

This syllabus is provided as a general informational guide. Some of the information may vary depending on the specific course section and instructor. Different sections of the same course may require different textbooks. Verify the section specific textbook information in the CUNY's Academic Course Schedule Web Page. Modifications of the grading system presented here will be communicated by the instructors of the sections when they meet the class.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of Science

Title of Course: GENERAL PHYSICS THEORY

Lecture Hours: 3

PHY 108 Section _____

Laboratory Hours per Week: 0

Credits: 3

Semester:

Instructor Information (Phone#, Office#, email): _____

Course Description

This course serves as an introduction to general physics theory, especially for students who are not science oriented. A selected number of basic topics in physics are carefully examined and interpreted. Topics include mechanics, heat and thermodynamics, electromagnetism, optics, atomic and nuclear physics. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

Basic Skills Prerequisites:

(MAT 12 or MAT 14 or MAT 41 or MAT 51) and (ENG 88 or ESL 62) and ACR 94

Co-Requisite: PHY 109

Required Text:

Physics of Everyday Phenomena, A Conceptual Introduction to Physics; 9th Edition; Author: Griffith & Brossing
McGraw-Hill, ISBN 978-1-30-7229233

Other Resources:

Use of Technology: Calculator

Evaluation and Requirements of Students:

Students Homework/quizzes	20%
Research project	20%
<u>Exams</u>	<u>60%</u>
Total	100

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Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1-Gather, interpret, and assess information from a variety of sources and points of view.	Graded homework assignments on the laws of motion, electromagnetic phenomena, optics, and others will measure how students are able to gather, interpret, and assess information extracted from textbooks, online sources, and online exercises. For example, students can gather from the textbook and online sources the power consumption of all electrodomestic devices in their dream house and assess if the existing power capacity of their current house would be able to handle the resulting load.
2-Evaluate evidence and arguments critically or analytically.	Exams and homework assignments on the topics of mechanics, electromagnetism, optics, and others will measure how students evaluate evidence and arguments presented to them in those assignments, using the physical laws and methods of analysis taught in the course. Problem solving will be a key measure of testing conceptual understanding of basic physical ideas. For example, students can critically determine if a driver was correct in claiming that the car had sufficient distance to break and come to a stop based on the evidence about the car's speed and coefficient of friction between the tires and the road. Using these methods of analysis, students will be able to distinguish between competing hypotheses.
3-Produce well-reasoned written or oral arguments using evidence to support conclusions.	Graded research project on the greenhouse effect, renewable sources of energy, or other topic of current interest and graded essay homework questions like on the effect of atmospheric pressure on the cooking of foods using boiling water, will measure how students produce well- reasoned written arguments using evidence to support conclusions.
4-Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	Students will gain an understanding of basic concepts in physics and will apply these concepts and methods to explain different physical phenomena. For example, students will apply the Newton's Laws of motion to the motion of cars, projectiles, satellites and planets. Students will apply the laws of optics to understand how mirrors, lenses, and optical instruments are able to produce images of objects. Students will apply other physical laws to understand and explain many other physical phenomena observed in their everyday life. Graded homework and exam problems and questions will be the main tool to measure how students identify and apply these fundamental concepts and methods of the physical science to common physical phenomena. Students will also be introduced to the scientific method and will apply it in various hands-on exercises in PHY 109.

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<p>5-Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</p>	<p>Students will be required to solve many quantitative problems in exams and homework assignments. To solve these problems, students will have to apply the physical laws learned in the course and use mathematical techniques including calculations and algebraic manipulations. Students will have to critically analyze the quantitative results obtained and assess their validity. For example, students will apply the laws of optics to determine if a refracted ray is generated in the total reflection prisms inside binoculars.</p>
<p>6-Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</p>	<p>Graded essay homework questions in which students need to use empirical evidence collected by scientists in the past and use it to support current scientific theories will be the main tool to measure this learning outcome. For example, empirical evidence on falling objects can be used to support the theory on gravitational forces; empirical evidence providing the kinetic and gravitational potential energies of a falling object can be used to support conservation of energy; empirical evidence from the single and double slit diffraction and interference experiments can be used to support the wave theory of light. Students will have the opportunity to articulate and distinguish between competing theories. In addition, the graded research project on the greenhouse effect, will measure how students produce well-reasoned written arguments using evidence to support their conclusions.</p>

	<p>General Education Learning Outcomes</p>	<p>Measurements (means of assessment for general education goals listed in first column)</p>
	<p>Communication Skills- Students will be able to write, read, listen and speak critically and effectively.</p>	<p>Graded written research project, including a class presentation.</p>
	<p>Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</p>	<p>Graded problems involving calculations in homework and exams.</p>
<p>✓</p>	<p>Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.</p>	<p>Graded problems and questions in homework and exam.</p>
	<p>Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.</p>	
	<p>Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.</p>	

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	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	Graded research project. Students will extract data and assemble it in table and graph format using common software packages like the ones included in Microsoft Office.
	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	

LECTURE:

Outline of Topics:

<u>WEEK</u>	<u>TOPICS</u>	<u>CHAPTERS</u>
1	Introduction: to Physics Describing Motion	1,2
2	Falling Objects and Projectile Motion	2,3
3	Newton's Laws	4
4	Circular Motion; Law of Universal Gravitation	5
5	Energy and Oscillations (Single Harmonic Motion)	6
6	Momentum and Impulse; Torque	7,8 (Section 8.2)
7	Fluids	9
8	Temperature and Heat	10
9	Electrostatics; Simple Circuits	12,13
10	Circuits; Magnetism; Electromagnetism	13,14
11	Wave Motion and Sound; EM Spectrum	15,16
12	Light Waves and Color; Optics	16,17
13	Atomic Structure; Radioactivity	18
14	Nuclear Energy	18,19
15	Review and final exam	

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Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).