

Physics 1400A, Elementary Physics (4 credits)

UVM Physics Department – Fall 2023

Class schedule:

Lecture: MWF 8:30-9:20 AND T 8:30-9:45 in Innovation E330

One evening exam: November 1st, Wednesday 6:40 pm Marsh Life Sciences

Plus weekly chapter exams: on your own time

Final exam (comprehensive): December 12th, Tuesday 10:30 am Innovation E102

Note this class counts as both a lecture and lab.

There is an optional 1 credit course, Physics 1410, if you would like an additional session dedicated to problem solving. Physics 1410 IS NOT A LAB and is not required.

Instructor:

Professor Luke Donforth (he/him)

Office Hours: M & W 11-12 or by appointment

Office: Innovation E227

Email: luke.donforth@uvm.edu (I will respond, but not on evenings or weekends.)

Phone: 802-656-0052 (landline, no text)

Please utilize office hours for help and/or to discuss interesting aspects of the physics we're studying. Answering questions about material is easiest in person. If you have questions about grading, please email so that we both have a record of the conversation.

TAs: there are multiple TAs for the course and the different sections, as well as TA from other courses. You can go to any TA office hours, the TA office hour schedule is posted at <https://www.uvm.edu/cems/physics/help-sessions>

Supplemental Instruction: the Center for Academic Success also offers tutoring and supplemental instruction: https://www.uvm.edu/academicsuccess/tutoring_center

Pre-requisites: Algebra and Trigonometry

Education requirements satisfied: N1, QR

Course Description:

Physics, at its heart, is a set of tools to help you analyze and understand the universe around you, from subatomic particles to galactic structures. Physics 1400 is a small step on that path, as a first semester introductory algebra-based college physics course. Students will be presented with the topics of linear and rotational motion, kinematic, momentum, and energy; as well as conservation laws and oscillations. The course goals are for students to develop both a qualitative (conceptual) and quantitative (algebra-based problem-solving) understanding of each of these topics.

This course will meet for three 50-minute classes per week on Mondays, Wednesdays, Fridays and one 75-minute meeting on Tuesdays. This course is run as a student and group-centered active learning format where students will be expected to prepare for each class period by reading assigned sections from the textbook and other pre-class activities. During class, students will work individually and in groups doing a variety of activities including practice problems, tutorials, and other hands-on exercises with guidance and assistance from the instructor and teaching assistants.

Students are expected to attend all classes and participate in Learning Catalytics online exercises during class. There will be regular pre-lecture activities, readings, and homeworks to be completed online via MasteringPhysics. There will also be regular quizzes given through Brightspace.

Students should expect to spend at least eight hours per week outside of class to keep up with the reading, pre-lectures, homeworks, quizzes, and other online assignments.

Course Learning Objectives

Successfully completing this course means that you can:

- Utilize one- and two-dimensional kinematics equations to analyze and predict motion.
- Measure outcomes of hands-on activities and justify physical laws based on experimental evidence.
- Calculate properties such as acceleration, kinetic and potential energy, linear and angular momentum, and different types of forces.
- Utilize conservation laws (such as conservation of energy and conservation of momentum) to understand interactions and determine outcomes.

Land Acknowledgement:

UVM is located on the lands and waters which has long served as a site of meeting and exchange among indigenous peoples for thousands of years and is home of the Western Abenaki People. UVM honors, recognizes, and respects these peoples, especially the Abenaki, as the traditional stewards of the lands and waters on which we gather today. In that spirit, we begin by acknowledging we are guests in this land, and we need to respect and help protect the land and water within our use. In offering this land acknowledgement, UVM affirms Indigenous People's sovereignty, history, and experiences. We note that a land acknowledgement is only a beginning in a larger process of naming injustices and relationship building.

Required Course Materials:

Textbook:

Modified Mastering Physics for College Physics: A Strategic Approach 4th Edition

Author(s): Knight, Jones, Field

You may procure a hardcopy (bound or looseleaf) and/or ebook option of the textbook. You will ALSO need to make sure you have **online access to Mastering**, as we'll use Mastering Physics for all of the homework pre-lecture assignments, and in-class assignments. Learning Catalytics is embedded inside of Mastering Physics, and will be used daily for in-class assignments.

A hard-copy of the text is on reserve at Howe Library.

