

# Lyon College Batesville Campus: Standard Course Policies, Spring, 2025

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These policies apply to all courses offered at Lyon College's Batesville campus. Details related to a specific course can be found in the rest of the course's syllabus.

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## ***Honor Code***

All graded work in this class is to be pledged in accordance with the Lyon College Honor Code. The use of a phone for any reason during the course of an exam is considered an Honor Code violation.

## ***Class Attendance Policy***

Students are expected to attend all class periods for the courses in which they are enrolled. They are responsible for conferring with individual professors regarding any missed assignments. Faculty members are to provide absence notification through the Early Alert System which informs the academic advisor, Director of Student Success, and the Provost when a student misses the equivalent of one, two, three, and four weeks of class periods in a single course. Under this policy, there is no distinction between "excused" and "unexcused" absences, except that a student may make up work missed during an excused absence. A reminder of the College's attendance policy will be issued to the student at one week, a second reminder at two weeks, a warning at three weeks, and notification of administrative withdrawal and the assigning of an "AW" grade at four weeks.

**Students, please note: the policy stated above means that every single absence, regardless of reason, counts toward the four-week maximum.**

## ***Academic Support***

The Morrow Academic Center (MAC) assists students who want to improve grades or academic skills by providing peer-led services including Supplemental Instruction (SI), tutoring, the Writing Center, and academic coaching as well providing 24-hour, online tutoring for all subjects through online tutoring. A schedule of peer-led services is available at [lyon.edu/mac](http://lyon.edu/mac) and online tutoring is accessed through courses in Canvas. Contact Donald Taylor, Director of Academic Support and Accessibility, at (870) 307-7319 or [donald.taylor@lyon.edu](mailto:donald.taylor@lyon.edu) for more information about MAC services.

## ***Technology Support***

For any technology-related support, you can contact the IT department by emailing [support@lyon.edu](mailto:support@lyon.edu) or by calling 870-307-7555. You can also navigate to [support.lyon.edu](http://support.lyon.edu) to submit a ticket request. Your course content will be accessible digitally using the Canvas Learning Management System (LMS), which uses your myLyon credentials for your student login. To access Canvas, login at [lyon.instructure.com](http://lyon.instructure.com).

*NOTE: Students taking RISE courses will use the [RISE Canvas LMS login](#).*

## ***Disabilities***

Students seeking reasonable accommodations for learning, psychological, or physical disabilities must contact Donald Taylor, Director of Academic Support and Accessibility, in the Morrow Academic Center at (870) 307-7319 or at [donald.taylor@lyon.edu](mailto:donald.taylor@lyon.edu).

## ***Harassment, Discrimination, and Sexual Misconduct***

Lyon College seeks to provide all members of the community with a safe and secure learning and work environment that is free of crime and/or policy violations motivated by discrimination, sexual and bias-related harassment, and other violations of rights. The College has a zero-tolerance policy against gender-based misconduct, sexual assault, and interpersonal violence toward any member or guest of the Lyon Community. The College encourages anyone

experiencing or knows of someone experiencing harassment, discrimination, or sexual misconduct to speak to and file an official report with our Title IX Coordinator, located on the first floor of the Edwards Commons Building #27, in the Student Life suite. All college employees (faculty, staff, administrators) are required to report actual or suspected incidents of harassment, discrimination, intimidation, and violence to appropriate officials immediately. However, there are limited exceptions, referred to as confidential reporters (Campus Clinic Director, the Chaplain, or the Director of Mental and Behavioral Health). Confidentiality will be maintained to the greatest extent possible within the constraints of the law. [Title IX Reporting Tool](#). [Lyon College Title IX Policy](#).

### ***Mental & Behavioral Health***

Lyon College is dedicated to ensuring each student has access to mental and behavioral health resources. The College's Mental and Behavioral Health Office is located in Edwards Commons and is partnered with White River Health's Behavioral Health Clinic. The office is committed to helping the Lyon community achieve maximum mental and behavioral wellness through both preventative and reactive care. A full-time, licensed, professional counselor provides counseling, consultations, outreach, workshops, and many more mental and behavioral services to Lyon students, faculty, and staff at no cost. The Mental and Behavioral Health Office also provides access to White River Health's services and facilities, including medication management and in-patient and out-patient care. To make an appointment, contact [counseling@lyon.edu](mailto:counseling@lyon.edu).

