

Electromagnetism and Optics

The Lab Manual for PHY 103N Engineering Physics II Laboratory

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Contents

Preface	vii
0 Introduction	1
0.1 General Lab Procedures	1
0.2 Error Estimation and Propagation	2
0.2.1 Definition of Uncertainty	3
0.2.2 Estimating Parameters and Their Uncertainties	5
0.2.3 Propagating and Reporting Uncertainties	10
0.3 The Lab Worksheet	14
0.3.1 In-Lab Procedure	15
0.3.2 In-Lab Computer Work	16
0.3.3 Pre-Classroom Checklist	17
0.3.4 In-Classroom Calculations & Analysis	18
0.3.5 In-Classroom Discussion and Conclusion	19
0.4 Using KaleidaGraph for Data Analysis	20
0.4.1 Introduction	20
0.4.2 Entering Data	21
0.4.3 Entering Formulas	22
0.4.4 Plotting Data	23
0.4.5 Performing a Weighted Least-Squares Fit on Plotted Data	24
0.W1Error Analysis Worksheet	27
0.W1.1In-Lab Procedure	27
0.W1.2In-Classroom Calculations	27
0.W2KaleidaGraph & Graphing By Hand	33
0.W2.1In-Lab Computer Work	33
0.W2.2In-Classroom Calculation & Analysis	35

1	Electrostatics	41
1.1	Introduction	41
1.2	Theory	41
1.2.1	Electric Charge	41
1.2.2	Coulomb's Law	42
1.2.3	Electric Field	42
1.2.4	Gauss' Law	43
1.2.5	Electric Potential	45
1.3	Apparatus	48
1.3.1	The <i>Pasco</i> ES-9077 Electrostatics Voltage Source . . .	48
1.3.2	The <i>Pasco</i> ES-9078 Electrometer	49
1.3.3	The <i>Pasco</i> ES-9042A Faraday Ice Pail	49
1.3.4	The <i>Pasco</i> ES-9075A Charge Producers and Proof Planes	50
1.3.5	The <i>Pasco</i> ES-9059 13-cm Spheres	50
1.3.6	The <i>Pasco</i> High Resistance Paper and Conductive Ink	51
1.W	Electrostatics Worksheet	53
1.W.1	In-Lab Procedure	53
1.4.2	Pre-Classroom Check List	59
1.4.3	In-Classroom Calculations & Analysis	59
2	DC Circuits	65
2.1	Introduction	65
2.2	Theory	65
2.2.1	References	65
2.2.2	Voltage, Current, and Resistance	66
2.2.3	Diagrams and Meters	68
2.2.4	Voltage Sources	70
2.2.5	Series and Parallel Circuits with Resistors	71
2.2.6	The Color Code for Resistors	78
2.3	Apparatus	80
2.3.1	The Multimeter	80
2.3.2	The Power Supply	82
2.3.3	The Breadboard	83
2.W1	DC Circuits Part I Worksheet	86
2.W1.1	In-Lab Procedure	86
2.W1.2	Part I Pre-Classroom Check List	90
2.W1.3	In-Classroom Calculations & Analysis	90
2.W2	DC Circuits Part II Worksheet	94

2.W2.1 In-Lab Procedure	94
2.W2.2 In-Lab Computer Work	97
2.W2.3 In-Lab Procedure	97
2.W2.4 In-Lab Computer Work	99
2.W2.5 Part II Pre-Classroom Check List	99
2.W2.6 In-Classroom Calculations & Analysis	99
3 Electron Dynamics	103
3.1 Introduction	103
3.2 Theory	104
3.2.1 References	104
3.2.2 The Physical Situation	104
3.2.3 Uniform Electric Field	105
3.2.4 Uniform Magnetic Field	105
3.3 Apparatus	108
3.W Electron Dynamics Worksheet	113
3.W.1 In-Lab Procedure	113
3.W.2 In-Lab Computer Work	116
3.W.3 In-Lab Procedure	118
3.W.4 In-Lab Computer Work	118
3.W.5 Pre-Classroom Check List	119
3.W.6 In-Classroom Calculations & Analysis	119
3.W.7 In-Classroom Discussion	121
4 Measurements with the Oscilloscope	123
4.1 Introduction	123
4.2 Theory	124
4.2.1 References	124
4.2.2 The Properties of Waves	124
4.3 Apparatus	129
4.3.1 The Oscilloscope	129
4.3.2 The Function Generator	136
4.3.3 The Phase Shifter	137
4.W Oscilloscope Worksheet	139
4.W.1 In-Lab Procedure	139
4.W.2 Pre-Classroom Check List	145
4.W.3 In-Classroom Calculations & Analysis	145

Preface

Welcome to Physics 103N, Engineering Physics II Lab. This class is the continuation of Physics 103M, and is a corequisite to Physics 303L, Engineering Physics II Lecture. Although this class is a corequisite to Physics 303L, the topics we discuss here are not necessarily exactly those discussed in lecture. There are several reasons for this: the first is that timing the labs with the lectures is impossible; second, you don't always need a detailed theoretical description of phenomena to measure and characterize their properties. It is this empirical approach that we want to emphasize here. Third, there are important physical phenomena that are not covered in detail in the lecture, because of a lack of time. We will examine some of these in this course. So, don't expect a mere repeat of the lectures here.

There are two essential reasons for this course. First, it should give you some general background knowledge of how experimental work is actually done. You will learn how to use equipment such as multimeters, frequency generators, and oscilloscopes among others. Further, you will see how to measure various properties of electronic circuits and optical systems. These are all very practical skills. Secondly, it should help you see that all the conjectures and calculations that you learn about in lecture do describe events in the real world. You will quantitatively verify some of the formulas derived in the lecture to check the professor and make sure you haven't been lied to. If not, then you will probably believe what else is said in lecture, whereas if you've been told lies, that makes everything else the professor expounds is liable to suspicion. So be on the lookout for discrepancies!

Most of the equipment you need will be provided in lab. You should bring a pen and pencil (sketches should always be done in pencil) and paper, a scientific calculator (*i.e.*, one with logs and trigonometric functions, not necessarily a graphing calculator), and this manual to each lab meeting.

You might want to keep a notebook instead of writing observations and calculations on loose paper. A notebook will help you to keep organized so that you don't lose your notes or confuse your data. Your reports will be turned in on the worksheets printed in this manual. So if you do use a notebook, make sure it has perforated sheets, as you will turn in any extra sheets with your worksheet. In any case, *avoid* the hardbound laboratory notebooks (the ones with the carbon paper), since they are unnecessarily expensive (>\$10). We expect that you have the textbook assigned to the 303L lecture course available; the reference is

R. A. Serway and J. W. Jewitt, *Physics for Scientists & Engineers*, 6th edition (updated), Thomson Publishing, Belmont, CA (2004).

An additional reference, that we'll refer to repeatedly in our discussion of error analysis in Chapter 0, but is by no means required reading, is

P. R. Bevington and D.K. Robinson, *Data Reduction and Error Analysis for the Physical Sciences*, 2nd. edition, McGraw-Hill, Inc., New York (1992).

On a final note, we add that this is a new lab manual, and as such, is just now meeting the tests and demands of students. Some typos, ambiguities, or other inadequacies are bound to have slipped our grasp. Please bring any errors or confusing parts of the manual to the attention of your instructor. Student input is invaluable to the production of a document that students depend on for learning. As an alternative, feel free to E-mail your comments and suggestions to 103n@physics.utexas.edu.

Chapter 0

Introduction

This introductory chapter describes some general information you need to know about how to perform laboratory procedures, how to write a lab worksheet and how to analyze data correctly. Please read these through carefully; your instructor will cover these items quickly on the first day of lab, and you should already be familiar with these ideas before you come to class.

0.1 General Lab Procedures

Physics 103N is a three hour lab designed to be self-contained. This means that your only homework is to prepare for the next lab. You *must* do this preparation. The type of laboratory report you will submit at the end of the class period is a worksheet lab. You will fill out a worksheet as you proceed through the experiment. You will spend two hours in lab collecting data and plotting graphs. At the end of the second hour, you will move to a classroom and complete your calculations and discussions for that day's lab and turn in the finished worksheet to your instructor. If you are unprepared and unable to complete the worksheet, you must hand it in by the end of the third hour anyway. We designed this format to help you focus on the physical meaning of the experiments and avoid sinking into a morass of meaningless calculations.

To help you avoid many hours of tedious number crunching, we have placed computers in the lab. You should use these to do most, if not all, of your graphing and major numerical manipulations. However, the computer cannot think for you; you have to assess whether the computer is handing

you garbage or if the results are reliable. Here are some things to keep in mind about the computer

- It cannot keep track of units.
- It must be taught how to deal with uncertainties.
- It will not automatically place error bars on your graphs.

You must complete the worksheet by the end of class; therefore, your instructor may deem a quiz unnecessary, since you must be prepared to complete the worksheet on time. The possibility of a quiz exists, however, so know the rudiments of the procedure of the day. To prepare, you should read the manual over very carefully before you come to class. This means you should understand the lab goals and important equations.

0.2 Error Estimation and Propagation

Error is everywhere, and you must not only acknowledge it, but understand it and control it. Webster defines “error” as the “difference between an observed or calculated value and the true value.” The problem with this definition is that we usually have no idea what the “true” answer should be. Previous experiments or theoretical calculations may give us a clue, but somehow we must extract an estimate of the true value from our data. In addition, we should also determine to what extent we should take our answer seriously. This last point embodies what we call error estimation.

An example will show why this process is so important. Suppose you measure the acceleration of a free-falling body and the answer you obtain is 10.5 m/s^2 . Have you contradicted the accepted value of $9.7990 \pm 0.0014 \text{ m/s}^2$? The answer depends on the size of the error in your answer. If your result was $10.5 \pm 1.0 \text{ m/s}^2$ then your answer is no, because the accepted value lies within your error. If, on the other hand, you had performed a fairly precise measurement and obtained $10.5 \pm 0.1 \text{ m/s}^2$, then your answer would have to be yes; you should then start looking for what went wrong in the experiment itself, since many, many other measurements conducted over the last 300 years have established the accepted value $9.7990 \pm 0.0014 \text{ m/s}^2$. So, the amount of effort and trust you put into an answer depends critically on ascertaining the correct overall uncertainty.

Rarely is what you measure directly comparable to other experimental results or theoretical calculations; typically, you must process your data through various formulas to extract a parameter you can compare with others. Therefore, it is critically important to accurately *propagate* the uncertainties in the original data through the calculations and arrive at a reasonable uncertainty for the final value. This is the process of error propagation. These are the issues that we now discuss.

0.2.1 Definition of Uncertainty

The first step involved in error estimation is to identify the possible types of errors that can occur in your experiment. There are three basic types you need to be aware of: illegitimate errors, systematic errors, and random errors. Illegitimate errors are faults in experimental procedures or calculational blunders. We will make every effort to avoid making these kinds of errors, but if we do blunder, we can easily find and correct them; *we will assume that we have eliminated all illegitimate errors from our experiments*. This is a formidable assumption since the time to perform our experiments is limited; however, the procedures are not all that complicated; so this assumption should not be a bad one. Under this assumption therefore, we cannot use illegitimate errors as reasonable explanations for any discrepancies that ultimately occur in our analysis. To discuss the other types of errors, we must more carefully distinguish between accuracy and precision.

Accuracy represents how close a measurement is to the true value. *Precision* indicates how well the results of an experiment have been determined, independently of how well the results agree with the true value. This tells us about the self-consistency of a measurement. When judging the results of an experiment, we must consider both the accuracy and the precision. In general, when we quote the uncertainty of an experimental result, we are referring to the *precision* with which the result has been determined.

Systematic errors are errors that make our results different from the true value in a reproducible way. They are usually due to the faulty calibration of equipment or some unknown bias on the part of the experimenter. They can be subtle and hard to quantify. Knowledge of the apparatus and the experimental procedure is the central manner of minimizing the impact of systematic errors in our results. Such errors affect the *accuracy* of our results, since they contribute the same amount of discrepancy each time we perform the experiment. *Random errors*, on the other hand, constitute the major

source of imprecision in an experiment. These are the random fluctuations in measurements from experiment to experiment, primarily due to the finite resolution of our apparatus. To control random errors, we must perform the experiment many times and use a statistical analysis to extract our results. A given accuracy implies at least an equivalent precision; thus, accuracy depends on these fluctuations too.