Calculator:

You should have a scientific or graphing calculator that does not connect to the internet.

Additional Accounts:

You will need a Gradescope account (free), which is where your paper-based exams will be returned to you. More information on Gradescope will be posted after the pertinent midterm.

Equipment:

You will need a portable computer (see [CEMS Laptop Recommendations](#)) to access the in-class assignments, course Brightspace page (brightspace.uvm.edu), as well as the course Gradescope page. Your computer will also need access to a webcam. If you do not have a webcam, you can check one out from Howe Library.

Students struggling to pay for or obtain course materials or CEMS-approved laptops are encouraged to contact KC Williams, Assistant Dean of Equity, Belonging, and Student Engagement (kc.williams@uvm.edu) and/or [UVM Student Financial Services](#).

Grading Criteria & Policies:

Each student will receive a total grade based on the grades of the homework, pre-lecture, quizzes, exams, and in-class assignments. The individual components will be weighted:

In-class activities (Learning Catalytics): 30%
Pre-lectures: 10%
Quizzes: 2% each (26% total)
Unit Midterm: 4% (covers 2 chapters)
Homework 20%
Final: 10%

Your letter grade will be assigned as follows:

A+: 97-100	B+: 87-90	C+: 77-80	D+: 67-70	F: <60
A: 93-97	B: 83-87	C: 73-77	D: 63-67	
A-: 90-93	B-: 80-83	C-: 70-73	D-: 60-63	

Grades will be posted on Brightspace, Mastering Physics, Gradescope, and Learning Catalytics. We will endeavor to correlate them as quickly as possible. It is each student's responsibility to verify the accuracy. Please report any discrepancies promptly.

<https://www.uvm.edu/registrar/grades> offers information on UVM's GPA calculation.

Mastery Based Examination for Quizzes:

Most of the chapters in this class will be tested with mastery-based quizzes. You will have the option to take the quiz at a time you feel ready. The quiz will be online, and you will receive a random selection of questions from a test bank. You will use a lock-down browser and webcam to ensure academic integrity. If you don't score as well as you like, you can take the quiz again. Up to five attempts will be available for each of the chapter quizzes. The first attempt will have ten questions. More questions will be added to later attempts. You do not have to take more attempts if you are happy with your score. Your highest percentage quiz for that chapter will be your grade for that chapter, other scores will have no effect.

Because we want to make sure you're keeping up with the coursework, but also have options to ask questions, the chapter tests will be due a little after the homework for that chapter. Homework is due Sunday, first attempt at chapter quizzes are due Thursday. Final attempts on quizzes are due the following Wednesday. We encourage you to talk to an instructor about an attempt before jumping in and trying again with another attempt.

LockDown Browser + Webcam Requirement for quizzes:

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

- Select the quiz in the course
- Under Quiz Requirements you will see "To take this quiz you must use the Respondus LockDown Browser"
- Below this will appear: "You can use the button below if you have not already downloaded LockDown Browser". Click the button to go to the download page and then follow the instructions
- Use the link to download Respondus LockDown Browser to your computer; follow the installation instructions
- Return to the Quiz page in Brightspace (it may still be open in another tab) and select the quiz
- Select "Launch LockDown Browser"
- The quiz will now start

Note: LockDown Browser only needs to be installed once to a computer or device. It will start automatically from that point forward when a quiz requires it.

Guidelines

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims

- Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
- If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
- Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7 Support is available from the Help Center and the "it's not working" troubleshooter.
- You can reach out to UVM's tech team at: <https://www.uvm.edu/it/kb/submit-a-ticket/>
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

Quiz Location:

You are encouraged to take the exam in a space that is conducive to you demonstrating what you've learned so far. Our hope is that you have a private location in your own space that works for you. If that is not an option for you; CEMS Student Services offers exam space Wednesday mornings from 8 am to 10 in Perkins 100. You can also use Marsh Life Sciences during the evening exam slot, 6:40-9:40 pm, if you like.

Missing Exams:

Quizzes can be taken on your own time, up to the due date. We recommend taking them a couple days after you've done the homework. Do not leave them to the last minute.

