism:

Collaboration on assignments is welcome, but please keep in mind that your final, turned-in work should be your own and not copied. However, no form of cheating/plagiarism will be tolerated in this class. If anyone is suspected of academic dishonesty, I will privately speak with them in an attempt to reach a solution to whatever the problem is. If anyone is without doubt determined to be cheating on a given assignment/test and no resolution can be offered, *negative credit will be given*. In extreme cases, the Department and/or College administration will become involved. The policy on student academic misconduct is outlined in the “**Student Conduct Code Academic Misconduct Policy**” in the online *Student Handbook*:

(<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>)

### CAS diversity and inclusion statement:

At Winthrop University in the College of Arts and Sciences, diversity, equity, and inclusion are essential to our academic mission and institutional identity. We value and see others as whole people. Our faculty, staff, and students work together to create a community where people of all races, ethnicities, genders and gender identities, sexualities, socioeconomic classes, cultural backgrounds, nations of origin, ages, religions, political perspectives, abilities, and body types can truly thrive.

### Rules for the laboratory:

1. You must read the web-link and the relevant materials from the textbook before the lab period and be prepared for the laboratory.
2. You will work in a group of two. Both partners should actively take part in collecting the data and in the experimental process.
3. At the end of your lab work you need to return all the laboratory equipment to the appropriate places where you took them.
4. You need to handle the equipment carefully, giving special attention when warranted.
5. When you leave the laboratory, you need to make sure the laboratory table is clean and free of any materials.
6. Do not miss any laboratory. **You will receive "0" for all missed laboratories.**
7. **Lab reports are due at the end of the lab period,** unless advised otherwise by the instructor.

### LAB SCHEDULE

Lab #	Week	Experiment
1	August 28	<a href="#">Graphing</a>
2	Sept. 5	<a href="#">Density, No Monday lab (labor Day)</a>

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3	Sept. 11	<a href="#">Vectors</a>
4	Sept. 19	<a href="#">Data Collection with a PC</a>
5	Sept. 25	<a href="#">Friction</a>
6	Oct.2	<a href="#">Energy</a>
7	Oct. 9	<a href="#">Ballistic Pendulum</a>
8	Oct. 16	<b>No labs-Fall Break</b>
9	Oct. 23	<a href="#">Torque</a>
10	Oct. 30	<a href="#">Rotational Motion</a>
11	Nov.6	<a href="#">Hooke's Law and SHM</a>
12	Nov. 13	<a href="#">Vibrating String</a>
13	Nov.21 (Thanksgiving week)	<b><u>Density lab for Monday lab missed on Sept 5</u></b>
14	Nov.28	<a href="#">Speed of sound in air</a>

### Lab Reports:

At the completion of each lab students are required to turn in a lab report. Students may work with their partner(s) to complete most of the write-up. **A summary of the experiment needs to be included along with a conclusion on the data collected, errors and the sources of errors: You need to briefly state (don't repeat procedure) how you conducted the experiment and collected the data. You may discuss about some of the difficulties you had, errors and their possible causes, and suggestions for improvement. Describe your reasoning using physics terminology and principles.**

Students are encouraged to be creative with their conclusions and explain whether or not their results are accurate. If the results are not close to the accepted values student are expected to give reasons for any discrepancies. The conclusion section is the part of the lab, which is the most important to check for student comprehension of the topic.

### How to write a conclusion?

The conclusion must be written as the last piece and attached after data tables and graphs.

\* Conclusion should state things that are unique for your investigation, which can be accomplished by including values of the experimentally determined physical quantities. Just remember that you cannot write your conclusion without completing your experiments or investigations. **General statements like "I have determined the densities of given solids" or "human error" are not acceptable.**

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\* You may start your conclusion by re-stating the purpose with appropriate changes. You should explain as completely as possible what goes through your mind that leads you to your conclusion.