To clarify the difference between these two types of errors, consider the simple experiment of determining the average speed of a rolling ball as it passes by a meter stick, by using a handheld timer. A systematic error involved in this experiment could be due to the calibration of our instruments. For instance, assume that the intervals on the meter stick are 1% larger than they should. Then, every time we record a distance of 50 cm the actual distance travelled by the ball is 50.5 cm. The distinct feature of systematic errors, such as this, is their repeatability. No matter how many times we perform the same measurement, if we are using the same instrument, we will always make the same “mistake.” Random errors don’t share this property. In the rolling ball experiment a random error is due to the timer operator. No matter how hard he or she tries, a human operator cannot be entirely consistent on when to press the start/stop button on the timer. Sometimes, he or she will start the timer just a little before the ball passes by the predetermined mark on the ruler, some times a little after. The same thing will happen when it is time to stop the timer. The end result is that, if we perform many attempts at the experiment (and assuming that the ball is always launched at the same speed,) the times we will get will vary randomly around the correct value. A random error is also introduced by the finite resolution of the devices we are using. Suppose that we have replaced the timer’s human operator with a “perfect” photogate setup. If the smallest time increment on our timer is 0.01 s and we measure a time of 50.23 s then we only know that the actual time is between 50.225 s and 50.235 s. Every value in between these two will be rounded and displayed on our instrument as 50.23 s. If we perform the measurement many times and we always get the same reading of 50.23 s, the reasonable thing to assume is that, in every attempt, the actual time was different, but within the above-mentioned limits.

We also distinguish between what we call absolute and relative uncertainty. *Absolute uncertainty* is the uncertainty in a quantity expressed in the

same units as the quantity. For example, if we write

$$g = 9.7990 \pm 0.0014 \text{ m/s}^2,$$

then the absolute uncertainty in the measurement of g is $\Delta g = 0.0014 \text{ m/s}^2$. Note that we always consider the absolute uncertainty to be a *positive* number. The *relative uncertainty* is the uncertainty expressed as a fraction or percentage of the quantity. The relative uncertainty of g in our example is

$$\frac{\Delta g}{g} = \frac{0.0014 \text{ m/s}^2}{9.7990 \text{ m/s}^2} = 0.00014 = 0.014\%.$$

0.2.2 Estimating Parameters and Their Uncertainties

Now that we know what constitutes error, we should describe how to estimate it given a data set. Let's consider the most common situation in which we need to extract an estimate for the error; this occurs when we've made several measurements of the same quantity and we want to extract an average value and a corresponding uncertainty. For concreteness, suppose we have a set of N data points x_i with uncertainty Δx_i which we do not assume is the same for each of the measurements. (We need this generality because the uncertainty can vary independently of the quantity being measured; for example, if you measure a current value on two different scales on a meter, then the uncertainties of the two measurements are different.) Then you can show (*c.f.* Bevington and Robinson, see the Preface for the reference) that, assuming a Gaussian error distribution, the **most probable value** is the mean, or average, value, \bar{x} :

$$\bar{x} = \frac{\sum_{i=1}^N \frac{x_i}{(\Delta x_i)^2}}{\sum_{i=1}^N \frac{1}{(\Delta x_i)^2}}. \quad (0.1)$$

This formula may look complicated, but all it does is give prominence to those measurements with the smallest uncertainty, a very reasonable thing to do. Notice that, if all the values have the same uncertainty, $\Delta x_i = \Delta x$ for $i = 1$ to N , this formula reduces to the usual $\bar{x} = (1/N) \sum_{i=1}^N x_i$. The corresponding uncertainty in the average value is the **standard deviation**, σ , and comes from the relation

$$\frac{1}{\sigma^2} = \sum_{i=1}^N \frac{1}{(\Delta x_i)^2}. \quad (0.2)$$

We can see from this formula that the uncertainty of the combination is always less than the smallest uncertainty of the component measurements. We should certainly hope so! After all, the more measurements we do, the better we should know what the answer is. In the case that all the uncertainties are equal to Δx , this expression reduces to $\sigma = \Delta x / \sqrt{N}$, showing that the uncertainty decreases at the relatively slow rate of one over the square root of the number of measurements.

Suppose you have three measurements of the resistance of a resistor that have come from three different techniques. This data appears in Table 0.1. The nominal value is the value printed on the resistor; the multimeter measurement comes from an ohmmeter measurement; and the current and voltage measurements come from a detailed analysis using Ohm's law. Each technique has its own associated uncertainty. We want to combine these separate measurements into a single estimate of the resistance. Since the errors are distributed symmetrically (*i.e.*, another measurement's value is equally likely to fall on either side of the current measurement's value), we can reliably use our formulas based on a Gaussian distribution, *i.e.*, the ones given above. We find the resistance to be

$$2.5866 \pm 0.0027 \text{ k}\Omega.$$

This answer reflects several general features of these formulas mentioned above. First, it is closest to the measurement with the smallest uncertainty. Second, the uncertainty of the combined measurements is less than the smallest measured uncertainty, but not by much. This reflects the fact that the other measurements' uncertainties were much larger than the last. This is good intuition that you should incorporate into your thinking patterns; it will help you identify the important sources of error in your experiments.

Experimental Technique	Value
Nominal Value	$2.70 \pm 0.14 \text{ k}\Omega$
Multimeter	$2.69 \pm 0.01 \text{ k}\Omega$
Current and Voltage Measurements	$2.5785 \pm 0.0028 \text{ k}\Omega$

Table 0.1: Resistance values for a single resistor from different measurements.

For more sophisticated experiments, we don't necessarily measure the same quantity over and over. We might change one parameter and measure

another, to investigate the effects of one on the other. When we do this, we are looking for correlations between the different parameters. One of the most effective ways to spot correlations is to graph the parameters and look for some functional relationship. The easiest and most reliable functional relationship to recognize and quantify is a linear one, *i.e.*, when you plot the parameters, the data points fall along a line. In fact, this type of correlation is so important that we sometimes alter the parameters that we plot to force the graphed data into a line, as in a log-log plot or a semi-log plot. Here, we don't just plot the data, but certain functions of the data that are linearly related. This can't always be done, but for our labs it can; so, we will focus solely on analyzing linear correlations. In this case, the correlation between the two quantities is described in terms of two numbers: the slope of the line and its y -intercept. For most purposes, the slope is the more important of the two, but the intercept can also contain important physical information. Once the data suggests a linear relationship, we want to extract the slope and intercept of the "best fit" line.

There are many complicated definitions of "best fit" that one can use to extract a consistent slope and intercept from a set of data. The most often used method goes by the name of *least squares* fit. The reason for the popularity of this particular method has to do with its relative simplicity and statistical significance. It will provide the slope and intercept of the most probable line to fit a set of data, assuming a Gaussian distribution for the errors. Thus you can think of this as analogous to extracting the average quantity for a larger class of measurements.

We can derive the formulas for the linear least squares fit to a set of data with the following assumptions: first, that the uncertainty is symmetrically distributed about the data values, and second, the uncertainty in the dependent variable is more significant than the uncertainty in the independent variable. These assumptions are discussed at length in Bevington and Robinson, and we will simply take them for granted. With these assumptions in mind, we can proceed as follows: given N data points $(x_i, y_i \pm \Delta y_i)$, $i = 1, \dots, N$, we want to determine the parameters of the line $y = ax + b$ so that the square of the vertical distance between the y coordinates of the line and the data, weighted by the uncertainty Δy_i and summed over all the data points, is a minimum. The geometry of this construction is shown in Figure 0.1. That

is, we want to minimize the function of 2 variables

$$e(a, b) = \sum_{i=1}^N \left(\frac{1}{\Delta y_i} (y_i - ax_i - b) \right)^2$$

To minimize this function, we take the partial derivatives with respect to a

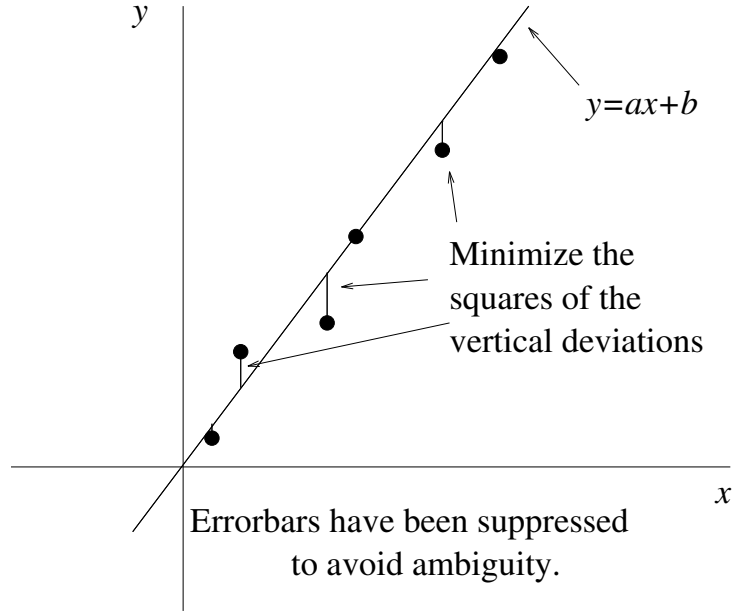


Figure 0.1: The least squares method determines the line that minimizes the square of the vertical distances between the line and the data.

and b and set them equal to zero. This yields the following system of linear equations for a and b :

$$\begin{aligned} a \sum_{i=1}^N \frac{x_i^2}{(\Delta y_i)^2} + b \sum_{i=1}^N \frac{x_i}{(\Delta y_i)^2} &= \sum_{i=1}^N \frac{x_i y_i}{(\Delta y_i)^2} \\ a \sum_{i=1}^N \frac{x_i}{(\Delta y_i)^2} + b \sum_{i=1}^N \frac{1}{(\Delta y_i)^2} &= \sum_{i=1}^N \frac{y_i}{(\Delta y_i)^2} \end{aligned}$$

Using your favorite technique, you can show that the solution of this linear system of equations is

$$a = \frac{1}{D} \left[\left(\sum_{i=1}^N \frac{1}{(\Delta y_i)^2} \right) \left(\sum_{i=1}^N \frac{x_i y_i}{(\Delta y_i)^2} \right) - \left(\sum_{i=1}^N \frac{x_i}{(\Delta y_i)^2} \right) \left(\sum_{i=1}^N \frac{y_i}{(\Delta y_i)^2} \right) \right],$$

$$b = \frac{1}{D} \left[\left(\sum_{i=1}^N \frac{x_i^2}{(\Delta y_i)^2} \right) \left(\sum_{i=1}^N \frac{y_i}{(\Delta y_i)^2} \right) - \left(\sum_{i=1}^N \frac{x_i}{(\Delta y_i)^2} \right) \left(\sum_{i=1}^N \frac{x_i y_i}{(\Delta y_i)^2} \right) \right] \quad (0.3)$$

where

$$D = \left(\sum_{i=1}^N \frac{1}{(\Delta y_i)^2} \right) \left(\sum_{i=1}^N \frac{x_i^2}{(\Delta y_i)^2} \right) - \left(\sum_{i=1}^N \frac{x_i}{(\Delta y_i)^2} \right)^2. \quad (0.4)$$

The corresponding uncertainties in the fit parameters are

$$\begin{aligned} (\Delta a)^2 &= \frac{1}{D} \sum_{i=1}^N \frac{1}{(\Delta y_i)^2}, \\ (\Delta b)^2 &= \frac{1}{D} \sum_{i=1}^N \frac{x_i^2}{(\Delta y_i)^2}. \end{aligned} \quad (0.5)$$

Let's take a look at these equations in action. Consider the data given in Table 0.2; this data came from current and voltage measurements across a resistor of unknown resistance. Ohm's law indicates that, for most resistors, the voltage is linearly related to the current, the proportionality constant being the resistance. We've plotted this data in Figure 0.2, which strongly suggests a linear relationship between current and voltage. So, it makes sense to apply our least squares equations directly to the current-voltage data. Considering the data again, we see that the errors appear symmetrically distributed around each point, and the independent variable's (the current's) uncertainty is much smaller than the corresponding uncertainty in the voltage data. So, this data satisfies both conditions for applying the least squares analysis.