There will be one big paper-based midterm exam, and one paper-based final exam. Missing an exam (the midterm or final) will result in a score of zero unless the student has a valid excuse (and accompanying note from physician, dean, etc.). A student with a valid excuse may be given a make-up exam at a time that is mutually convenient for the student and the instructor. If a student misses the final for an approved reason, the student should arrange through the appropriate academic dean for an "Incomplete" in the course. Please work with the Exam Proctor Center and Student Services if you require accommodations for your paper-based exams.

Homework:

Part of the course objectives is for you to understand physics concepts and also be able to apply them numerically. We will work on that in class, and you will have more opportunities to practice and demonstrate your mastery via homework problems. Note that there are problems that are due and graded (labeled Homework in Mastering Physics). There are also un-graded Practice homework sets of similar problems that can be done at any time. Practice problems have due dates before the pertinent chapter homework, but just to help organize the calendar.

It is allowed and even encouraged for you to work on the homework problems together. However, after discussing it with other students, instructors, and/or TAs, you should do the work yourself. Please do not utilize online repositories; that is a violation of UVM's code of Academic Integrity, as well as cheating yourself of the educational opportunity.

Homework is accepted late, at a penalty of 1% per hour block. If part of your homework is in on time and the rest is late, the penalty only applies to what came in late.

Pre-lecture:

We expect you to come to class having performed an initial review of the material in the textbook. To facilitate that, we've assigned pre-lecture assignments for the different chapters, so that you are ready to participate in the in-class activities with your group. The pre-lecture assignments are graded for credit. Because you are expected to contribute to the discussion with peers during class, **no credit is given for late pre-lectures.**

For those of you who like seeing things visually laid out, there are optional videos for almost all of the chapters that you can watch. Those are flagged as optional video lectures. The video lectures have due dates to help you know when they'll be most pertinent, but they can be watched at any time.

Extra Credit:

We are moving this course to a mastery-based model, and endeavoring to provide pathways to demonstrate competency beyond calculations and multiple choice questions. As part of that, there will be an extra credit option for students to demonstrate their understanding of material in a different format. You may write a final paper for the course. This will be a research paper where you learn physics material from reading and report on it. You must write the paper within Google Docs with the history turned on, so that we can see your work on the paper.

Here are a couple of criteria for the extra credit paper option. More details will be posted on Brightspace:

- You must inform me you intent to submit a paper and receive my sign-off on your topic by the first Monday in November.
- It should be on information that you find interesting.
- There must be a connection to physics that you explain.
- Include information you don't know at the start, that you learned from reading materials outside of the course materials.
- Have a graph or plot that helps illuminate a concept or trend (this is expected to be data you've gathered or compiled from the literature, NOT original lab experiments).
- You must cite your sources (pick your favorite citation style, as long as it's clear).
- The paper is due the Monday after Thanksgiving.
- You must email me both a PDF of the paper AND a link to Google Docs (with version history) so that we can see your work (an unfortunate repercussion of AI and ChatGPT).
- We will schedule a time after you submit your paper to discuss it with you. Participating in a verbal discussion is required for credit.

The research paper can bring your grade one +/- bracket up, i.e. from A- to A, or C+ to B-. An A level paper should be at least 1500 words, a B level paper 1250, and a C level paper 1000.

Collaboration:

Various aspects of this course require different amounts of collaboration and discussion.

