

E&M PHY350 - Spring 2024

Instructor: Paul Saulnier. You may call me Paul.

Office: OHS 208: (507) 933-6123

Office Hours: **MWF 11:30-12:20 p.m.** and **TR 8:00-8:50 a.m.**, other times by arrangement. Just shoot me an email and let me know you wish to meet.

Text: *Electromagnetic Fields*, (2nd Edition), Roald K. Wangsness

Recommended Reference: *Mathematical Handbook of Formulas and Tables*, by Murray R. Spiegel, Schaum's Outline Series. You won't find a better one for $3 \times$ the cost!

Classes: **MTWRF 9:00-9:50 a.m.** in OHS 216

Prerequisites: PHY-215, PHY-250, and PHY-300 with a grade of C or better.

Educational Philosophy: You are responsible for learning the material covered in this course. I am here to organize, structure, explain, and present the material and provide examples as well as answer questions. But the only way for *you* to learn the material in this course is to personally engage with it. Watching me or others work with the material will not do. Learning requires personal engagement and effort.

Classroom Dynamics: I strive to have a relaxed atmosphere in the classroom. I want everyone to feel welcome and to feel comfortable asking questions. The chances are that if you have a certain question it is likely that you are not the only one. There is no such thing as a "stupid question". Everything and anything is "easy" if you know how to do it and everything and anything is "hard" if you do not. It is all of us together in this joint learning endeavor. All of us (me included) striving to understand physics! As the course material is sequential, it is important that you understand material topic X before proceeding to topic Y. So, ask questions early and often as necessary.

Department Ethos: As is expected in any course in the physics department, each student is asked to work, along with the instructor and their student peers, to develop a culture of cooperation and inclusion within our department. The physics major can be challenging, and we all need the respect and support of others. While it would be unreasonable to assume that every single person will develop a close working relationship with every other, it is expected that each individual will be supportive of, and a positive influence on, every member of the departmental community that they encounter.

Attendance: Regular class attendance is expected. If you miss a class for any reason you are responsible for the material covered during the class, including any assignments introduced or in-class group work. You are responsible for your education and for meeting the course expectations.

Homework: Homework will be assigned approximately every week. Late homework will be accepted at the discretion of the instructor, with the loss of 10% per day of the total score (provided that you do not have a valid reason for not submitting the homework on time). Homework should be your own work, however, some collaboration is expected.

Makeup: Missed exams may be made up at the discretion of the instructor with prior notification and a valid excuse.

Final Exam: **Tuesday, May 21st at 3:30 p.m. to 5:30 p.m. in OHS 216.**

Coverage: We will be covering the following chapters in more or less detail.

Chapter 1-5

Exam I

Chapter 6-10

Exam II

Chapter 11-16

Exam III
Chapter 17-21
Exam IV
Chapter 24, 25, 29 (as/if time permits)
Final Exam (comprehensive)

<u>Evaluation:</u>	There will be four exams	4 × 15%
	One final exam	20%
	Homework	15%
	Problem Presentations/class participation	5%

Final course grades will be assigned using the following scale as a guide:

94-100	A	74-78	C+
90-94	A-	70-74	C
86-90	B+	66-70	C-
82-86	B	62-66	D+
78-82	B-	58-62	D
		0-58	F

Please note that these ranges are only guidelines. Final grades will also take into account the instructor's evaluation of the student's attendance and evidence of improvement.

Instructor's Note: My job in this class is to help you learn E&M. I take this responsibility seriously and I would ask you to help me do my best. Specifically, I would encourage you to ask questions about the material during class and speak with me outside of class to discuss any course related concerns. Don't wait until the end of the semester to inform me of your concerns - by then it is too late. Your opinion is important to me.

Academic Accommodations:

Gustavus Adolphus College is committed to ensuring equitable and inclusive learning environments for all students. If you have a disability and anticipate or experience barriers to equal access, please speak with the accessibility resources staff about your needs. A disability may include mental health, attentional, learning, chronic health, sensory, physical, and/or short-term conditions. When appropriate, staff will guide students and professors in making accommodations to ensure equal access. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact them as early as possible. Accessibility resources staff are located in the Academic Support Center (<https://gustavus.edu/asc/accessibility/>) (x7227). Accessibility Resources Coordinator, Corrie Odland (codland@gustavus.edu), can provide further information.

Academic Honesty: By writing your name on any graded assignment for this class, you are attesting to the fact that it has been completed in accord with the college's academic honor policy. I take this responsibility seriously and I expect that you will also. If you have any doubt about what constitutes appropriate use of someone else's work, please ask.

Problem Presentation Tips

1. Be completely prepared. Know how to do the problem correctly and confidently.
2. Work problem using blackboard panels - do NOT jump all over the board.
3. Do a step then step away and look at audience. Does it look like they are following your problem solution?
4. Ask for questions periodically.
5. Use colored chalk where appropriate.
6. Pause to let people catch up after a significant step.
7. Make sure people are done copying before you erase.
8. Explain, don't just copy your notes - not only discuss what you are doing but *why* you are doing it.
9. Box important results.
10. Write the problem statement so that people have it in their notes. At least reference the textbook problem number.
11. Erase board when done.
12. Use vector symbols where appropriate.
13. Discuss physical significance of final result. Does it make sense?
14. Don't assume that your problem is so easy that everyone understands it so that you can rush through it.
15. Don't be afraid to pause and let the audience catch up / think about what you are doing and why.
16. Be respectful of others who have to present a problem that day...meaning, do not spend more than 20 minutes on your problem.