We find (and you should verify with units!) the following values for the sums involved:

$$\begin{aligned} \sum_{i=1}^{10} \frac{x_i}{(\Delta y_i)^2} &= 1.5212 \cdot 10^6 \\ \sum_{i=1}^{10} \frac{y_i}{(\Delta y_i)^2} &= 4.4578 \cdot 10^6 \\ \sum_{i=1}^{10} \frac{x_i^2}{(\Delta y_i)^2} &= 7.0201 \cdot 10^5 \\ \sum_{i=1}^{10} \frac{x_i y_i}{(\Delta y_i)^2} &= 2.0107 \cdot 10^6 \end{aligned}$$

Current (mA)	Voltage (V)
0.1936 ± 0.0001	0.719 ± 0.001
0.289 ± 0.001	0.813 ± 0.001
0.388 ± 0.001	1.093 ± 0.001
0.575 ± 0.001	1.620 ± 0.001
0.946 ± 0.001	2.66 ± 0.01
1.042 ± 0.001	2.93 ± 0.01
1.144 ± 0.001	3.22 ± 0.01
1.196 ± 0.001	3.37 ± 0.01
1.484 ± 0.001	4.17 ± 0.01
1.750 ± 0.001	4.93 ± 0.01

Table 0.2: Current and voltage data for computing the resistance of a resistor using Ohm's law.

$$\sum_{i=1}^{10} \frac{1}{(\Delta y_i)^2} = 4.0600 \cdot 10^6$$

from which we find $D = 5.3607 \cdot 10^{11}$ and then

$$a = 2.5785 \pm 0.0028 \text{ k}\Omega$$

$$b = 0.1319 \pm 0.0011 \text{ V}$$

The line with this slope and intercept is the line drawn in Figure 0.2. We see that this line is a very good representation of the data. Working through the units, the slope is in $\text{k}\Omega$ and the intercept is in V. This calculation is the source of the last entry in Table 0.1. The intercept has an interesting interpretation here. It is not zero, since the average value is bigger than the error. This means that if we put the current to zero, we would still measure a voltage across the resistor. This fact should make us very suspicious about any other conclusions we might make from this data, until we have an explanation for this apparent contradiction of Ohm's law.

0.2.3 Propagating and Reporting Uncertainties

At this point, you should have a clear idea of what uncertainty is and how to estimate it in some simple cases. Once you have your estimates of the

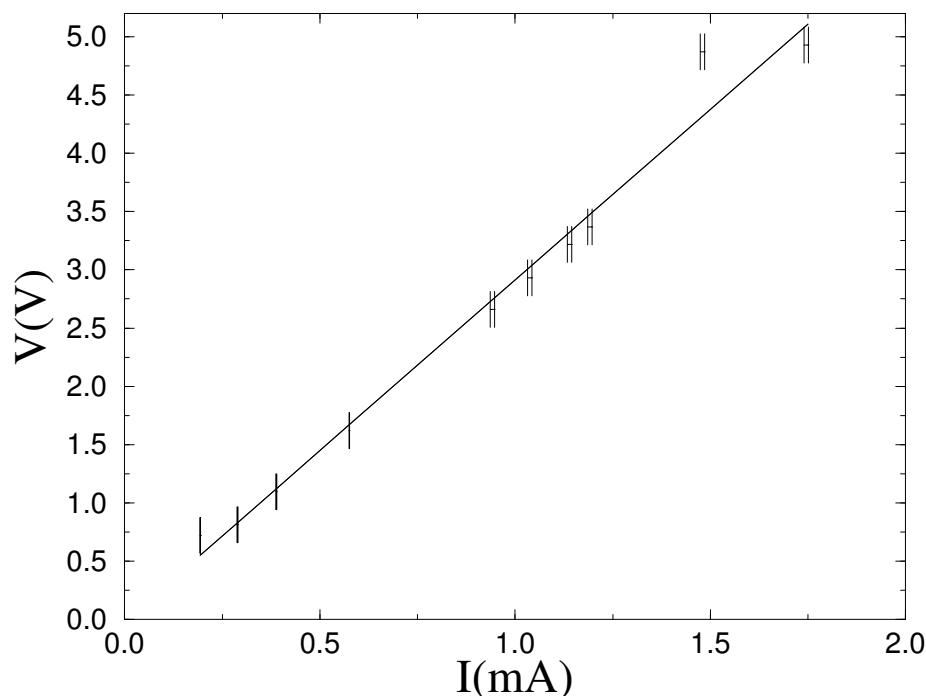


Figure 0.2: Plot of voltage versus current for the data in Table 0.2.

parameters of interest and their uncertainties, you will likely want to run them through some formulas to arrive at numbers you can compare to other people's measurements. This brings us to discuss the propagation of uncertainties through functions and formulas.

To keep things simple, we will make the assumption that the uncertainties in your parameters are symmetrically distributed about the average and that the parameters are independent of each other. That is, two measurements of different parameters are uncorrelated. This is not always true; for example, in an ideal gas at fixed pressure, the density and temperature fluctuations are linked by the equation of state. However, the added complications needed to account for these effects are typically intimately tied to the physical system you're studying, making a general treatment cumbersome. By ignoring correlations and assuming symmetry, we can reduce all the necessary error propagation down to some simple calculus.

Suppose we have a parameter with its uncertainty: $x \pm \Delta x$. The question we want to answer is “What is the uncertainty of some function, f , of this data?” Under our assumptions, the answer comes from the Taylor series expansion of f (*c.f.* Bevington and Robinson): $f(x + \Delta x) = f(x) + f'(x)\Delta x + O(\Delta x^2)$. From this we find the uncertainty Δf in the function value $f(x)$ is

$$\Delta f = \left| \frac{df}{dx} \Delta x \right|,$$

with the derivative evaluated at the point x . We can generalize this result to functions of several variables as follows: given the data $x \pm \Delta x, y \pm \Delta y, \dots$, the function $f(x, y, \dots)$ has the associated uncertainty

$$\Delta f = \left| \frac{\partial f}{\partial x} \Delta x \right| + \left| \frac{\partial f}{\partial y} \Delta y \right| + \dots,$$

where all the derivatives are evaluated at the point x, y, \dots . If we recall that we defined absolute uncertainties to be positive, we can write this as

$$\Delta f = \left| \frac{\partial f}{\partial x} \right| \Delta x + \left| \frac{\partial f}{\partial y} \right| \Delta y + \dots, \quad (0.6)$$

From this relationship, we can derive all the familiar results of error propagation.

Example: Addition and Subtraction

Given: $f(x, y) = 3x + y - z + 5$

Find: Δf

$$\begin{aligned} \Delta f &= \left| \frac{\partial f}{\partial x} \right| \Delta x + \left| \frac{\partial f}{\partial y} \right| \Delta y + \left| \frac{\partial f}{\partial z} \right| \Delta z \\ &= |3| \Delta x + |1| \Delta y + |-1| \Delta z \\ &= 3\Delta x + \Delta y + \Delta z \end{aligned}$$

Example: Multiplication and Division

Given: $f(x, y) = x^2 y / (5z)$

Find: Δf

$$\begin{aligned}\Delta f &= \left| \frac{\partial f}{\partial x} \right| \Delta x + \left| \frac{\partial f}{\partial y} \right| \Delta y + \left| \frac{\partial f}{\partial z} \right| \Delta z \\ &= |2xy/(5z)| \Delta x + |x^2/(5z)| \Delta y + |-x^2y/(5z^2)| \Delta z\end{aligned}$$

Example: Ohm's LawGiven: $V = IR$ Find: ΔR

$$\begin{aligned}\Delta R &= \left| \frac{\partial R}{\partial V} \right| \Delta V + \left| \frac{\partial R}{\partial I} \right| \Delta I \\ &= \left| \frac{1}{I} \right| \Delta(V) + \left| \frac{-V}{I^2} \right| \Delta I\end{aligned}$$

Now that we have a clear idea of what constitutes the uncertainty of a measurement, how to estimate it, and how to propagate it, we should talk about the proper way to report the uncertainty of a measurement. This forms the subject of *significant figures*. Here is how you should determine the number of significant figures:

1. Calculate the uncertainty in the quantity.
2. Round off the uncertainty to one or two digits.
3. Express the uncertainty in the same units as the quantity measured.
4. Round off the quantity to the last decimal place of the uncertainty.
5. Always write down the final result of a calculation with the uncertainty and the units included.

Use the form

$$(2.34 \pm 0.23) \cdot 10^3 \text{ m, or } 2.34 \pm 0.23 \text{ km,}$$

not expressions such as

$$\begin{aligned}2.34 \cdot 10^3 \text{ m} \pm 0.23 \cdot 10^3 \text{ m,} \\ 2.34 \text{ km} \pm 23 \cdot 10^1 \text{ m,} \\ 2340 \text{ m} \pm 0.23 \cdot 10^3 \text{ m.}\end{aligned}$$

These are the rules you will use most often in reporting your results. They become rather cumbersome, though, when you begin to make very precise measurements. Consider, for example, the charge on the electron; the best measurement we have of this number is

$$(1.60217733 \pm 0.00000049) \cdot 10^{-19} \text{ C.}$$

This is very annoying; so, we've developed a shorthand for reporting these kinds of measurements. You simply quote the result to the known uncertainty and place the uncertainty of the last few digits in parentheses after the number and before the power of ten. In this notation, the electron's charge is

$$1.60217733(49) \cdot 10^{-19} \text{ C,}$$

which is much easier to deal with. If you begin to make measurements of such precision that you need to employ this convention, feel free to do so.

Finally, in various experiments we quote what are called “accepted values” for various physical parameters. These are the scientific community's best estimates of these numbers. They have been experimentally verified and checked for consistency with other measurements. Most you will find are very precise, typically 6 or 7 decimal places. You will discover in trying to do your own labs that making such high precision measurements is not easy. They also let you know that there is still some uncertainty in these parameters; they are not *exact*; but you will probably not be able to help narrow that using the equipment and techniques we have, which means they are exact as far as we can tell. So, keep in mind as you attempt to verify these numbers, that other folks had to do these measurements too.

0.3 The Lab Worksheet

The lab worksheets are preformatted to be well organized, concise, and complete. The worksheets are designed to maximize your efficiency. The format of the worksheets includes the following:

- In-Lab Procedure
- In-Lab Computer Work

- Pre-Classroom Checklist
- In-Classroom Calculations & Analysis
- In-Classroom Discussion and Conclusion

Each item is described in detail below. Some may occur more than once in any given worksheet.

0.3.1 In-Lab Procedure

The In-Lab Procedure section will guide you through experimental set-up, data collection, and necessary calculations. This section will always be the first section of the worksheet, but there may be a few of them in any one worksheet. Each time you set-up a new experiment in that day's lab, a new in-lab procedure section will guide you. Since this lab is electronics and optics, you will be connecting circuits and manipulating optical equipment. Figures are provided and numbered to show you how to make connections and placements for these set-ups. The figures will become your friends in setting up the experiments. **Do not ignore them.** You cannot set-up without the figures.

After setting up the experiment, you will follow the directions given to begin data collecting. Sometimes you will be obtaining one piece of data, other times twenty. Any data collecting will be specified and organized by a table or space. Blank spaces above answers are to be used by you to **show your work** in reaching the answer below the space. This is **very important** as indicated by the **boldface**. Boldface will appear when an important point is being made vital to your grade.

When you are recording your data, be that in a table or on a line, you should present your raw data neatly and completely including **units**, uncertainties, and significant digits. Any calculations used in recording the data should be shown in the space provided above the answer. Show all calculations *keeping numbers out of the calculations until the final step*. How to do the calculations will be explained in the In-Classroom Calculations & Analysis section.

When showing your work, it is crucial that you *propagate* all units and uncertainties through the algebra. This will convince the reader that you're not trying to hide anything and it will help you check your answers as you go. Do not ignore units for several steps of a computation and then just write down what seems to be the proper units; you can lose many factors of 10 by not doing this.