### ***College-Wide COVID-19 Policies for Spring, 2025***

The federal COVID-19 Public Health Emergency Declaration ended on May 11, 2023. **Except for individuals who, post-infection, may be directed to do so by Jennifer Morrison, Director of the Campus Clinic, masking will not be required in any campus space.** Vaccines are strongly encouraged for all faculty, staff, and students. Vaccines are not mandated for Lyon College community members, although there may be specific courses involving travel or interactions with vulnerable, external populations where a vaccine may be required.

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The rest of a course's syllabus will include at least the following:

- A description of the course consistent with the Lyon College catalog.
- A list of student learning outcomes for the course.
- A summary of all course requirements.
- An explanation of the grading system to be used in the course.
- Any course-specific attendance policies that go beyond the College policy.
- Details about what constitutes acceptable and unacceptable student collaboration on graded work.

## Tentative Syllabus for Physics Lab 251: Spring 2025

Professor: Dr. Stuart Hutton

Office: Derby Center: 248 Research Lab: Derby 219: General Physics lab: 148

SMS: 307.\*\*\*.8765 /lab email: [lyonphysics@lyon.edu](mailto:lyonphysics@lyon.edu) web: [physics.lyon.edu](http://physics.lyon.edu)

Phone: [\\*\\*\\*.307.7560](tel:307.307.7560) Email: [stuart.hutton@lyon.edu](mailto:stuart.hutton@lyon.edu)

**Note this very clearly:** labs and finished revisions with acceptance are due by lab time 1 week after completing the lab except by special arrangement. All labs must be accepted by the last day of class which is Friday May 07, 2025.

### Grading

As a general guide to grades, grades will be assigned as follows based upon labs accepted:

10 A	9 B	8 C	7 D	6 F
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There are 10 labs this semester. **If you fail to submit more than 6 accepted reports, you will fail the course.** Each student is to submit an individual and independent electronic lab report for each experiment completed and the report must be accepted in order to obtain credit. You will have the opportunity to respond to comments from the received electronic labs and then revise and resubmit your reports. Refer to Student Learning Outcomes for a discussion of minimal course outcome expectations.

**Note: If you miss one of the labs when experiments are done and it is not made up, your lab grade will be lowered by one letter grade for each missed lab which is not made up. The full lab, including writeup, must be completed or your grade will be reduced by one letter grade for each lab not fully completed. You must make up any excused absences at the first opportunity.**

It is important that you understand what you did during the lab before turning the lab report in to your professor. Your work on lab write-ups will be graded for correctness, clarity and completeness. If you want full credit for a lab, **you must** supply the logical steps that led to the result and the result **must include proper units**. You should supply sample calculations where appropriate. Diagrams and graphs should be included where appropriate. Aside from data tables and graphs, the components required for the proper lab write-up should take about 2 - 3 pages maximum for any given lab. Be sure that each lab starts with a cover page as indicated in the lab write-up guidelines. Make sure that your lab write-up is in the form of paragraphs with correct English grammar as indicated on the lab write-up guidelines. Failure to follow the guidelines will negatively impact your grade.

**Phy251 is a separate course from either Phy220 or Phy250.**

**The grade in Phy251 has no impact upon the grade in either Phy220 or Phy250 except as a co-requisite.**

In this course, your grade will depend upon successful completion of lab experiments and reports. **You are also expected to have read the lab before coming to class and to have reviewed the lab material.** You should bring your text, a calculator, and paper to lab. Labs will be completed and submitted during lab. In order to do this, you will need to come to lab on time. Making up the lab for such absences is normally not permitted: it is thus in your interest to show up to lab

on time. Additionally, you should **never plan** other activities during the lab period since labs normally will occupy the entire period. Your prime learning resource is the classroom: **punctual** and **complete** class attendance is expected. **Absences will negatively impact your final grade.** Do not show up late to lab because the entire lab has to wait on your appearance.