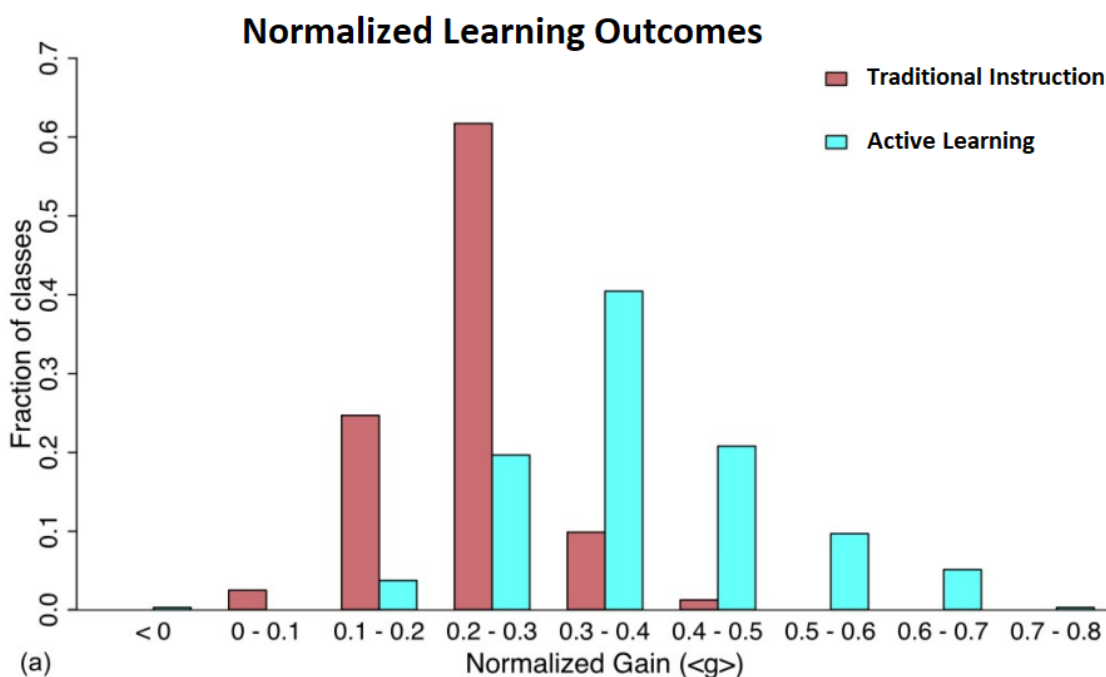
- **In-class work:** you are *expected* to collaborate and discuss things with your peers and instructors. Each person should still complete each calculation and answer each question themselves (with their own calculator, or in their own words, etc.)
- **Homework and Pre-Lectures:** you are *encouraged* to collaborate and discuss with peers and instructors. Everyone should still complete each calculation and answer each question themselves. You may find Physics 1410 and office hours useful.
- **Quizzes and Exams:** you are NOT ALLOWED to collaborate. Due to the asynchronous nature of the test taking, do not discuss the tests with anyone but the instructors.
- **Extra credit:** you may discuss your paper with your peers and instructors, but make sure that you are writing it yourself.

Using resources like Chegg, ChatGPT, or other online options to solve your problem or write things for you is a **violation of the code of conduct** and ultimately cheating yourself.

Pedagogy:

This class utilizes a constructivist framework for education based around an active-learning modality, incorporating aspects of flipped-classrooms, peer teaching, hands-on activities, and problem solving while the instructors and assistants are available. There is very little time spent in class lecturing. We do this for the students. It would be easier to lecture, but it is not as efficient. See the figure below (adapted from Von Korff, et al, *American Journal of Physics* **84**, 969 (2016)), which compares what students learned after a semester of introductory physics (normalized to what they knew when they started). This study includes over 30,000 students in the data set, and we feel is strong evidence that to not teach with active learning methods would be a disservice to you.

If you find the modality challenging or frustrating, please come and talk to me. I'd be happy to discuss resources and techniques that will hopefully make the experience more fruitful for you.



During the daily sessions, we'll cover material in discussion, group problem-solving, conceptual analysis, and lecture. A portion of your final grade is contingent on your participation in these sessions. You should read the pertinent sections of the textbook *before* coming to class, to be well prepared to participate in the discussions and problem solving. We will work together to develop a learning community that is inclusive and respectful; and that encourages and appreciates expressions of different ideas, opinions, and beliefs in the spirit of Our Common Ground. Meaningful and constructive dialogue is encouraged in this class. This requires mutual respect, willingness to listen, and open-mindedness to opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. Conduct that substantially or repeatedly disrupts the ability of faculty and instructors to teach

and the ability of students to engage may result in my asking a student to temporarily leave the classroom. [See Undergraduate Catalogue - Classroom Code of Conduct \(p. 443-444\).](#)

The UVM attendance policy can be found [here](#).

Our intention is for CEMS to be a place where you will be treated with respect and kindness. We welcome individuals of all ages, backgrounds, beliefs, interests, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of the College are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the community.

If you ever feel that you have been unfairly treated or judged by an instructor, a mentor, another student, or another member of the CEMS community, please let someone know. Your instructors and advisors in the [CEMS Office of Student Services](#) are available to discuss any concerns or you can report an incident of bias through the [Campus Bias Response Program](#).

Attendance and illness:

If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

Lived Name and Pronoun Information

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard.

More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](#).