Before moving on to the next section of the worksheet, double check that you have completed everything required of you. Remember that this section is not only for data recording. Just because there is no space for an answer does not mean there was nothing important to be done. You must complete everything in each section before moving on to the next one. You and your lab partner can divide the work to be more efficient but make sure you do everything.

0.3.2 In-Lab Computer Work

After collecting and recording data you will usually make a graph. You are not plotting the data to make more work for yourselves. The graphs will give you a vital piece of information that you will use in calculations, analysis, discussion or conclusion. Graphing is usually the easiest and most accurate way to get the information. You will be using the computers in lab, and that means that you must complete all the graphs in the two hour lab time. You will need them for the classroom period.

KaleidaGraph is the plotting program you will be using for all your graphs. You will spend part of the first two lab sections learning and practicing your KaleidaGraph skills. You need to become proficient in KaleidaGraph to complete the labs since you will include all graphs with your worksheet before leaving lab. You should title your graphs appropriately, include all units, and label axes. Despite the fact that the computer will be doing most of the work in graphing your data, you need to understand what the work entails.

In many labs you will have to graph sets of 5 to 15 data points and make linear fits to the data. If you graph by hand, as you will in § 0.W2, you should use graph paper of at least 4 boxes per inch and each graph should be large and clear. A full page graph of 10 points is not unreasonable. The scales on the axes should be appropriate for the data ranges, so that the data covers most of the graph. Having bunched up data points leads to difficulty in reading the graph and loss of precision in fitting lines and calculating slopes

and intercepts. Do not draw your axes across a full page and choose your scale in such a way that the data points occupy only a few cm²! Also, take care to distinguish dependent and independent variables when graphing; the quantity which is the function of the other in the experiment is conventionally plotted along the vertical axis. If you are asked to plot y vs. x , for example, you should interpret y as the dependent variable and plot it on the vertical axis. Always label the axes with their appropriate physical parameters and include the correct units in the label.

When fitting data by hand, as opposed to the least squares method discussed earlier, be sure not to obscure any data points and do not “connect the dots.” Doing so has no physical basis and yields no insight into the physics at hand. Using a straight edge, “eyeball” the line that best fits the data. This line will yield the best values for the slope and intercept of your fit. Furthermore, you should draw the steepest and shallowest lines that are consistent with both the trend of your data and with the error bars. These lines will yield the uncertainty in your fit parameters, through the formulae

$$\begin{aligned}\Delta a &= \frac{|a_{\text{steep}} - a_{\text{shallow}}|}{2} \\ \Delta b &= \frac{|b_{\text{steep}} - b_{\text{shallow}}|}{2}.\end{aligned}$$

Remember that these lines represent the trend present in your data and might not pass through any data points. When calculating slopes for these lines, you want to choose two points on the lines that are not data points. The trend of the line is far more important than the slope between any two data points.

Although these instructions tell how to estimate the best fit line by hand, the computer is only doing a more sophisticated and reproducible version of this; thus, to fully employ the computer’s power, you need to understand how to estimate these things independently of the computer. This will also help you check the results the computer gives you.

0.3.3 Pre-Classroom Checklist

The checklist is included for you to use as a check against what you have to take out of the lab period. You only have 2 hours in lab during which time you may do several procedures and graphs. Before leaving the laboratory,

you will use this list to see that you have completed everything and have it with you to take to the classroom. Once you leave the lab, another class enters it so you can't go back to use the computers or redo a portion of the lab. The worksheet has been designed to be completed in parts. You will complete one procedure and do its computer work before moving on to the next procedure. In this manner, you will be able to do a complete analysis and discussion on at least some parts even if you don't finish the lab.

There are \bigcirc provided for you to physically check off. Do this. It will keep you organized when you get to the classroom. One hour is not a lot of time to finish all the calculations, discussions, and conclusion. Also make sure that each partner has her/his own data, graphs, tracings, etc.. Contact amongst you will be kept to a minimum.

0.3.4 In-Classroom Calculations & Analysis

At this point you have finished all In-Lab Procedures and In-Lab Computer Work. You have also checked all the circles in the **check list** to ensure that you have completed all the laboratory work. Once the two hour lab period is over, you will move to the classroom and finish the worksheet in **one hour**. If you complete all in-lab sections sooner than two hours you may begin the in-classroom sections.

The calculations you need to do are clearly stated with referenced equations, figures, and tables when appropriate. There is a line or space left for each answer. There is also room for you to **show your work**. You must show all the steps and reasoning behind your answers to get full credit. A sample calculation is done for you here as a future guide. Suppose the question in the in-classroom calculation & analysis section reads:

Calculate the resistance through a circuit given the voltage, $V = 5.00 \pm 0.01 \text{ V}$, and current, $I = 20.0 \pm 0.2 \text{ mA}$, with uncertainties and units. **Show Work.**

$$\begin{aligned} V &= IR \\ R &= \frac{V}{I} \\ R &= \frac{5 \text{ V}}{20 \text{ mA}} \end{aligned}$$

$$\begin{aligned}
R &= 250 \, \Omega \\
\Delta R &= \left| \frac{1}{I} \right| \Delta(V) + \left| \frac{-V}{I^2} \right| \Delta I \\
\Delta R &= \left| \frac{1}{20 \, mA} \right| 0.01 \, V + \left| \frac{-5 \, V}{400 \, (mA)^2} \right| 0.2 \, mA \\
\Delta R &= 3 \, \Omega \\
R &= 250 \pm 3 \, \Omega
\end{aligned}$$

The above is what you should show and report. Note that numbers were not used until the last line of each calculation and the uncertainties were treated separately from the values. You will be performing this calculation later in lab.

The In-Classroom Calculation & Analysis sections can also ask questions that lead you to an understanding of the reasoning behind the lab and the physical principles that the lab confirms. They are rarely in yes/no format. Answer all the questions completely, stating your reasoning leading to the answer and showing any calculations or drawings necessary. At the end of this section you should understand all aspects of the lab well enough to write a concluding statement.

0.3.5 In-Classroom Discussion and Conclusion

In the final section you will bring all your analysis together to answer questions and make specific, concrete conclusions about the parameters and physics developed in the lab. This includes a clear statement of the results of the lab, *e.g.* parameters that you've measured including units and uncertainty, comments on the physical implications of these parameters, etc. You should indicate whether your results are consistent with previous efforts and discuss the internal consistency of your experiment. You should candidly address the uncertainties that arose in the lab and attempt to unambiguously and uniquely identify the key source of error. Within the paradigm that we discussed before, this cannot include things like "human error" or "errors in the calculations." You should have these illegitimate errors tightly under control. With all these ideas clearly laid out, you should then state whether you believe the experiment to be a success or not, justifying yourself by referring to your previous discussions.

Your instructor may also assign additional questions for you to ponder. You should incorporate the answers to these questions into your discussion.

They should fall naturally into your considerations, as you think about what might have gone wrong, or possible sources of discrepancy that were not in the original motivating theory. Typically, these questions have direct answers, but only after you have thought about the lab.

0.4 Using KaleidaGraph for Data Analysis

0.4.1 Introduction

What KaleidaGraph Does and Doesn't

The software package known as KaleidaGraph can be a useful tool for data analysis. Of course, it will only be useful if you learn how to tell it to do what you want it to do. This knowledge is best acquired by experience with using the software, and you will get plenty of that in the upcoming semester. That fact doesn't help you at the moment, though. Getting started is the difficult part. Hopefully, this section will help you with that.

This section is not meant to be a detailed guide to using KaleidaGraph. Instead, it hopes to demonstrate how to use those features of KaleidaGraph which will be most useful to you: plotting and fitting curves to data. To accomplish this, this section is designed to be a working example.

When you are using KaleidaGraph to analyze real data, you'll probably have to perform most of the tasks described below. In that spirit, we'll connect all the examples with...

... A Hypothetical Experiment.

Suppose an experiment has been performed that tests the well-known conjecture that the probability that a slice of toast buttered on one side will fall butter-side-up is inversely proportional to the value of the carpet on which it falls. This assertion can be represented by an equation:

$$U = a \frac{1}{V},$$

where U represents the probability of a piece of bread falling butter side up, a is a proportionality constant, and V is the price of the carpet in U.S. dollars. If you were to somehow measure the probabilities of the toast falling butter-side-up on several carpets, and plot these against the reciprocal of the price

of the carpet, you'd expect to see a straight line, with a slope equal to the proportionality constant. The following examples will lead you through the process of plotting data taken in such an experiment and finding the slope of the best fit line of the plot.

Now for some details. On each run of the experiment, a helicopter dropped 100,000 slices of buttered toast on a large sample of carpet. Then, the U.S. Dept. of Parks and Wildlife flew in with their own helicopter to take an aerial photograph of the result. From the photograph, the fraction of butter-side-up slices was measured, and reported as the probability.* Only five runs were accomplished before funding ran out. The results of the experiment are

$V(\text{\$})$	U
100 ± 1	0.43 ± 0.01
250 ± 1	0.15 ± 0.01
500 ± 2	0.09 ± 0.01
750 ± 2	0.06 ± 0.01
1000 ± 3	0.04 ± 0.01

0.4.2 Entering Data

Actually Entering Data

KaleidaGraph holds data in a **data window**. One of these should appear when you start; its default name is **Data 1**. To enter data,

1. Activate the data window by clicking on it.
2. Position the cursor on the cell you want to enter data into.
3. Type in a piece of data.
4. Move to another cell using mouse, arrow keys, Tab or Return.

Enter all the Buttered Toast data, entering values for V in column "A", the uncertainties for V in column "B", the values for U in column "C" and the uncertainties for U in column "D".

*These results have met with some controversy. The Association of Premium Carpet Manufacturers has filed a lawsuit claiming that the results have been altered to make their products seem less desirable.

Note that KaleidaGraph plots data in a column vs. column fashion, so the x-coordinate and y-coordinate of a single piece of data should be placed in the same row, but different columns.

Renaming Columns of Data

This might not seem important at first, but KaleidaGraph labels the axes on plots with the name of the columns it used in the plot. The default names of columns are “A”, “B”, “C”, etc. These appear in the **column title** row of the data window, along with a number. To change the name of the column,

1. Double-click on the column title you wish to change.
2. In the “Column Format:” dialog box which appears there will be a list of column titles. Highlight the title you wish to alter by clicking on it.
3. Type in the new title of the column (for example “A” becomes $V(\$)$).
4. When you are finished changing names, click on the button labeled **Done**.

Make sure to name each column, include uncertainties (for example “B” becomes $dV(\$)$). Don’t forget the units!

The number of any column can be set to zero merely by clicking on the title cell of that column. The columns to the right then take the numbers 1, 2, 3.... The columns to the left become unnumbered.

0.4.3 Entering Formulas

Often, the raw data you enter is not immediately in the form you need for plotting. Never fear, KaleidaGraph is capable of performing mathematical operations on the numbers you have entered. One way of using this feature is to define a formula for KaleidaGraph. Formulas tell KaleidaGraph to put in one column the result of operations on data in other columns.

The syntax of formulas you define should be

$$cx = f(cy, cz, \dots)$$

where x , y , and z are the numbers of the columns which contain the numbers you wish to operate on, and $f(\dots)$ is the mathematical expression you wish KaleidaGraph to calculate.

For example, since you want to plot U vs. $1/V$, you need to make a column containing the reciprocal dollar values of the carpets. To actually enter and execute a formula,

1. From the **Windows** menu at the top of the screen, select the option *Formula Entry*.
2. In the “Formula Entry” window which appears, click on one of the buttons labeled **F1 - F8**.
3. Type in the formula in the space provided in the “Formula Entry” window (in your case, $c4 = 1/c0$).
4. Click the button marked Run in the “Formula Entry” window.

The button labeled **F1-F8** you choose corresponds to one of the function keys at the top of the keyboard. Pressing that key will bring up the “Formula Entry” window again, this time containing the formula you defined **thus saving important formulas for you**. Make sure to rename the column you just made.

Of course, the uncertainties in $1/V$ are different from the uncertainties in V . So you’ll need to get KaleidaGraph to calculate an uncertainty column for you. Try to figure out the necessary formula yourself.