### **Lab report formats**

If you miss a lab for an excused reason, you must make up the lab as soon as possible. If you fail to hand in a lab report late which is accepted, you will lose a minimum of 10% of your grade final grade. Labs must be submitted in **pdf** format electronically. **When including spreadsheet screen captures in your reports, be sure to format tables so they fit on the page and are completely readable. I should be able to read your lab (as a single document in pdf format) without having to change anything. This means, check (proofread) your pdfs before you send them to make sure you can read them. Specifically, you must check your sent email to confirm that any attachments sent were correctly attached, could be opened, and were in pdf format. Do not submit links to documents; your report is a pdf attachment to your email.**

**If you miss one or more of the labs without makeup, your lab grade will be lowered by one letter grade for each missed lab which is not made up. Do not submit non-pdf attachments or corrupted files via email and expect to obtain extra time to complete the lab.**

### **Course Description**

In this course you will be exposed to the experimental side of physics. Among the topics that we will investigate are electrostatics, magnetism, and optics.

### **Course Objectives**

As a consequence of this course, you should obtain an enhanced understanding of the experimental nature of physics. In addition, you should come away from this course with an ability to interpret data in a scientifically valid manner and to have increased experience with writing brief technical reports. Refer to Student Learning Outcomes for a discussion of minimal course outcome expectations.

### **Course Prerequisites**

In order to be taking the physics lab, you must be currently enrolled in either physics 220 or physics 250 and therefore you must satisfy the prerequisites for those courses.

### **Text**

The text will consist of handouts in electronic format obtained via the physics gateway at: <http://physics.lyon.edu>

### **Academic Integrity**

Each student is to submit an individual and independent electronic lab report for each experiment completed and the report must be accepted in order to obtain credit. **Students are specifically prohibited from reference to lab reports prepared by other students or work performed in previous semesters in the preparation of their own reports.** However, you are encouraged and expected to feel free to ask colleagues questions during lab and in the preparation of your reports. Never-the-less, **your submission must represent your own work.** And, as a note: if you try to use AI to do this, you can almost be sure you're going to get the physics wrong (I have tested this several times.) In short, don't use AI; it does not represent your own work and it's going to almost certainly be wrong. I consider the use of AI to write your submissions to be an honor code violation.

**CLASS SCHEDULE / OFFICE HOURS Spring 2025**

**Office  
Derby 248**

**General Lab  
Derby 148**

**Research Lab  
Derby 219**

**PROFESSOR Stuart Hutton**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00-8:50</b> Phy250.01 <b>Fundamentals of Physics II Derby 007</b>	<b>8:00-9:15</b>	<b>8:00-8:50</b> Phy250.01 <b>Fundamentals of Physics II Derby 007</b>	<b>8:00-9:15</b>	<b>8:00-8:50</b> Phy250.01 <b>Fundamentals of Physics II Derby 007</b>
<b>9:00-9:50</b> <b>PHY220.01</b> <b>General Physics 2 Derby 007</b>		<b>9:00-9:50</b> <b>PHY220.01</b> <b>General Physics 2 Derby 007</b>		<b>9:00-9:50</b> <b>PHY220.01</b> <b>General Physics 2 Derby 007</b>
<b>10:10-10:50</b>  <b>Office Hours</b>  <b>Derby 248</b>	<b>9:30-10:00</b>	<b>10:10-10:50</b>  <b>Office Hours</b>  <b>Derby 148</b>	<b>9:30-10:00</b>	<b>10:10-10:50</b>  <b>Office Hours</b>  <b>Derby 248</b>
<b>11:00-11:50</b>  <b>Lunch</b>		<b>11:00-11:50</b>  <b>Lunch</b>	<b>11-11:50</b>	<b>11:00-11:50</b>  <b>Lunch</b>
			<b>12:00 - 12:50</b> <b>Phy321.01</b> <b>Astrophotography</b> <b>Derby 148</b>	
	<b>13:00-15:30</b> <b>Phy382.01</b> Special Topics Electricity and <b>Magnetism</b> Derby 148	<b>13:00-15:50</b> <b>PHY251.01</b> <b>Fundamentals of Physics Lab 1</b> <b>Derby 148</b>	<b>13:00-15:50</b> <b>PHY251.02</b> <b>Fundamentals of Physics Lab 2</b> <b>Derby 148</b>	<b>13:00-15:50</b> <b>PHY251.03</b> <b>Fundamentals of Physics Lab 3</b> <b>Derby 148</b>
<b>P&amp;T</b> <b>4-4:50</b>		<b>Phy241DS</b> by arr		

