

Physics 201: Newtonian Mechanics

Spring 2016

Meeting: Trexler 263
Instructor: Matthew C. Fleenor
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Time: MWF 9:40 – 10:40AM
Office: Trexler 266D
Office Hours: W 1.15–4.00PM
R 1.00 – 2.30PM or by appt.

webspace: faculty.roanoke.edu/fleenor/index.html

Required Textbook: Physics for Scientists and Engineers, 8th ed., Serway & Jewett, ISBN13: 978-0-495-82781-8

Required Prerequisites: Math 121 (Calculus I)

I. Components of Learning

There are several factors that make a course “good” (by good, I mean a healthy combination of the intellectual and the affective). Good courses are also clear about their essential components. Below is an attempt to be clear about how will I operate within PHYS 201, as well as my expectations of a student who is enrolled in PHYS 201.

Descriptions

Aspiration: Physics is a framework for observing and appreciating the physical universe, in as much as it is a manner of explaining the phenomena within it. Therefore, a few different levels of interpretation exist for the sentence, “I understand physics.” My approach in this course is a ‘both/and’ mentality, where both the conceptual understanding (and dare I say, appreciation) and the analytical problem-solving approach can mutually coexist. Arguably, if you don’t have both an interest in the conceptual and the mathematical, then eventually neither will deepen. I will provide the proper atmosphere and avenues so that neither of these necessary levels of understanding need to be sacrificed. My goal for you is that you will walk away with a deeper understanding in each of these contexts.

Newtonian mechanics implies that we will focus primarily on describing the motion of macroscopic objects that we can tangibly see and touch. One of the amazing things about the physical world is that there are many parallels between the visible macroscopic world and the world of fields and microscopic phenomena. Therefore, we should not take lightly the lessons learned within the mundane world of the everyday since it will serve us well in the future when more intriguing phenomena are introduced.

Expected Learning Objectives: Successful students will –

1. demonstrate a proficiency with the use of units and estimation;
2. display a working knowledge between the various kinematic quantities and their graphical representation;
3. manipulate common problems utilizing forces and free-body diagrams utilizing Newton’s laws of motion;

4. analyze different contributions of the total energy of a system and comment on how the energy is conserved;
5. determine the centripetal force for uniform circular and show that the net force is not equal to zero;
6. calculate the velocities for a two-body system using the conservation of linear momentum;
7. analyze the linear and rotational counterparts in general kinematics;
8. demonstrate an understanding of the effect of inertial moments on the conservation of mechanical energy;
9. describe oscillatory motion and superposition using three different physical models.

Attendance: Although roll will not be taken, daily attendance is expected. Due to the mathematically rigorous nature of the course, you may not miss more than four classes without a legal excuse (court, hospital, police, etc.). Late arrivals greater than 10 minutes will constitute an official absence. The fifth absence for which there is no legal excuse will constitute your (forced) withdrawal from the course.

Office Hours: Please take advantage of the office hours prescribed above, or make an appointment with me. Drop-ins are at the total mercy of my daily schedule.

Inquire (N&R): I use the N&R environment extensively to place notes, announcements, assignments, proofs, solutions, links, and other course documents. Please do NOT forget to check N&R before you come to class or if you have a question about previous assignments.

Academic Integrity: I want to foster a mutual respect for the classroom hours that we have together. In light of this, please remember to silence cell phones, electronic devices, laptops, etc. during class and come prepared. Please ask if you want to use these devices for educational purposes in class. Refer to the "Academic Integrity" page on the RC website—

<http://roanoke.edu/A-Z Index/Registrar/Policies and Information/Academic Integrity.htm>

Included here is an explanation of how violations of the College's academic integrity policy are handled.

Grades: Standard letter grades (A–F) are assigned according to the following scale for this course: "A" (91–100), "B+" (88–90), "B" (83–87), "B–" (80–82), "C+" (78–79), "C" (74–78), "C–" (70–73), "D" (60–69), "F" (< 60).

II. Modes of Learning

Rubric

Your grade is determined according to the following distribution:

Exams (3)	30%	Homework	15%
Final	15%	On-line Work	10%
Lab (201L)	20%	Quiz (weekly)	10%

Descriptions:

Exams: All exams are planned (by me) for completion in 1.0 hour, however, you will have up to 1.25 hours to complete each exam. Since the class begins at 9.40 a.m., each student has the option to arrive at

9.30 a.m. and begin the exam or hold the exam until 10.50 a.m. NOTE: If you have a class that begins at 10.50, it is your responsibility to plan for the late arrival into your next class. All exams will contain comprehensive material from the previous chapters, most probably the one/two most missed problems from the previous exam/quizzes. The final exam will be given in class and will be cumulative. Make-up exams will only be allowed as a result of a discussion with me beforehand or a note related to the emergency (death, hospitalization, misdemeanor, etc.) signed by a governing official (medical doctor, parent, law enforcer, etc.).

Quizzes: Weekly quizzes (FRIs) are completed individually or as a small group (my discretion) in class and graded. The quiz will consist of one partial problem from the class discussion, which contain the more important concepts and/or phenomena. Typically, the problem will not be numerical in nature.