0.4.4 Plotting Data

Making a Scatter Plot

These two sections on plotting and fitting data require little motivation. But a few important notes will be made. First, **Never** connect-the-dots when you plot data. Fortunately, if you follow these steps, you’ll never forget and accidentally do it.

1. Activate the window containing the data you want to plot by clicking on it.
2. From the **Gallery** menu at the top of the screen, select the **Linear** submenu, and from that select the **Scatter** option.

3. A dialog box will appear. In it, there will be columns of circles labeled “X” and “Y.” Under “X” click on the circle in the row containing the title of the column which contains the x-coordinates of your data. A solid black circle should appear.
4. Do the same with your y-coordinates in the column labeled “Y.”
5. Click on the button labeled **New Plot**.

Note the conspicuous lack of error bars.

Adding Error Bars

1. Activate the window containing your plot by clicking on it.
2. From the **Plot** menu at the top of the screen, select the option “Error bars...”
3. In the “Error Bar Variables” dialog box which appears, click on the square labeled “X Err.”
4. Click and hold on one of the two rectangles labeled “% of values,” and select the option “Data Column.”
5. Select the column which contains the uncertainties in the x-coordinates of your plotted data.
6. Click on button labeled **OK**.
7. Now, follow the same procedure starting with the square labeled “Y Err.”
8. Click on button labeled **Plot**.

0.4.5 Performing a Weighted Least-Squares Fit on Plotted Data

Weighted Fit

We come to the moment of truth. Both the slope and y-intercept of a linear plot are often important pieces of information to obtain. Of course, they

are meaningless without uncertainties. Therefore, you should make sure you take into account the uncertainties in your points when calculating the fit.

1. Activate the window containing your plot by clicking on it.
2. From the **Curve Fit** Menu at the top of the screen, select the **General** submenu, and from that, select the option **fit1**.
3. In the “Curve Fit Selections:” dialog box which appears, click on the button labeled **Define...**
4. In the new dialog box that appears, click on the square labeled “Weight Data” so that an X appears in it.
5. Click on the button labeled **OK**.
6. In the “Curve Fit Selections:” dialog box, click on the square next to the column title which contains the error in the y-coordinate of the data you are plotting.
7. A new dialog box will appear called “Weight Data From Column:”. By clicking on the buttons labeled \ll and \gg , make sure the name of the column containing the uncertainties for the y-coordinate appears in the window.
8. Click on the button labeled **OK**.
9. Now click on this button window’s labeled **OK**.

Now you need the numerical results of the fit. Simply choose the “Display Equations” option from the **Plot** menu, and a table containing the numbers you desire will appear. Note that, in this table, m1 is the y-intercept and m2 is the slope of the best fit line.

The Work You Should Turn In

After you have followed through the above example, you should attach the printout you have made to the worksheet that follows. This printout should at least contain: properly labeled axes, x and y error bars, and the best fit line plotted by KaleidaGraph through your plotted points. Also, somewhere on the page below the plot, you should report *in a complete sentence* what

you have found to be the constant of proportionality (with uncertainty!).

Of course, your TA may require more of you.

0.W1 Error Analysis Worksheet

Name: _____ Day/Time: _____

Instructions: Perform all of the following calculations using the techniques explained in Chapter 0 (Introduction) of the lab manual. Show all calculations explicitly, propagate uncertainties where appropriate, include the proper number of significant figures, and provide units.

0.W1.1 In-Lab Procedure

Perform the KaleidaGraph practice plot and analysis in the previous section § 0.4 and attach it the end of this worksheet.

0.W1.2 In-Classroom Calculations

1. Four independent measurements of the voltage supplied by a certain D-cell battery were made:

$$2.4 \pm 0.6 \text{ V}$$

$$2.96 \pm 0.08 \text{ V}$$

$$3.02 \pm 0.06 \text{ V}$$

$$2.968 \pm 0.004 \text{ V}.$$

Referring to § 0.2.2, calculate the *most probable value* of the D-cell voltage as well as the standard deviation of the measurements using equations (0.1) and (0.2). Write your answer as you would report the final result.

2. Refer to § 0.2.3 for the calculation and propagation of uncertainty. Two lengths have been measured to be $L_1 = 4.8 \pm 1.2$ cm and $L_2 = 3.2 \pm 1.6$ cm.

(a) Calculate the sum $L = L_1 + L_2$ and its *absolute* uncertainty, ΔL .

Use these to calculate the *relative* uncertainty in L .

(b) Calculate the difference $L_0 = L_1 - L_2$, as well as its absolute and relative uncertainties.

Compare these uncertainties with those in the sum.

(c) Now calculate the product $P = L_1 L_2$ and its absolute and relative uncertainties.

- (d) Calculate the quotient $Q = L_1/L_2$, its absolute and relative uncertainties.

Compare the uncertainties to those in the product.

- (e) Express L , L_0 , P , and Q in proper form, i.e. with units and uncertainties.

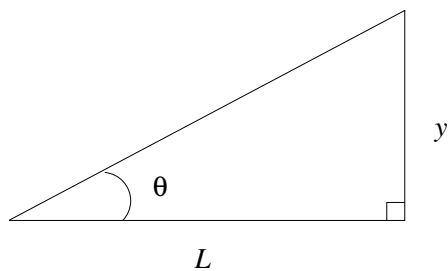
3. The area of a square has been measured to be $A = 50 \pm 6 \text{ cm}^2$. What is the length of one side of the square?
4. Two resistors, with resistances $R_1 = 540 \pm 54 \Omega$ and $R_2 = 860 \pm 86 \Omega$, are connected in parallel. Calculate the equivalent resistance, R_{eq} , of

the combination using the formula

$$\frac{1}{R_{\text{eq}}} = \frac{1}{R_1} + \frac{1}{R_2}.$$

5. For $\phi = 60 \pm 3^\circ$, calculate $\sin \phi$ and $\tan \phi$. Hint: Convert the angle to radians.

6. Given that $L = 20 \pm 4$ cm and $y = 8 \pm 2$ cm in the triangle



calculate $\sin \theta$.

Attach your KaleidaGraph plot to the end of this worksheet.
Bring graph paper next week.
End Error Analysis Worksheet

0.W2 KaleidaGraph & Graphing By Hand

Name: _____ Day/Time: _____

0.W2.1 In-Lab Computer Work

Two Exercises for Kaleidagraph

1. Imagine that you are riding in a car with your uncle Bob, his sister Sandy, and your cousins Rob and Gary. As you head down a back road in central Florida, a brilliant blue light suddenly bathes the car, and you fall unconscious. When you wake up, you find yourself in a room with no doors and plain grey walls. An unknown source of illumination allows you to see that your only company is a spark-tape apparatus, familiar to you from your first semester lab class. You immediately realize that you can conduct a simple experiment to determine the gravitational acceleration of the planet you are on. You conduct the experiment and find the following distance fallen versus time data:

Distance (d) vs. time (t) Measurements	
d (m)	t (s)
$.20 \pm .01$	$.2 \pm .02$
$.80 \pm .04$	$.4 \pm .02$
$1.72 \pm .05$	$.6 \pm .02$
$3.16 \pm .05$	$.8 \pm .02$
$4.84 \pm .10$	$1.0 \pm .02$
$6.96 \pm .10$	$1.2 \pm .02$

Do the following

a) Plot d vs. t^2 and obtain a **weighted** least squares fit. (Remember, use **fit1** under the General option of the curve fit menu.) Error bars, properly labeled axes and units are essential! All partners should have their own plots. **Show** your work in finding $\Delta(t^2)$ below.

b) Determine the acceleration due to gravity from the results of your curve fit, including units and uncertainties. Show work.

$$g = \underline{\hspace{2cm}}$$

c) Try to guess where you are....

2. In an experiment you will conduct in a few weeks, you will measure the voltage (V) of a discharging capacitor as a function of time (t). You will be required to plot

$$\ln\left(\frac{V}{V_0}\right) \quad vs. \quad t$$

where V_0 is the initial voltage (that is, the voltage measured at time $t = 0$.)
Use the following sample data:

Voltage (V) vs. time (t) Measurements	
V (V)	t (ms)
$4.0 \pm .10$	$0.0 \pm .02$
$3.6 \pm .10$	$1.0 \pm .02$
$3.4 \pm .10$	$2.2 \pm .02$
$2.8 \pm .10$	$3.2 \pm .02$
$2.6 \pm .10$	$3.8 \pm .02$
$2.4 \pm .10$	$5.0 \pm .02$

Do the following

a) Plot $\ln(V/V_0)$ vs. t and obtain a **weighted** least squares fit. Again, be sure to include error bars, units, and properly labeled axes. Remember, all partners must have their own plots. Show your work in finding $\Delta(\ln(V/V_0))$.

b) Report the slope and intercept of your plot. Units and uncertainties are a must!

Slope	Intercept

Table 0.3: Slope and Intercept

0.W2.2 In-Classroom Calculation & Analysis

This half of the worksheet is your only practice in graphing by hand. You will be using KaleidaGraph to do all your graphing in Physics 103N. Before using KaleidaGraph indiscriminately, first you will learn what graphing and least squares is all about. Chapter 0 in the lab manual contains all the information required to do this worksheet, refer back to the appropriate sections.

In Lab 2 (Electron Dynamics), we will learn that an electron moving in a constant electric potential V and a constant magnetic field B (perpendicular to the electron's motion), moves in a circular path of radius R , given by the

formula

$$\boxed{R^2 = \frac{2Vm}{eB^2}}, \quad (0.7)$$

where m and e are the mass and charge of the electron, respectively.

Hand-fit Graphing

A former group of 103N students set the magnetic field on their apparatus to $B = 1.154 \pm 0.006$ mT (1 T = 1 Tesla = 1 kg/C s) and measured the path radius while varying the potential V :

V (V)	R (cm)
400 ± 2	5.6 ± 0.4
600 ± 2	7.4 ± 0.4
800 ± 2	8.2 ± 0.4
1000 ± 2	9.0 ± 0.4
1200 ± 2	10.2 ± 0.4

1. Plot R^2 versus V , including error bars on all points on your graph paper. Show your work in finding $\Delta(R^2)$ in the space provided here.

Is this linear?

Find the slope of the best line fit to the data. Use bounding lines to obtain the uncertainty in the slope. **Show all your work in the space provided below.**

[illegible]

Now compute the sums required to find the slope, a , and the uncertainty in slope, Δa , as in your lab manual.

How does the least squares result compare with that obtained by hand? Comment on agreement (within uncertainty), the relative uncertainties in each result, and anything else you think is important.

3. Use equation (0.7) to calculate the charge-to-mass ratio of the electron, e/m , from the value of B and each of the slopes you obtained with uncertainty. Note that the accepted value of $e/m = 1.758\,819\,62(53) \cdot 10^{11}$ C/kg

Attach your KaleidaGraph and hand plots to the end of this worksheet.
End Worksheet

Chapter 1

Electrostatics

1.1 Introduction

The principles of electrostatics play a crucial role in our understanding of everyday phenomena such as the formation of lightning in weather storms to the operation of electrical devices such as capacitors which make our stereos, computers, TVs', and many other electrical systems work. In this lab we will learn about these principles by performing a few simple experiments that will demonstrate concepts such as charge production, charge conservation, electric fields, and electric potentials (for a comprehensive overview of these subjects refer to your text book by Serway, Chapters 23, 24, and 25).

1.2 Theory

1.2.1 Electric Charge

At one time or another we have all experienced what happens when on a dry day, we close our car door, or we walk across a rug and then touch a door knob. The little shock-like feeling is a result of an electrostatic imbalance created between us and the environment. This imbalance is due to the build-up of electric charge in our bodies and the objects we come in contact with. The amount of charge that can be acquired by a particular object depends on its electrical properties.

Charge is a quantity measured in units of coulomb denoted by C. It is a conserved quantity meaning that when we speak about charges acquired

by objects what we really should be saying is that charges have been moved from one place to another, as to create some imbalance of charge in that object. We cannot create nor destroy charge.