**Tentative Master Schedule: R.1 for Physics 220 and Physics 250 and Physics 251 Spring 2025**

<b>labs WRF</b>	<b>Worksheet Number</b>	<b>Date</b>	<b>220: Cutnell: 8<sup>th</sup> ed. Assignment Reading : Homework</b>	<b>250:Serway 4<sup>th</sup> ed Assignment: Reading: homework</b>
<b>L00: Introduction</b>	<b>Worksheet 01: Electrostatics 1</b>	W January 15	chapter 18	chapter 19
		F January 17	chapter 18	chapter 19
		M January 20		
<b>L01: In-Lab Problems 01</b>	<b>Worksheet 02: Electrostatics 2</b>	W January 22	chapter 18	chapter 19
	<b>Worksheet 03: Gauss' Law:UQ01</b>	F January 24	chapter 19	chapter 19
	<b>Worksheet 03A: Problems</b>	M January 27	chapter 19	chapter 20
<b>Lab 02: In-Lab Problems 02</b>		W January 29	chapter 19	chapter 20
	<b>Worksheet 04: potential : QU02</b>	F February 31	chapter 19	chapter 20
	<b>Worksheet 05: capacitance</b>	M February 03	chapter 19	chapter 20
<b>No Lab this week</b>	<b>UnTest 01</b>	W February 05	chapter 19	chapter 21
	<b>Test 01</b>	F February 07		
	<b>Worksheet 06: Problems</b>	M February 10	chapter 20	chapter 21
<b>Lab 03: Series &amp; Parallel R</b>	<b>Worksheet 07: emf, RC circuit</b>	W February 12	chapter 20	chapter 21
	<b>Worksheet 08: Kirchhoff's laws 1: UQ03</b>	F February 14	chapter 20	chapter 21
<b>Lab 04: EMF and RC Circuit</b>	<b>Worksheet 09: Kirchhoff's laws 2</b>	M February 17	chapter 21	chapter 22
	<b>Worksheet 10: Magnetic fields 1</b>	W February 19	chapter 21	chapter 22
	<b>UQ04</b>	F February 21		
<b>Lab05: Current Balance</b>	<b>Worksheet 11: Magnetic fields 2</b>	M February 24	chapter 21	chapter 22
	<b>Worksheet 12: Ampere's law</b>	W February 26	chapter 22	chapter 23
	<b>UnTest 02</b>	F February 28		
<b>L06: Magnetic Levitation</b>	<b>Test 02</b>	M March 03		
	<b>Worksheet 13: Calculating B</b>	W March 05	chapter 22	chapter 23
	<b>Hurkle-Durkle Day (no classes)</b>	F March 07		
	<b>Worksheet 14:Faraday's law</b>	M March 10		
<b>Lab 07: Solenoids</b>	<b>Worksheet 15: Inductance</b>	W March 12	chapter 22	chapter 23
	<b>Worksheet 17: RLC Circuits 1 : UQ06 (No WS 16)</b>	F March 14	chapter 22	chapter 23
	<b>Worksheet 18: RLC Circuits 2</b>	M March 17	chapter 23	chapter 23
<b>L TBA</b>	<b>UnTest 03</b>	W March 19	chapter 23	chapter 24
	<b>Test 03</b>	F March 21		
<b>Spring Break</b>	<b>March 24 - March 28</b>			
<b>Lab 08: Oscilloscopes Lab : TBA</b>	<b>Worksheet 19: Thin Lens Eqtn. 1</b>	M March 31	chapter 26	chapter 26
	<b>Worksheet 20 : UQ07</b>	W April 02	chapter 26	chapter 26
	<b>AAS (April 04-05) (no classes)</b>	F April 04		
<b>Lab 09: focal lengths</b>	<b>Worksheet 21: Refraction</b>	M April 07	chapter 26	chapter 26
	<b>Worksheet 22: Mirror Equation</b>	W April 09	chapter 26	chapter 25
	<b>Worksheet 23: Multiple lenses</b>	F April 11	chapter 25	chapter 25
<b>Lab : TBA</b>	<b>Geometrical Optics, Ray trace : UQ08</b>	M April 14	chapter 25	chapter 25
	<b>Worksheet 24: Thin films</b>	W April 16	chapter 25	chapter 27
	<b>Easter Break (no classes)</b>	F April 18		
	<b>Worksheet 25: interference</b>	M April 21	chapter 27	chapter 28
<b>Lab10: Reflection</b>	<b>UQ09</b>	W April 23	chapter 24	chapter 24
	<b>TEM Waves</b>	F April 25	chapter 30: 30.1 - 30.4	Chapter 29: 29.1, 29.2
	<b>Bohr Model</b>	M April 28		
<b>Lab : TBA</b>	<b>UnTest 04</b>	W April 30		
	<b>Test 04</b>	F May 02		
<b>No lab this week</b>		M May 05		
		W May 07		
<b>deadline for all lab approvals</b>	<b>Last Day of Classes</b>	F May 09		
	<b>Final Exam</b>	M May 12	1:00 pm - 3:00 pm	8:00 am - 10:00 am