To read more about official UVM policies, events, and initiatives regarding diversity, equity, and inclusion: <https://www.uvm.edu/diversity>

Sexual Assault, Relationship Violence, Harassment, & Discrimination Disclosure:

All course instructors (including graduate and undergraduate students hired for the course) are “Responsible Employees” or mandatory reporters, meaning we are responsible for reporting to the Title IX Coordinator instances of sexual assault, intimate partner violence, harassment, and discrimination disclosed to any of us, including the names of the person that disclose the information, for institutional review. If you would like to speak confidentially with someone (i.e. someone not required to make a report for institutional review) you may contact the following resources directly for support:

[Campus Victim’s Advocacy](#)

[HOPE Works](#)

[UVM Counseling & Psychiatry Services](#)

[Student Health Center](#)

[UVM’s Affirmative Action and Equal Opportunity Office](#)

Course Evaluation:

All students are expected to complete a **mid-term** evaluation and final evaluation of each course they are enrolled in. Indicate that the evaluations will be anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.

[Click here for instructions on how to access Blue course evaluations.](#)

Technical support for students

Students, please read this technology check list to make sure you are ready for classes.

<https://www.uvm.edu/it/kb/student-technology-resources/>

Students should contact the Helpline (802-656-2604) for support with technical issues.

Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with Disability Related Flexible accommodations will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

Contact SAS:

A170 Living/Learning Center;

802-656-7753

access@uvm.edu

www.uvm.edu/access

Research and Citation Help

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

Regarding potential changes during the semester:

<http://catalogue.uvm.edu/>

The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives.

Intellectual Property Statement/Prohibition on Sharing Academic Materials:

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity. **Please note that 'sharing assessments' includes course materials on study sites such as Chegg and Course Hero; and that uploading and downloading both count as unauthorized sharing.**

Important UVM Policies

Academic Integrity:

The policy addresses plagiarism, fabrication, collusion, and cheating.

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

Code of Student Conduct:

[UVM's Code of Student Conduct](#) outlines conduct expectations as well as students' rights and responsibilities.

FERPA Rights Disclosure:

The purpose of UVM's [FERPA Rights Disclosure](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Final Exam Policy:

The University [final exam policy](#) outlines expectations during final exams and explains timing and process of examination period.

Grade Appeals:

If you would like to contest a grade, please follow the procedures [outlined in this policy](#).

Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. The complete policy is [here](#).

Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

[Center for Health and Wellbeing](#)

[Counseling & Psychiatry Services \(CAPS\)](#) Direct Phone Line: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by [visiting the C.A.R.E. Team website](#).

Food Insecurity:

The UVM Center for Health & Wellbeing provides several on- and off-campus resources for students struggling with food insecurity: <https://www.uvm.edu/health/food-insecurity-uvm>

Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

Letters of Recommendation:

Part of my job as a physics instructor is writing letters of recommendation and being a reference for students. It's a part I enjoy and encourage you to utilize.

When writing a letter of recommendation or acting as a reference for a student, I like to have the following information from them on hand:

- What schools/programs/jobs are you applying to, and why?
- Pertinent submission deadlines and guidelines.
- A copy of your current transcript(s) and/or resumé.
- Other activities you do that are pertinent to your application (that don't appear on your transcript).
- Any specifics (AAMC core competencies, etc.) you want highlighted or addressed.
- Your statement of purpose and any other essays you write for your application.

While it is my intention to get to know all of my students over the course of a term, I also see several hundred students each year. If you anticipate wanting a letter of recommendation from me, I encourage you to hit my office hours before you want the letter so that I have a better sense of who you are and can appropriately tailor the letter highlighting your strengths.

Finally, Thank You:

I appreciate that you're here taking physics with us. For many of you, this is a requirement for your major or future plans - experts in your field of study have decided that this information and these techniques are important for what you want to do. We've worked with some of them to try to make this an informative and useful course for you.

It is my belief and experience that comprehension of physics concepts and principles allows you to more fully understand and engage with the universe. While you may not use physics analytically every day, it is my hope that you succeed in the course and move on with tools to make meaning and sense of the world around you. I look forward to exploring physics with you.

Please come to my office hours or email me if you have questions or concerns, both from the course material or things outside of it. That invitation extends to after the semester as well, as you use or hone these tools in future steps along your life's path.