1.2.2 Coulomb's Law

Charged objects exert forces on each other. We say that like charges repel while unlike charges attract. Thus there are two kinds of charges; we call one positive, the other negative. It is possible to quantify this force by a mathematical relation known as **Coulomb's Law** which depends on the magnitudes of the charges in question, their separation, and a constant:

$$F = \frac{1}{4\pi\epsilon_o} \frac{Q_1 Q_2}{r^2} \quad (1.1)$$

The equation above is the magnitude of the force between two charges of magnitude Q_1 and Q_2 with r being their separation as shown in figure 1.1. The constant of proportionality with units is given by:

$$\frac{1}{4\pi\epsilon_o} = 8.99 \times 10^9 \text{ N} \cdot \frac{\text{m}^2}{\text{C}^2}.$$

1.2.3 Electric Field

Imagine that the two charges in figure 1.1 are positive, and that Q_1 is stationary at the origin. Lets assume that at our disposal is a device that could measure the force between these two charges. If we move Q_2 in space, than according to Eq. (1.1) our device should measure different values for the magnitude of the force as well as its direction at different points. Thus we can think of Q_2 as being a test charge for determining the force on a charge at some point in space. Plotting these different vectors in space would result in a vector field that describes the force on a test charge (see figure 1.2). In light of this it is possible to write the force on a charge as:

$$\mathbf{F} = Q\mathbf{E}. \quad (1.2)$$

\mathbf{E} is called the electric field which is defined to be the force per unit charge. It too is a vector which points in the direction of the electric force, or opposite to it (depending on the sign of the test charge Q), and may be

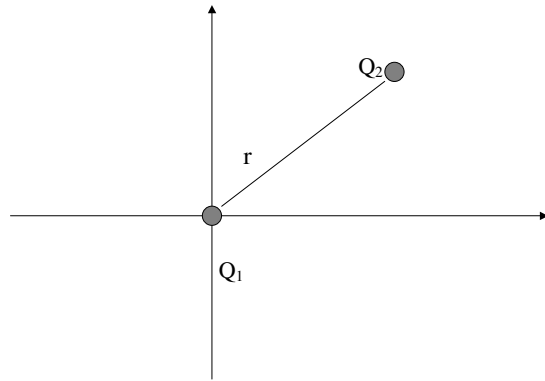


Figure 1.1: Two charges separated by a distance r .

thought of as a field in space giving rise to forces on charges. Now, the interaction among charges can be looked at as one mediated by a field.

In reality one usually encounters not point charges but continuous distribution of charges which make the concept of an electric field very useful in determining the forces by use of Eq. (1.2).

1.2.4 Gauss' Law

Determining the electric field for an arbitrary charge distribution in space can sometimes be a very difficult task. However, for charge distributions which possess certain symmetries this task can become quite easy by the use

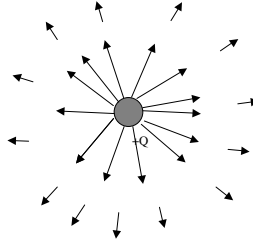


Figure 1.2: Electric field lines due to a point charge.

of Gauss' Law which is given by the following mathematical statement:

$$\oint \mathbf{E} \cdot d\mathbf{A} = \frac{Q_{enc}}{\epsilon_o}. \quad (1.3)$$

The equation above is a surface integral of the electric field dotted with a differential surface element over a Gaussian surface which encloses a charge of magnitude Q_{enc} . The left side of Eq. (1.3) is called the **electric flux** which can be thought of as measure of 'flow' of the electric field through the surface enclosing the charge. Thus for a flux equal to zero there should be no net charge inside the Gaussian surface.

By choosing the surface appropriately the integral of Eq. (1.3) can be performed to solve for \mathbf{E} . Let's use it to find the electric field due to a very thin rod carrying a uniform positive charge (fig. 1.3). Positioning the rod

along the z axis, figure 1.3 suggests cylindrical symmetry in which the electric field is constant along a surface of a cylinder with a radius r , and a height h . In this case we may apply equation (1.3) over the surface of the cylinder which is now our Gaussian surface:

$$\begin{aligned}\oint \mathbf{E} \cdot d\mathbf{A} &= E \int dA \\ &= E 2\pi r h = \frac{Q_{enc}}{\epsilon_o}.\end{aligned}$$

Note that in the second step we have used the fact that E is constant along the Gaussian surface enabling us to pull it out of the integral. The normal to the surface element is along the same direction of the field, so that their dot product is just the multiplication of their amplitudes.

Before completing the calculation we have to find what is Q_{enc} . We may define a quantity denoted by λ to be a charge density, or in this case a charge per unit length, so that Q_{enc} may be given by:

$$Q_{enc} = \lambda h.$$

With this the electric field due to a line of charge is given by:

$$E = \frac{\lambda}{2\pi\epsilon_o r}. \quad (1.4)$$

1.2.5 Electric Potential

Since an electric charge experiences a force in the presence of an electric field then a charge initially at rest will start to move under the influence of the field, and thus will gain kinetic energy. This means that the force which arises due to the field will do work on the charged particle. You may have noticed that the electrical force is very similar in form to that of a gravitational force, where, in the gravitational law, we use masses instead of charges and we don't consider repulsion among masses. Nonetheless the dependence on r and the way we define the direction of the force are exactly the same. From our mechanics course we remember that the gravitational force is conservative, and we therefore can convince ourselves that the electrical force is conservative as well. We can now use conservation of energy which tells us

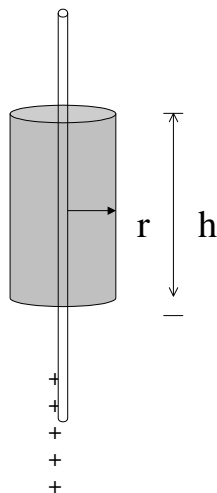


Figure 1.3: A Gaussian surface due to a line of charge

that the change in potential energy is equal to the negative change in kinetic energy, or simply put:

$$W = U_i - U_f \quad (1.5)$$

Applying this equation with the definition of work, and Eq. (1.2) we get

$$W_{i \rightarrow f} = \int_i^f \mathbf{F} \cdot d\mathbf{l} = \int_i^f Q\mathbf{E} \cdot d\mathbf{l}. \quad (1.6)$$

Dividing both sides by Q (remembering that Q is just a test charge) the equation above can be written as:

$$\frac{W_{i \rightarrow f}}{Q} = \frac{U_i}{Q} - \frac{U_f}{Q} = \int_i^f \mathbf{E} \cdot d\mathbf{l}. \quad (1.7)$$

The quantity $\frac{U}{Q}$ is called the **electric potential** denoted by V and is defined to be the potential energy per unit charge. It is conventional to speak of an external force moving a test charge in an electric field in which case it is the external force doing the work and not the field. This introduces a minus sign in Eq. (1.7), and the potential difference of moving a test charge from point a to point b is:

$$V_b - V_a = - \int_a^b \mathbf{E} \cdot d\mathbf{l}. \quad (1.8)$$

Let us apply this formula to find the electric potential in our previous example of a very thin rod with positive charge. If we move a test charge from some point a to some point b radially to-wards the rod we can use Eq. (1.4) together with Eq. (1.8) to get

$$V_b - V_a = - \frac{\lambda}{2\pi\epsilon_o} \int_{r_a}^{r_b} \frac{dr}{r} = - \frac{\lambda}{2\pi\epsilon_o} \ln \frac{r_b}{r_a}, \quad (1.9)$$

Equipotential Surfaces

Moving a charge on a surface where no work is being done by the electric field describes a charge moving on an equipotential surface which is defined as a surface where the potential is the same at every point. Since no work is being done on this surface it follows that the electric field has no components parallel to it. Thus, it is always the case that an equipotential surface is perpendicular to the field. Since every point has a unique value for the potential it follows that different equipotential surfaces can never intersect.

Finally, we note that Eq. (1.8) can be written as

$$V_b - V_a = \int_a^b dV = - \int_a^b \mathbf{E} \cdot d\mathbf{l}.$$

Assuming for simplicity that the displacement is only along the y axis, then the equation above can be written as

$$- \int_a^b dV = \int_a^b E_y dy.$$

Since the limits of integration are arbitrary points it implies that the integrands are equal, or simply put

$$E = -\frac{dV}{dy}. \quad (1.10)$$

We could have done the same thing for the x and z components, and since the potential V is a function of all the coordinates the equation above can be generalized to read

$$\mathbf{E} = -\nabla V, \quad (1.11)$$

with ∇ given by:

$$\nabla = \frac{\partial}{\partial x}\hat{i} + \frac{\partial}{\partial y}\hat{j} + \frac{\partial}{\partial z}\hat{k}$$

Since potentials are usually easier to calculate and measure than electric fields, Eq. (1.11) provides a convenient way for finding the electric field.

1.3 Apparatus

Figure 1.4 shows the apparatus to be used in the first part of the lab.

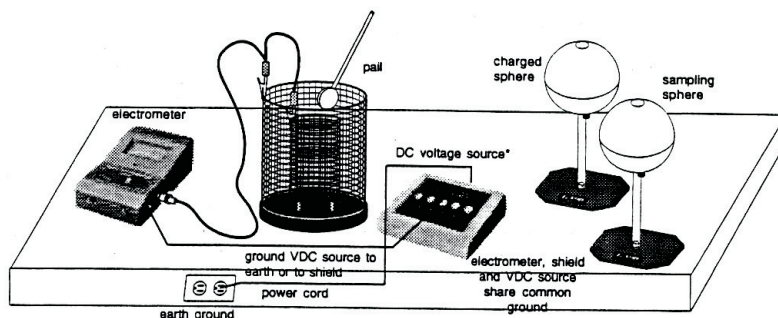


Figure 1.4: Apparatus(left to right): Electrometer, Ice Pail, Proof-plane and Charge Producers, Electrostatic Source, and Spheres.

1.3.1 The *Pasco* ES-9077 Electrostatics Voltage Source

This is a high voltage, low current power supply designed exclusively for experiments in electrostatics. It has outputs at 30 V, 1000 V, 2000 V, 3000 V, and a ground connection.

1.3.2 The *Pasco* ES-9078 Electrometer

This is a voltmeter used for direct measurements of voltage and indirect measurements of current and charge.

**Never use the electrometer for measuring potentials more than 100 V.
Never touch the input leads until you have grounded yourself to an earth ground.**

Operation

- Before turning on the electrometer, check that the meter reads zero. If not, turn the Mechanical Zero Adjust screw, located just below the meter face, until it does.
- Connect the test lead to the input connector of the electrometer.
- Connect the ground post of the electrometer to an earth ground by connecting to the COM on the Electrostatic Voltage Source, and plugging the AC adapter to a wall outlet.
- Push the Power button ON. One of the range switch LEDs will blink twice in quick succession.
- To zero the meter, press the ZERO button. You are now ready to use the electrometer to measure charge, current or voltage.
- Set the range switch to the desired voltage range. The range setting refers to the voltage input required to produce a full scale meter deflection. Between measurements, always press the Zero button to discard all charge from the electrometer.

1.3.3 The *Pasco* ES-9042A Faraday Ice Pail

This apparatus was originally designed by Michael Faraday. It works on the principle that any charge placed inside a conducting surface will induce an equal charge on the outside of the surface. The ice pail is a good method for sampling charges and charge distributions.

The Pasco Ice Pail consists of two wire mesh cylinders, one inside the other, mounted on a molded plastic bottom. The outer cylinder is called the shield, and when grounded helps eliminate stray charges and AC fields. The inner cylinder is the actual pail which is mounted on insulated rods. When a charged object is placed inside the pail, but without touching it, a charge of

the same magnitude is induced on the outside of the pail. An electrometer connected between the pail and shield will detect a potential difference which is an indirect measurement of charge.

1.3.4 The *Pasco* ES-9075A Charge Producers and Proof Planes

Charge Producers

The charge producers consist of two wands, one with blue and one with white material attached to a conductive disk. If the blue and white surfaces are briskly rubbed together, the white surface acquires a positive charge, and the blue surface acquires a negative charge. Some guidelines are important to remember when using the charge producers.

- To get rid of excess charge and to neutralize the charge producers touch the conductive disk to ground.
- Avoid touching the neck during use. The oils from your hands will provide a path for charges to leak off.