## Physics Problem Solving Rubric SP2025

Note: this rubric indicates the process for completion of physics problems. Since our tests are now multiple choice, this should be viewed as a self-guided checklist for successful and complete problem completion.

	<b>1</b>	<b>0.7</b>	<b>0.4</b>	<b>0</b>
<p>1, Critical Thinking:</p> <p>Solution started correctly.</p> <p>Note: sketches may be considered here as required in problem statement.</p>	<p>correct approach</p> <p>If required, sketches were correct.</p>	<p>approach would lead to correct result</p> <p>Sketches miss one label or some other component absent or incorrect.</p>	<p>Something is right in the approach but insufficient to reach problem solution.</p> <p>Sketches miss multiple labels, directions incorrectly indicated</p>	<p>incorrect approach</p> <p>Sketch not present or not at all correctly labeled.</p>
<p>2. Quantitative Literacy:</p> <p>Solution proceeded quantitatively</p>	<p>Mathematical operations correct and units correct</p>	<p>Mathematical operations and units correct however an error usually related to incorrect units or the final numerical result present</p>	<p>Mathematical operations have some correct steps but misapplication or other errors prevented problem completion. Units reported in final result not present or incorrect .</p>	<p>Necessary mathematical operations incorrect and units absent</p>
<p>3, Scientific Thought &amp; Informational Literacy</p> <p>Note: this may be contained within an equation starting the problem solution.</p>	<p>correctly stated physical principle or law and physical terminology needed to solve problem.</p>	<p>physical principle or law used shown however omission or extraneous material present. physical terminology needed to solve problem used but not complete or absent important concept.</p>	<p>statement of physical principle or law present but would not apply to present problem so as to lead to solution. physical terminology needed to solve problem incomplete and would not have lead to problem completion.</p>	<p>no statement of physical principle/ law or incorrect physical principle/ law. Did not use physical terms needed to solve problem or incorrect terms used.</p>

**Problem scoring:** maximum per **problem section** is about 5 points, some sections may have fewer points. In a test containing 4 problems, this equates to 25% of the total test score. The final score per problem is calculated as follows:

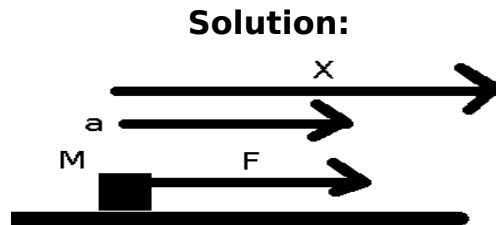
$$P_i = \frac{\text{total number of points from rubric}}{\text{maximum rubric points per problem}} \times \frac{100}{\# \text{ of problems on test (normally 4)}}$$

The test score is then determined by

$$\text{percentage test grade} = \sum_{i=1}^{i=\text{Number of problems on test}} P_i$$

### Example of a complete solution

Find the vector position at time  $t$  of an object of mass  $M$  when subjected to a constant force  $\vec{F} = F \hat{x}$  for a time  $t$  if the object was initially at  $x=0$  and at rest. Provide a numerical result with correct SI units for  $F=1$  N,  $M=1/2$  kg and  $t=2$  s. Include a correctly labeled sketch showing  $F$  acting on  $M$ ,  $a$  and  $x$ .



$$\text{Newton's law: } \vec{F} = M\vec{a} \Rightarrow \vec{a} = \frac{\vec{F}}{M}; \vec{F} = F \hat{x} \Rightarrow \vec{a} = \frac{F}{M} \hat{x} : a_x = \frac{F}{M}$$

Constant force : kinematic equations of motion in  $x$  direction for position:

$$x = x_0 + v_{x,0}t + \frac{1}{2}a_x t^2$$

Object initially at rest:  $v_{x,0} = 0$  m/s . Object initially at  $x=0$ :  $x_0 = 0$  m .

