

College Physics 2: PHYS 1302
Spring 2026 Syllabus

Lecture

Meeting Times: MW 11:00 am - 12:15pm— **Location:** WSB

Instructor: Anirban Bhattacharjee

Office: WSB 317 — **Office Hours:** MWF 12:30PM to 1:30 PM or by appointment,

Online only — **Email:** anirbanbhattacharjee@gmail.com OR axb14ku@sulross.edu

Course Description:

College Physics -2 is an algebra based online course in general physics. Emphasis is placed upon the concepts of physics rather than mathematical relationships. It provides a broad introduction to Physics including: (1) Waves; (2) Electricity ; (3) Magnetism; (4) Thermodynamics;

Resources:**Required:**

<https://openstax.org/details/college-physics>

Loose-leaf paper – for in-class assignments

A simple [scientific calculator](#)

Optional:

[College Physics \(3rd Edition\)](#) by James Walker

[Schaum's Outline of College Physics, 11th Edition](#) (Schaum's Outline Series) by

Frederick Bueche & Eugene Hecht

Course Objectives:

The goals for this class are as follows:

- Appreciate the scientific process, how it works, the notion that physical laws are universal, the elements of scientific theories, what they do and do not tell us.
- Develop familiarity with the basic concept of Dynamics, Statics, Motion (translational and rotational), properties of matter and waves
- Describe how data is collected from experiments, and what quantities can be measured/inferred, and formulate conclusions from the results of those experiments.
- Understand basic - yet crucial - physical laws, and the processes that govern natural events
- Integrate concepts from maths and physics to explain relationships and able to converse with other students using proper scientific terminology.

Instructional Philosophy of the Course:

The overarching goals of this course are for you to understand the nature of science through the eyes of physics; to understand the big ideas in physics; and to develop a lifelong interest in physics and current events surrounding physics. To meet these three goals, the course instructors have carefully designed a sequence of learning tasks and assessment procedures as outlined below.

-Active engagement with nearly daily group activities. It is a demonstrated fact that you can only learn a limited amount of information from lecture alone, no matter how clear or entertaining. Therefore, this course is composed of a series of mini-lectures posted as powerpoints online on Blackboard

- To get the best out of this course, if you are having problems with understanding the course material, is by emailing me or texting me through a free messenger service called WhatsApp. My phone number that you will need to add in your contact list is +919007154465. **PLEASE DO NOT TEXT ME DIRECTLY, I WONT BE ABLE TO RESPOND OR MIGHT NOT EVEN RECEIVE YOUR MESSAGE**

-Attendance at all classes is is expected and very strongly encouraged. Because this course is built around daily activities to accompany the lecture, your attendance and full participation at each class period will be an essential component of your success in the course. Periodically we will administer unscheduled questionnaires in class that will be collected during class and used to establish a participation grade. These questionnaires will not be given a letter or numeric grade, rather you will be given credit for what you complete on an all or nothing basis. I will be keeping attendance throughout the course, not necessarily for grading purposes (though good attendance can help you in borderline grade cases) but mostly because it is helpful for me when evaluating myself to know what attendance was like.

-Carefully studying the text is REQUIRED. The course mini-lectures are designed to focus on the really difficult aspects of Physics or to provide structure for your out-of-class study. You are accountable for all material, concepts, and interrelationships presented in the mini-lectures and the text. Therefore, it is imperative to your success in this course that you complete the assigned readings prior to coming to class. Reading assignments should be completed BEFORE the date listed. Otherwise, the mini-lectures and tutorials will be less useful in helping you develop a deep understanding of the course topics. It is important to remember that the exams or questionnaires will cover material from the text readings that may or may not be discussed in class.

Assessment and Grading:

In order to promote an active and collaborative learning environment, there will be no curve to assess grades. Each student will only be competing against themselves, and will be responsible for gaining the declarative knowledge and conceptual understanding for performance. This is a three credit class with three credits in the primary lecture section (§1).

The portion of the grade in the lecture section will come from three sources: (1) midterm exams, (2) Presentation and (3) Homework . Midterm exams will account for 45% of the final grade. There will be at least four midterm exams. **The lowest score will be dropped.** There will be no make ups for the midterm exams. **Your Midterms will be timed**

The exams will test your understanding of key concepts in physics. A list of these concepts can be found in this syllabus. Along with each exam, we will also ask for opinions regarding what you like, dislike, and ask for suggestions for improving the class.

Homework will be 45% of the final grade.

There will be a Presentation which will constitute 10% of your final grade.

As mentioned above in the **Instructional Philosophy of the Course** section, I will periodically ask you to write a short paragraph on loose-leaf paper in class on a topic of our choosing. The topic may be related to the assigned reading, to a current event in physics, or to a key concept covered in that class period. These will be collected and perused by the instructors. Answers demonstrating a command of the assigned reading or concepts will be given full credit. No numerical or letter grade will be assigned to these questionnaires. In cases of university-sanctioned excused absences (e.g., university athletics, religious holidays), it is up to you to inform me of the absence **well in advance of the date**, supplying both the dates and your name. If have done so and there are quizzes on those dates, you will not be penalized for missing them.