The Proof Plane

The proof plane is an aluminum covered conductive disk attached to an insulated handle. It is used to sample the charge density on charged conductive surfaces. A Faraday Ice Pail can then be used to measure the charge density on the proof plane. By touching the proof plane to a surface, the proof plane will acquire a similar charge distribution to the section of the surface that is touched.

When a proof plane is touched to a conductive surface, the proof plane becomes part of the conductive surface. Therefore it's always best to touch the proof plane to the conductor in such a way as to minimize the distortion of the shape of the surface. For example, if the surface is a conducting sphere then the proof plane needs to be touched with its large surfaces tangent to the surface of the sphere.

1.3.5 The *Pasco* ES-9059 13-cm Spheres

The conductive spheres are used to store electrical charge. The spheres are composed of plastic resin mold plated with a copper base, outer plating

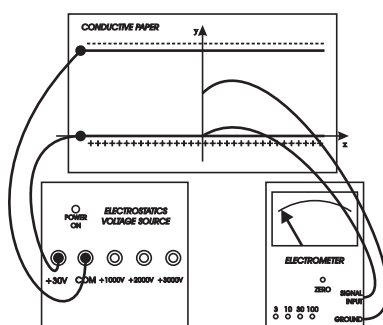
of non-sulphur brite nickel, with final plating of chrome. The spheres are mounted on insulating rods, attached to a support base. Each sphere has a thumb nut on the lower half that can be used for attaching a ground cable or a lead from a power supply. The spheres and insulating rods should be kept free of dirt, grease, and fingerprints to minimize leakage of charge from the spheres.

1.3.6 The *Pasco* High Resistance Paper and Conductive Ink

This apparatus will be used in the second part of the lab to measure voltage at different points in space due to long lines of charge. The conductive ink painted on a high resistance paper will be connected to a power source. This will create a potential distribution across the paper which will be measured by an electrometer.

The set up (see figure 1.5) of this apparatus in the experiment to follow will consist of two long parallel lines drawn by conductive ink on the high resistance paper. The lines are separated by some distance d which is relatively smaller than their length L . Now we can connect both lines to a static power source; one to the positive end, the other to the negative end. This will cause the lines to be charged with opposite polarities creating a potential difference across them. If these lines are drawn uniformly and the measurements are done close to the center of the lines (we want to stay close to the center, since near the edges the field deviates from Eq. (1.9)) then using Eq. (1.9) we can find the potential between these two lines on the plane of the paper.

Figure 1.5: High resistance paper and conductive ink.



Assume we want to know the potential at a point along the y axis (see

figure 1.5) between the two lines of charge. Using Eq. (1.9) we can sum the potential due to the positive line and the negative line respectively to get

$$V(y) = \frac{\lambda}{2\pi\epsilon_o} \left(\ln \frac{r_o}{y} - \ln \frac{d - r_o}{d - y} \right).$$

The radius r_o is a reference point with respect to which we measure the potential at a point on the y axis located above the positive line of charge. Choosing our reference point r_o to be $\frac{d}{2}$ the equation above reduces to the following:

$$V(y) = \frac{\lambda}{2\pi\epsilon_o} \ln \frac{d - y}{y}, \quad (1.12)$$

which gives the potential between the two lines at a point in the same plane of the lines. Note that for our experiment Eq. (1.12) is not valid at the points $y = 0$, or $y = d$ since this equation was derived for infinitely long thin lines of charge which have no thickness. Such conditions are hard if not impossible to obtain in lab, meaning our lines of charge will be finite both in length and in thickness.

1.W Electrostatics Worksheet

Name: _____ Day/Time _____

Partner's Name: _____

1.W.1 In-Lab Procedure

All measurements with the electrometer should include units and uncertainties in the space provided. Whenever you are not using the power supply you should turn it off.

Faraday Ice Pail and Charge Production

The purpose of this experiment is to investigate the relation between the charge induced on the ice pail by a charged object placed in the ice pail, and the charge of the object.

Before beginning the experiment the pail and electrometer must be momentarily grounded. To do this use the black wire with two alligator clips toward one end; one positive (red) the other negative (black). Connect the electrometer's negative clip to the shield, and the positive clip to the ice pail as shown in figure 1.4. Connect the other end (called a BNC) to the electrometer SIGNAL INPUT. Also connect the earth ground of the electrometer to the COM input of the electrostatic source, and make sure the source is connected to a wall outlet. Press the *Zero* button of the electrometer. This should remove all stray charges from the pail and the electrometer should read zero. You should also ground yourself to eliminate stray charges from your body by touching the ice pail when the *Zero* button is pressed.

A: Charging by Induction vs. Charging by Contact

Set the voltage range of the electrometer to 100V. Start with this scale for every new measurement you perform, so that you don't destroy the instrument with a high voltage. After you take an initial reading, adjust the electrometer incrementally to the finest scale that will accomodate your measurements. This will assure that you get the maximum precision. Do observe that you may have to readjust the electrometer scale several times in today's experiment.

Remove any stray charges on the charge producers by touching the necks and handles to the shield of the ice pail while the *Zero* button is pressed. Avoid touching the necks of the charge producers with your hands since oils on your hands will cause charge to leak in future use.

Rub the white and blue surfaces together to separate charges. Do this for about ten seconds. After this, place one of the charge producers far away so that it does not come in contact with any of the ice pail surfaces.

While touching the grounded shield insert the other charge producer into the ice pail all the way to the lower half of the pail, but without letting it touch the pail. Record the electrometer reading below.

$$V_{1A} = \underline{\hspace{2cm}}$$

Remove the object and again record the electrometer reading below (make sure that the handle never touches the pail when removing the object).

$$V_{2A} = \underline{\hspace{2cm}}$$

Now, press the *Zero* button to remove any residual charge. Insert the object again, but this time let it touch the ice pail. Remove the object and record the voltage reading.

$$V_{3A} = \underline{\hspace{2cm}}$$

Press the *Zero* button of the electrometer to remove all charges and insert the object again into the ice pail (again without touching the pail) and record the voltage reading.

$$V_{4A} = \underline{\hspace{2cm}}$$

B: Conservation of charge

Starting with the uncharged producers, rub the blue and white producers together. Keep them in your hands, without letting them touch each other or the ice pail. Insert the charge producers one at a time into the pail and record the voltage readings.

$$V_{1B} = \underline{\hspace{2cm}}$$

$$V_{2B} = \underline{\hspace{2cm}}$$

Remove all charge from the charge producers by grounding them (don't forget to ground the necks of the wands as well). Insert both charge producers into the pail and record the voltage reading.

$$V_{3B} = \underline{\hspace{2cm}}$$

Rub them inside the pail without touching the sides of the ice pail. Record the voltage reading.

$$V_{4B} = \underline{\hspace{2cm}}$$

Remove one of the charge producers and record the voltage reading.

$$V_{5B} = \underline{\hspace{2cm}}$$

Remove the charge producer from the pail and insert the other into the ice pail. Record the voltage reading.

$$V_{6B} = \underline{\hspace{2cm}}$$

Charge Distribution

The purpose of this procedure is to investigate the way charge is distributed over a surface, by measuring variations of charge density.

Make sure the ice pail is properly grounded with the shield connected to earth ground of the electrometer, and the electrometer is connected to the COM of the voltage source. Make sure the voltage source is connected to a wall outlet.

Place the two aluminum spheres about 50 cm apart. Connect one of the spheres to the 1000V DC outlet of the electrostatic voltage source. This sphere will be used as a charging body.

Momentarily ground the other sphere (NOT THE ONE CONNECTED TO THE VOLTAGE SOURCE) by touching the sphere with the shield of the pail.

Using the proof plane sample the uncharged sphere by touching it in few places (on the side close to the other sphere, on the side far from the other sphere, and midway between these two points on the sphere), and then placing the proof plane in the ice pail to read the voltage. Note that when touching the sphere with the proof plane it is best to minimize any distortion of the surface area of the sphere by touching the proof plane flat against the surface. You must also remember that between samplings of the uncharged sphere the proof plane must not be grounded. Record the voltage readings.

close

midway

far

$V_{1C} =$ _____

Bring the 1000V DC sphere close to the uncharged sphere until they are approximately 1 cm apart. Turn the voltage source on and sample the sphere at the same points as before. Record the voltage readings.

$V_{2C} =$ _____

Remove the 1000V DC sphere until it is at least 50 cm away from the sampling sphere. Again repeat the sampling at the same points and record their values.

$$V_{3C} = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}}$$

Electric Field and Electric Potential

In this part of the experiment we will use the high resistance paper and the conductive ink to create a charge distribution due to two lines of charge with opposite polarities separated by some distance. The purpose of this experiment is to see how the electric potential and electric field vary with this charge distribution.

Secure the high resistance paper (to be supplied by your TA) to the cork board using thumb tacks. Note that the grid marked on the high resistance paper is $1 \text{ cm} \times 1 \text{ cm}$. Measure the length of one of the lines L , and the separation distance between the two lines d and record them below.

$$L = \underline{\hspace{2cm}} \quad d = \underline{\hspace{2cm}}$$

Using the two cables which have at one end a connection to the power supply, and at the other end holes, connect the COM of the electrostatic source to one end of one line drawn by the conductive ink. Make this connection by securing the cable to the wire with a thumb tack. Make sure that the connection is made at the ends of the lines (not center), and that the wires make contact with the conductive ink. Connect the 30V output of the power supply to the other line at the end by repeating the procedure above.

Using the red and black probe wires connected to the SIGNAL INPUT, and

V	y

Table 1.1: Voltage and distance measurements.

ground connections of the electrometer respectively (in this procedure the electrometer should not be grounded), place the black probe in the center between the two lines. This will be the voltage reference point for all measurements. Use the second probe to measure the voltage with respect to the reference point starting on the y axis at 0.5 cm above the positive line of charge going up in the positive y direction. Remember that the $y = 0$ point on the y axis is determined by where the positive line of charge is located, while the positive y direction is from the positive to the negative line of charge (see figure 1.5). When taking voltage measurements it is important that the probes be placed perpendicular to the page and not slanted, as to minimize the distortion of the charge distribution across the paper. Make your measurements in 0.5 cm increments and record the value of the voltage in table 1.1 for each distance. Your last measurement should be made 0.5 cm below the top line which is the negative line of charge (see figure 1.5).

Now do the following:

a) Plot V vs. $\ln\left(\frac{d-y}{y}\right)$ in Kaleidagraph with error bars and units. All partners must have their own plots. Show your work in finding $\Delta\left(\ln\left(\frac{d-y}{y}\right)\right)$ here:

Slope	Intercept

Table 1.2: Slope and Intercept

b) Record the slope and intercept in table 1.2 with units and uncertainties.

Finally place the probe (not the one at the reference point) midway between the two lines. Move the probe 1 cm to the right and 1 cm to the left along the x axis with respect to this point. Do you see any appreciable change in voltage?

What can you say about this line on which the probe moved?

1.4.2 Pre-Classroom Check List

This check list is intended to be a guide for you to prepare yourself for the classroom work. You cannot come back to lab during this hour, collaborate with colleagues, nor hand in the worksheet late. Make sure you have completed everything.

Pre-classroom Check List

- ☐ Voltages V_{1A} through V_{3C} have units and uncertainties.
- ☐ Table 1.1 completed with units and uncertainties.
- ☐ Table 1.2 completed with units and uncertainties.
- ☐ Each student should have her/his own plot and worksheet.

1.4.3 In-Classroom Calculations & Analysis

Faraday Ice Pail and Charge Production

A: Charging by Induction vs. Charging by Contact

Using your data only from this part of the experiment answer the following

questions:

Explain why was there a potential difference between the pail and the shield only while the charged object was inside (where the object did not touch the pail).

Explain why after touching the pail with the charged object there appeared a permanent potential difference between the pail and the shield.

Explain why after zeroing the electrometer there was again a potential difference while the object was inside.

B: Conservation of charge

Using your data only from this part of the experiment answer the following questions:

After placing the charged objects one at a time into the pail what can you conclude about the magnitude of the charges, and the relation between their polarity?

Was charge conserved in this experiment? Explain your answer.

Charge Distribution

Using your data only from this part of the experiment answer the following questions:

What produced the charge distribution on the sphere that you sampled?