Kinematic equation reduces to:  $x = \frac{F}{2M} t^2$

$$\text{With numerical values: } x = \frac{1\text{N}}{2 \times \frac{1}{2}\text{kg}} (2\text{s})^2 = 4 \frac{\text{Ns}^2}{\text{kg}} = 4\text{m}$$

Final answer with vectors:  $\vec{x} = 4\text{m} \hat{x}$

#### Score:

1: Started with Newton's law and used correct equation of motion, additionally a correctly labeled sketch was drawn showing correct vector directions as was required=1

2: Algebra (including vectors) correctly lead to final result, unit algebra correct=1

3: Correctly used physical information in the problem which were mass  $M$ , initial conditions (at  $x=0$ , at rest) , time  $t$ , constant force, vector directions. Correct numerical quantities (including correct vectors) provided in final result with correct SI units reported=1

## Physics Lab Grading Rubric Spring 2025

Note: Each student has the opportunity to revise deficient portions of the lab report during the lab period except for teamwork, arrival and departure. This should be regarded as a guide to required elements of a completed lab. Do remember that in order to receive credit for a lab, it must be accepted.

	1	0.5	0
Scientific Thought	Hypothesis in abstract and introduction. Supporting evidence (or non-supporting) discussed in conclusion.	Hypothesis in abstract and introduction but not relevant and supporting evidence (or non-supporting) not discussed in conclusion.	Hypothesis absent in abstract and introduction; Supporting evidence (or non-supporting) not discussed in conclusion
Critical thinking	Correct discussion of experiment, and how results relate to hypothesis.	Incomplete discussion of experiment and how results relate to hypothesis	poor or absent discussion of experiment, and how results relate to hypothesis.
Inquiry and Analysis	Complete discussion of experimental technique and data results	incomplete discussion of experimental technique and data results	poor or absent discussion of experimental technique and data results
Informational Literacy	Correct physical terminology contained in report. At least one reference present.	incomplete physical terminology contained in report. Reference present but not correct.	incorrect or absence of physical terminology contained in report. Reference not present.
Quantitative Literacy	Correct usage of calculations including spreadsheets	correct usage of calculations including spreadsheets but something significant missing	Absent or incorrect usage of calculations including spreadsheets
Teamwork	Successful team completion of lab		Unsuccessful team completion of lab
Arrival	on time		tardy or absent
Departure	Work space returned as it was when arriving		Workspace left in disorder upon departure
Overall report	All required elements present		Required elements missing.
Quality	experimental results presented without obvious errors		experimental results presented with obvious errors

## **Notes on the lab write-up for physics labs Spring 2025**

Your first (cover) page should include the following information:

Your Name, Date, Partners, Title of Experiment and the abstract.

(Then insert a page break)

***Each lab must be the unique written effort of the student submitting the report. You may NOT reference or use lab reports (prepared by others) in your report preparation although you are most certainly encouraged to talk to your lab colleagues.***

**Lab reports must be electronically submitted to the appropriate address as a single pdf document. Links to external documents are not accepted.**

**Title:** Concise wording that describes the essence of the lab.

**Abstract** - a summary of your research including general methods and major conclusions. This is usually one paragraph long and should convince someone to read your paper. Include a statement of your hypothesis here and if data supported it.

**Introduction:** An overview of your experiment, statement of hypothesis, what you did and what the theory was behind the experiment.

**Methods:** - A brief discussion of experimental techniques. Diagrams are usually appropriate in this section.

**Results** -written usually in the past perfect tense or passive voice; describes your findings, data collected, and includes data tables, graphs, general trends, derived formulas, etc. All work and data tables must be shown here. In general, you need to have a copy of your original data with you but the data included in the lab report can be copied from your original data. Data should be absent of obvious errors (since you would have tracked down these items).