Problem Sets: Un-/assigned problems (like those in the problem sets) are “when and where” you will learn the course material. For better and for worse, there is no way to learn the depth of the material within the one-hour sessions that we will have together. Due to the nature of problem solving, I expect that you will work together toward a solution. However, I also expect that you will create an original solution to each assigned problem. Substitutions and simplifications should NOT be left to the “reader” (that’s me) to figure out. If necessary, words and phrases need to be properly placed so that I can follow your train of thought. Problem sets are your final draft essays and/or compositions that display the fruit of your higher-level critical thinking skills, so you need to view them in that light. These can be completed in electronic format or by-hand (neatly). If you do not follow these guidelines, I will return them to you for completion. I can provide examples of the kind of work that I expect on a final submission for the problem sets.

Labs: Physics exists because there is a connection between the mathematical world of symbols and the empirical world of measurement. Verifying the mathematical results of physical theory is an important component of the course. Creating words and sentences that express the results of experimentation is an extremely underrated (yet important) component of carrying out the enterprise of science. To think that you can carry out significant experimentation without adequate writing skills is foolish.

On-line Work: What it means to “participate” in Physics 201 should include the following: on-line quiz completion, listening to audio-video lectures, attentive attendance, engagement in question and answer, reflective write-up for two extracurricular lecture or presentations, and responsibility for your own learning (office hours, etc.).

III. Daily Course Outline

In what follows, you will see the plan for working through the course. Each course meeting provides a section of the text, a conceptual topic, and a homework problem to reinforce the topic. Quizzes and Exams are also marked on the course outline, so please refer to it often. The bold-faced class periods require the watching of an audio-video lecture BEFORE class. The italics class periods denote a class discussion on the Heart of Darkness and an in-class quiz. If there are deviations from the following outline, I will certainly draw your attention to them.

PHYS 201 Course Outline, Spring 2016

Week	Date	Sections	Topic	Homework
1	18-Jan	1.1 – 1.6	Units, Conversions, Dimensional Analysis	2 Probs Handout
	20-Jan	2.1 – 2.3	Position and Instantaneous Quantities	2.5
	22-Jan	2.4 – 2.5	Motion diagrams	
2	25-Jan	2.6 – 2.7	Particle analysis under constant accel	2.15
	27-Jan	3.1 – 3.3	Vectors, scalars, and components	
	29-Jan	3.3 – 3.4	Vector analysis and unit vectors	
3	1-Feb	4.1 – 4.3	Vectors of motion and projectiles	
	3-Feb	4.4 – 4.5	Uniform circular motion and components	
	5-Feb	4.6	Relative velocity and acceleration	
4	8-Feb	5.1 – 5.3	Force, inertia, and mass	
	10-Feb	5.4 – 5.5	Newton's second law and weight	<i>Review</i>
	12-Feb		<i>EXAM 1: IN-CLASS (C. 1–4)</i>	
5	15-Feb	5.6 – 5.7	Newton's third and analysis	
	17-Feb	5.8	Friction forces and analysis	
	19-Feb	6.1	Circular motion and forces	
6	22-Feb	6.2	Non-uniform circular motion	
	24-Feb	7.1 – 7.3	Work completed by a constant force	
	26-Feb	7.4 – 7.5	Work-Energy theorem and kinetic energy	
7	29-Feb	7.6 – 7.9	Potential energy and conservative forces	
	2-Mar	8.1 – 8.2	Conservation of energy problems	
	4-Mar	8.3 – 8.4	Conservation of energy with friction	
8	7-Mar			
	9-Mar		<i>Spring Break: No Classes</i>	
	11-Mar			
9	14-Mar	8.3 – 8.4	Conservation of energy with friction	
	16-Mar	9.1 – 9.2	Linear momentum and 1-D collisions	
	18-Mar	9.3 – 9.4	Linear momentum and 1-D collisions	
10	21-Mar	9.5	2-D collisions and conservation	<i>Review</i>
	23-Mar		<i>EXAM 2: IN-CLASS (C. 5–8)</i>	
	25-Mar			
11	28-Mar	10.1 – 10.3	Angular quantities and kinematics	
	30-Mar	10.4 – 10.5	Rotational kinetic energy and moments	
	1-Apr	10.8 – 10.9	Energy of rolling objects	
12	4-Apr	10.6 – 10.7	Torque and Analysis	
	6-Apr	11.1 – 11.3	Vector product and angular momentum	
	8-Apr	11.4 – 11.5	Conservation of angular momentum	
13	11-Apr	12.1 – 12.2	Objects in Static Equilibrium	
	13-Apr	12.1 – 12.3	Objects in Static Equilibrium	<i>Review</i>
	15-Apr		<i>EXAM 3: IN-CLASS (C. 9–11)</i>	
14	18-Apr	15.1 – 15.2	Simple harmonic motion (SHO)	
	20-Apr	15.3	SHO Energy	
	22-Apr	15.4	SHO Equation of Motion	
15	25-Apr	15.5	Circular motion and other periodic motion	
	28-Apr		FINAL EXAM: CUMULATIVE (2–5 PM)	