The final grade will be computed using the scores from the top three midterm exams and homeworks in the following manner:

Grading Scheme	
Total Points	Grade
90–100	A
80–89.999...	B
70–79.999...	C
60.–69.999...	D
<59.9999	F

From the total points, letter grades will be assigned according to the table on the right. There will be no plus or minus grades assigned.

Students with disabilities: If you require any special accommodations to participate in the class or complete assignments, please contact the instructor as soon as possible. The university is

committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The ADA coordinator has the responsibility to assist students with disabilities in gaining opportunities for full participation in programs, services and activities. The Counseling Center is located in Ferguson Hall room 112 and is open Monday - Friday from 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 5:00 p.m.

Academic Honesty:

Academic Dishonesty is defined as:

"The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. 1. Cheating includes:

- a. Copying from another students test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
- b. Using, during a test, materials not authorized by the person giving the test.
- c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
- d. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- e. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- f. Bribing another person to obtain an unadministered test or information about an unadministered test.
- g. Purchasing, or otherwise acquiring and submitting as ones own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.
- h. "Plagiarism" means the appropriation and the unacknowledged incorporation of anothers work or idea in ones own written work offered for credit.
- i. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

- j. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
- k. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Procedures for discipline due to academic dishonesty shall be the same as in other disciplinary actions, except that all academic dishonesty cases shall be first considered and reviewed by the faculty member. If, after reviewing the case, the faculty member believes that disciplinary action is necessary, he/she may recommend a penalty but must notify the student of his/her right to appeal to the academic department chair and, eventually, to the dean before imposition of the penalty. If the student does not accept the decision of the academic department chair or dean, the student may then follow the normal disciplinary procedures. No disciplinary action shall become effective against the student until the student has received substantive and procedural due process except as provided under Interim Disciplinary Action.

In addition, during the course of the semester, each student will be asked to carry out exercises in collaboration with other students. To nurture such an environment, we will consider any disruptive or disrespectful acts (such talking on a cell phone, or texting during class) to be a form of cheating. We consider academic dishonesty to be a serious offense and the maximum punishments allowed will be pursued in all scenarios. This includes completing any quizzes, or scantron forms with the help of another student or for scantron forms completed by another student who is not you. If similar work is submitted, all parties involved will receive a zero for their assignment. Make your work your own, be original.

Use of Artificial Intelligence:

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

- a. **No use of generative AI tools permitted** This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute

violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT). In this course, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me. All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

- **b. Generative AI is permitted in specific contexts and with acknowledgment.** The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable. In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter. It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools. In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed.

Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such. Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course. To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

- **c. Students are encouraged to use generative AI tools in coursework** The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation). Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains which AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative

work, contact me to collaborate. Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission.

ADA Statement

SRSU is committed to equal access in compliance with the Americans with Disabilities act of 1973. It is the student's responsibility to initiate a request for accessibility services. Student seeking accessibility services must contact ADA coordinator in Counseling and Accessibility Services, Ferguson Hall 112 (432) 837-8203.

Tentative Schedule of Topics, Assignments, and Exams

Topic/Assignments
Week 1 – Introductions & wave
Introductions, Discussion of Syllabus, Day-to-day class structure waves
Week 2 – Thermodynamics
Introduction to Thermodynamics, history Temperature, Coefficients of expansion
Week 3 – Thermodynamics cont.
Heat Transfer, Laws of Thermodynamics
Week 4 – Thermodynamics cont.
Engines Entropy
Week 5 – Electricity
Electrostatics, History of electricity Charges, Inverse Square Law, Electric Field, Potential
Week 6 – Review and Midterm Exam
Review Session Mid-term 1
Week 7 – Capacitors
Capacitors, Introduction to Inductors and Resistor
Week 8 – Electricity
Current, Ohm's Law, Resistivity Kirchoff's Laws
Week 9 – Magnetism and Review
History, Magnetic Field Magnetic Force, Torque, Earth's Magnetic Field Review
Week 10 – Mid-Term and Electromagnetism

Topic/Assignments
Midterm
Charge in a magnetic field, Faraday's Law and Lenz's Law
Week 11 – Electromagnetism
Varying Electric Fields, Generators, Motional EMF
RL, LC, RLC circuits.
Week 12 –Electromagnetism
AC currents and Circuits, Power, Transformers
Maxwells Prediction and Laws, EM waves and light
Week 13 – Midterm and Review
Reflection , Refraction
Mid-Term
Week 14 –Optics
Diffraction, Polarization
Interference, Quantum Nature of Light
Week 15 – Modern Physics
Atomic Physics & Quantum Physics
Week 16 –Exam