**Discussion and analysis** - tense can vary, describes your results in relation to other data, discusses problem associated with the lab, postulates trends in the data, predicts results given different circumstances, suggests sources of error, etc. Discuss how the data supports, or does not support your hypothesis and how well such support is in terms of error analysis such as percent differences. **Be sure to include sample calculations in this section.**

**Literature Cited** - a list of books, articles, etc., that you used to assist you in presenting your data and which were referred to in the write-up. **When citing a reference from the internet, you MUST include the URL that points directly to the document so that a single click of the mouse will bring up that exact document. Every lab report will have at least 1 citation or the report will not be accepted.**

Your presentation of the lab is important. Be sure it is grammatically correct and neatly typed. Be careful of tense changes within a paragraph. Data collected during a lab must be authentic. "Fudging" is unacceptable and unnecessary.

Lab write-ups should be as **concise** as possible within these guidelines. I am not looking for exhaustive tomes of work in a lab write-up.

### **Safety regulations for General Physics Labs SP2025**

- (1) Anytime springs are used in lab, safety goggles must be worn.
- (2) Anytime boiling water is used in lab, safety goggles must be worn.
- (3) You should not look at laser light or point it towards other people.
- (4) In the event of a spill (which will be water), dispense a towel from the spill kit (aka towel dispenser) and wipe up the spill.
- (5) Food and drink are not permitted in lab.
- (6) In accord with the Lyon mask requirement, you must wear an appropriate mask at all times in the lab. Cover your keyboard with the wrap provided, use your mouse with cover provided. At the end of the lab period, remove and discard these coverings.

Attach this form to your email (as an extra attachment today) when you send in your introductory lab report. In your lab report, right below your name, you should say this:  
I have read the safety regulations attached to this email.

## Student Learning Outcomes for the Physics Program at Lyon College SP2025

1. Students who complete the Physics 210/220, 240/250, 211/241/251 sequence are able to

1a. Articulate the basic principles of Physics.

1b. Apply the basic principles of Physics to solve a variety of qualitative and quantitative problems at the introductory Physics level.

This can be measured with portions of exam problems in Phy210, Phy240, Phy220, and Phy250. This can be measured with rates of accepted lab reports for Phy211, Phy241, and Phy251.

General Education learning outcomes for Phy210/Phy211/Phy240/Phy241/Phy220/Phy250/Phy251

**Critical thinking:** 210,211,240,241,220,250,251

**Inquiry and analysis:** 211,241,251

**Quantitative literacy:** 210,240,211,241,220,250,251

**Scientific thought and Information literacy:** 210,240,211,241,220,250,251

Portions related to Phy211,Phy241,Phy251 will be based upon relative resubmissions for accepted labs throughout the course. Portions related to 210,240,220 and 250 will class exam scores tracked throughout the course.

**Critical thinking** is regularly evaluated in 210,240,211,241,220,250,251. It is evaluated in terms of starting with correct Physical principles applicable to a given situation and being able to follow it through to completion. It is evaluated by use of exam problems. In 211/241/251, it is part of the process of scientific thought and is evidenced by use of supporting data for a hypothesis as is required by the lab rubric.

**Inquiry and analysis** is regularly evaluated in 211/241/251 as part of the required element of completed lab writeups. It is evidenced by student explanation of the experiment and is a required element by the rubric.

**Quantitative literacy** is evidenced primarily in 210/240/220/250 by successful completion of Physical problems with correct units and correct numerical operations. It is evaluated by use of exam problems. Quantitative literacy is exhibited in 211/241/251 by students being able to follow through with calculations partially enabled by spreadsheet examples and being able to interpret the results. This is evidenced by the accepted writeup following a rubric.

**Scientific thought and information literacy** is regularly evaluated in 211/241/251 and is evidenced by use of hypothesis with supporting evidence (or not supporting evidence) based upon experiment as is required by the lab rubric for 3 selected labs. Information literacy is regularly evaluated in 211/241/251 and is evidenced by correct Physical terminology in lab reports as required by the lab rubric. It is also a significant portion of 210/240/220/250 and is evidenced by student success in using the basic Physical terminology enabling students to correctly initiate quantitative solutions to Physical situations.