

FAQ

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1 When and where is class?

1.1 Section 01 (Manbir Kaur)

- When: Monday/Wednesday/Friday 9:25AM-10:40AM and Tuesday 1:20PM-4:00PM
- Where: Sabin-Reed 308

1.2 Section 02 (Casey Berger)

- When: Monday 1:40PM-2:55PM, Wednesday/Friday 1:20PM-2:35PM, and Tuesday 1:20PM-4:00PM
- Where: Sabin-Reed 305

2 Where do I get my textbook?

First: **do not buy a copy of the book** – it’s available to borrow for the entire semester from Nielsen Library. Please ask for “Physics for Scientists and Engineers” or just “the textbook for PHY 117” at the front desk.

If you decide you love this textbook so much that you would like to buy a copy for yourself to keep forever, of course feel free to do so. The book is the [second edition of Knight’s “Physics for Scientists and Engineers.”](#) But we strongly recommend that you not do that.

3 When are your office hours?

3.1 Casey

Office hours:

- Thursdays 1:30PM-2:30PM on zoom (link in Moodle)
- Fridays 12PM-1PM in McConnell 301C
- by appointment: see Moodle for a link to my calendly page and schedule an appointment

3.2 Manbir

Office hours:

- Mondays 11AM-12PM
- Thursdays 11:30AM-12:30PM on zoom (link in Moodle)
- by appointment: see Moodle for how to schedule an appointment

4 When is ___ due?

You can find all due dates on the [course schedule](#). Dates are subject to change, but will always be kept up to date on the schedule so check back if you're not sure.

5 Can I have an extension?

In general, we are happy to work with you on deadlines, but it's important for you to communicate with us. You can request extensions using [this form](#). Please note that the 48 hour extension is automatically granted, while anything longer than that requires that we have a conversation. That conversation starts by you proposing a new deadline in the form, and then your instructor can talk to you about what's possible or reasonable given the course schedule, your circumstances, and other factors that may vary as the semester progresses.

For more on our deadlines and extension policy, see the [syllabus](#).

6 Can I revise and resubmit something I did poorly on?

For most assignments, yes. Some assignments cannot be revised or retaken because of the nature of the assignment or when it is due. More information for each assignment can be found on this [template grade sheet](#).

7 When will you reply to my email?

Timely communication is really important, but in order to be effective instructors, we also need to be able to take breaks from email. Here are the expectations you can have of us with respect to email response time:

7.1 Casey

If you email me on a weekday, you can expect a response from me within 24 hours. If you email me on a weekend, you can expect a response from me by class time on Monday (or the first day back if it's a long weekend or holiday).

7.2 Manbir

8 Do you grade on a curve?

Grades are not curved; your grade depends only on your own performance, supporting your fellow students will help every one of you.

Your grades can be calculated using our [template grading sheet](#), and letter grades are determined from percentages using [this chart](#)

9 What the heck are Cornell Notes??

Cornell Notes are a method of structuring your note-taking to improve comprehension and retention. You can read more about Cornell Notes [here](#).

The goal of Cornell Notes is not just good in-class note-taking, but developing a short but effective regular review process. To do this, you divide your page into four blocks, as shown below.

Each of these four spaces has a purpose:

- The header is where you write the topic: in just a few words, what is this lesson about?
- The largest section is for taking notes during class, just as you'd always take notes
- The sidebar on the left is where you write cues or questions about the content
- The footer is where you write a brief (one-sentence) summary of the page's content

The process for doing this can be divided into three steps:

9.1 During class

During class, you fill out the topic and take notes in the largest space, as shown here. You don't have to worry about structuring these notes in any way. Write whatever you would usually write, include sketches and equations and diagrams, etc. You will reflect on these notes later in the remaining spaces, and it's those spaces that will help make your notes more useful.

topic

notes from class

topic

Questions
and key
words

notes from class

9.2 Later that day

After class, preferably on the same day, but the next day is okay, you read over your notes and as you go, jot down some questions and key words in the sidebar. These will help you when you're studying – consider them prompts whose answers appear in the notes to the right.

This is the “Recall Column” – it's where you leave a short note that helps you recall the content of the notes.

9.3 Later that week

At the end of the week of lectures, skim your notes one more time (those key words should help make this fast!) and at the bottom of each page, jot down a one sentence summary of what the most important concepts on that page are.

This is something you can do when working on the weekly homework problem – as you look through your notes to help determine how to solve the problem, add these summaries at the end of each page.

10 Can I use ChatGPT in this class?

Large Language Models (LLMs) are likely here to stay. Banning them from the classroom is both pointless and actively unhelpful. If you are going to use ChatGPT or a similar LLM in this class, we only require two things:

1. That you do a little reading on Large Language Models. Specifically, read [this article about how LLMs actually work](#) and [this article about the ethical considerations around LLMs](#)
2. That you consider ChatGPT a source that you must cite. If you use ChatGPT or another LLM to help with any assignment, you must acknowledge that help and give a short (one-sentence) description of what the LLM did for you and how it helped you solve the problem.

Remember that LLMs are designed to predict the most likely response to a question, which is not always the best or even correct response. They are prone to “hallucinating” (making stuff up, often in a way that is convincing but still false). They can't do creative problem solving, which is the most important skill we are teaching in this class.

topic

Questions
and key
words

notes from class

Summary

11 What should I do if I get behind on my work?

First, reach out to your instructor. It helps us to know that you are working on catching up. We are also happy to meet and help you set adjusted deadlines to get back on track.

Second, if you are feeling really overwhelmed, consider scheduling an appointment with [Duncan Griffin](#) at the Jacobson Center. His role is to support students seeking help with time management, organization, reading, test-taking, note-taking, and other academic skills. He can help you talk through what strategies work for you, what strategies don't, and how to manage your time and energy in a more sustainable way.

12 I have accommodations from ODS. What should I do?

We have tried to bring the concept of [universal design](#) into how we have planned and structured this course, so we hope that any accommodations you have from ODS are already built into this course. However, we don't expect to have done this perfectly (as there is no such thing), so if you have need of certain accommodations that are not already provided by this class, please let us know and we will do our best to meet those needs.