What can you conclude about the charge distribution on a metal sphere? Refer to both situations; first when the sampling sphere was close to the charged sphere, and second when the sampling sphere was far from the charged sphere.

Electric Field and Electric Potential

Using your data only from this part of the experiment complete the following:

Using the slope a of your graph (given in table 1.2) and Eq. (1.12) calculate the charge per unit length λ .

Now calculate the total charge Q that each line of conductive ink carried.

Use Eq. (1.10) together with Eq. (1.12) to derive the theoretical expression for the electric field E_{theo} between the two lines of charge (no uncertainty).

Finally from table 1.1 use the fourth and sixth data points $y_6 = \frac{d}{2} + 0.5$ cm and $y_4 = \frac{d}{2} - 0.5$ cm, to calculate an experimental value for the electric field at the midpoint between the two lines:

$$E_{exp} = -\frac{\partial V}{\partial y} \approx -\frac{V_6 - V_4}{y_6 - y_4} =$$

By using the theoretical expression you derived for the electric field in the third question of this section, obtain the value of the electric field at the point $\frac{d}{2}$, midway between the two lines of charge (no uncertainty). Compare this value with the quantity obtained in the previous question.

End Worksheet

Chapter 2

DC Circuits

2.1 Introduction

Electrical circuits are obviously both extremely useful and important to modern society. Society will expect you, as an engineer, to have a certain familiarity with the physical principles and phenomena responsible for making them function. You will obtain an understanding of these fundamentals in this course. This lab examines circuits in which direct current flows. Future labs will examine the extended topic of alternating currents.

We'll examine the concepts of voltage, current, and resistance; in particular, how we can go about making measurements of them. In the process, we'll learn how to use the breadboard, an important device for experimenting with circuits. We'll also take a look at the temperature dependence of resistance. Finally, we'll measure the internal resistance of a dry cell battery.

2.2 Theory

2.2.1 References

The concept of potential and potential difference is covered in Serway, Chapter 25 (Electric Potential). The notions of electric current and resistance appear in Chapter 27 (Current & Resistance), while DC circuits and Kirchhoff's laws are introduced in Chapter 28 (DC Circuits). Since voltmeters and ammeters are the primary instruments we will use to investigate circuits in the lab, we strongly suggest that you read over Section 28.5 (Electrical

Instruments). Other individual sections which will be particularly useful to us are: Section 27.3 (Resistance and Ohm's Law); Section 27.3 (Resistance and Temperature), for a discussion of the temperature dependence of resistance; and Section 28.1 (Electromotive Force), for a discussion of the internal resistance of a battery.

2.2.2 Voltage, Current, and Resistance

What is an electric circuit? A succinct way of putting it is as follows: an electric circuit consists of a power source and a host of electrical components, all of which are connected together with wires. The power source provides a force which makes electrons in the wire move. These electrons in turn power the components of the circuit. After studying the concepts of voltage, current, and resistance, we'll be able to discuss power sources and resistors, so that we can understand the circuits we'll build with them.

By now, you're familiar with the notion of electric potential. A charge will experience a force due to the electric fields of other charges around it. The electric potential is defined as the potential energy per unit charge needed to move a charge (in the presence of these electric forces) from one point to another point. It is important to remember that potential is defined between two points. We can also talk about the potential at some point, but then we are referring to the potential between that point and some reference point, called the "ground." Since the electric potential is defined everywhere in space, there will be a potential defined at every point of a circuit. We define *voltage* as the difference in the potential between two points in the circuit. A battery, such as that in a car, is a power source which is said to provide "12 volts." This means that the voltage across the terminals of the battery is 12 V.

If there is a potential difference between two points of a circuit, there is also a force on the electrons in the wire which causes them to move. *Current* is the rate at which this charge flows through the circuit, *i.e.*, it is the amount of charge per unit time which passes a given point of the circuit. By *direct current*, or DC, we mean that the voltage and current values are steady; they do not vary in time. The circuits we'll be dealing with for our DC circuits will be composed of *conductors*, that is materials in which the electrons are free to move around. It's pretty obvious that we wouldn't expect very much of a current to flow in a material that wasn't a good conductor.

Given that a voltage induces a current, we can ask the question: what is

the mathematical relationship between the two? For most conductors, the relationship is one of direct proportionality. Additionally, the voltage across a conductor always drops. Let's make all of this a bit clearer. Figure 2.1 shows part of a circuit containing a conductor which has a current I flowing through it and a voltage V across it (between points a and b). We denote the voltage across the conductor by

$$V = V_a - V_b,$$

where V_a is the potential difference between the point a and ground (the common point referred to earlier) and V_b is that between b and ground. By voltage drop, we mean that, in order for the current to flow in the direction shown in the figure, the potential at b must be less than that at a , so that $V_a > V_b$, and V is a positive number.

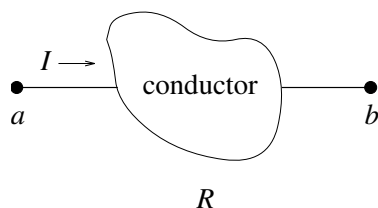


Figure 2.1: There is a voltage drop across a conductor.

The proportionality between the voltage and current is called Ohm's law, which we write as

$$\boxed{V = IR.}$$

The constant of proportionality, R , is called the *resistance* of the conductor. The resistance depends on several factors. One is the size and shape of the conductor we're dealing with and another is called the *resistivity*, which is a property of the material and is independent of any particular shape. We will not examine this dependence of resistance on size and shape of the particular material in question. What we will examine is the temperature dependence of the resistivity of a material. If you pass enough current through a conductor, you will raise the temperature of the conductor; a filament in a light bulb gets hot enough to glow. At high enough temperatures, a conductor's resistivity, and therefore its resistance, will increase. The voltage and current will no longer be proportional.

We will generally use two types of meters in our circuits, voltmeters and ammeters. Serway describes these, so we'll only concentrate on where they get connected to the circuit. A voltmeter, as the name implies, measures voltage. The voltmeter is always connected *across* the part of the circuit that you want to measure the voltage across. In other words, it is connected in *parallel* with the part of the circuit you want to know the voltage across, as in Figure 2.4.

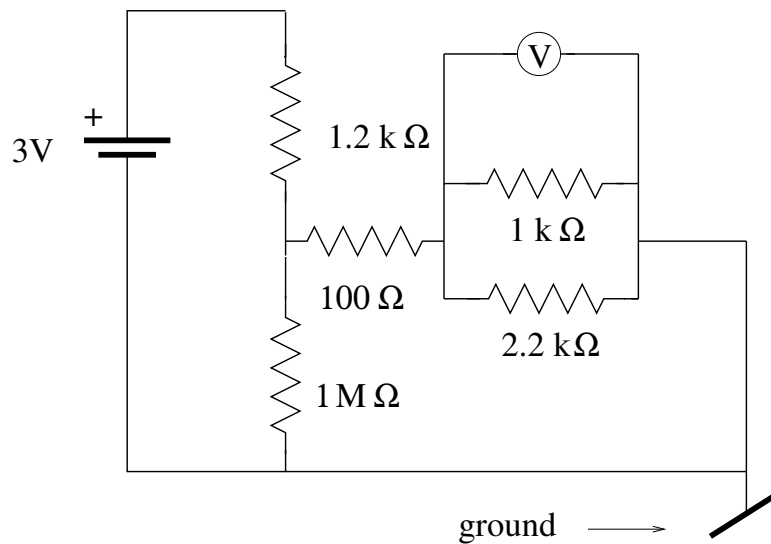


Figure 2.4: A voltmeter is always connected in parallel.

Remember that voltage is defined as the potential difference *between two points*. One of these points could be a ground, but then you will need to connect the voltmeter between a point in the circuit and ground. In any case, if you've read the section on voltmeters in Serway, you'll remember that no current will flow through an ideal voltmeter, so it cannot be in series with the circuit. The voltmeter in the figure is in a position to measure the voltage across the parallel combination of the $1\text{ k}\Omega$ and $2.2\text{ k}\Omega$ resistors. An ammeter on the other hand, measures current, and it must be connected in *series* with the part of the circuit you want to know the current through, as in Figure 2.5. This is because current is defined as the amount of charge which passes through a *single point*.

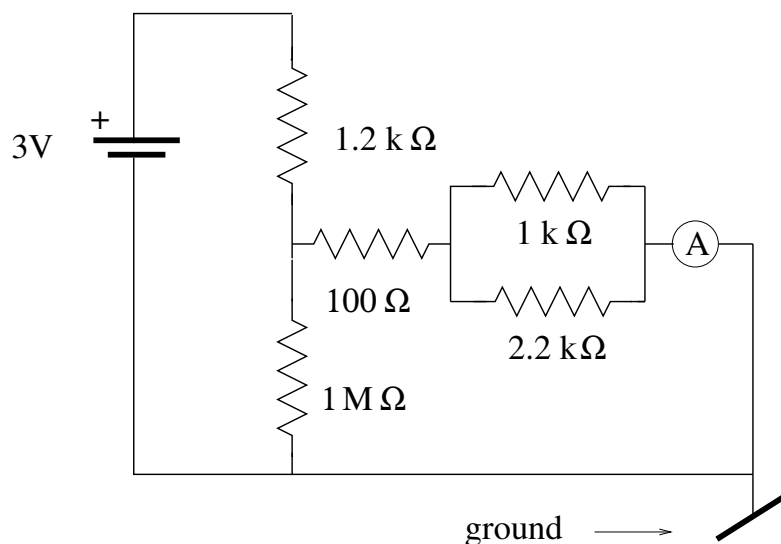


Figure 2.5: An ammeter is always connected in series.

2.2.4 Voltage Sources

The simplest DC circuit is a series combination of voltage sources as in Figure 2.6. The total voltage across the circuit, which the voltmeter shown

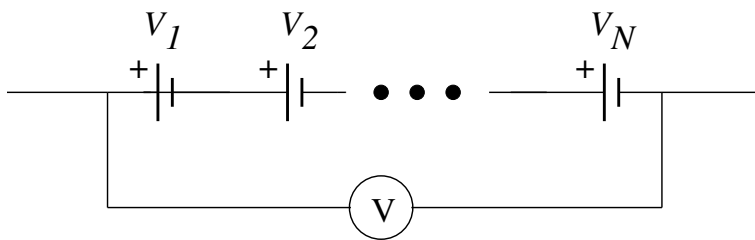


Figure 2.6: A series of voltage sources.

would display, comes from the rule that voltages in series add

$$V = V_1 + V_2 \cdots + V_N.$$

Let's apply this to some examples involving batteries. In Figure 2.7, we connect two batteries with their voltages oriented in the same direction. The

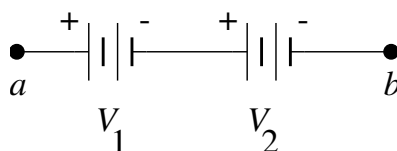


Figure 2.7: Two batteries in series.

potential across the combination is

$$V_{ab} = V_1 + V_2.$$

In Figure 2.8, two batteries have their voltages connected in opposition. The

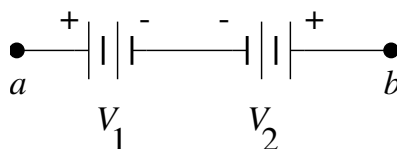


Figure 2.8: Two batteries in opposition.

potential across the combination in this case is

$$V_{ab} = V_1 + (-V_2) = V_1 - V_2.$$

We will not consider any circuits in which only voltage sources are connected in *parallel*, as shown in Fig 2.9. The reason why we would not like to build such circuits is simple. Considering that the voltage source V_1 is connected between points a and b in Figure 2.9, we would guess that the potential between a and b is V_1 . But since V_2 is also connected between points a and b , the potential between them should be V_2 . Unless $V_1 = V_2$, current will flow from one voltage source to another. Since most voltage sources do not like this, something will probably break! Therefore, unless we want to destroy our voltage sources (and we don't!), we should be careful not to connect them in parallel.

2.2.5 Series and Parallel Circuits with Resistors

Resistors will also be an important part of the circuits we study. In order to deal with circuits with both voltage sources and resistors (and also any

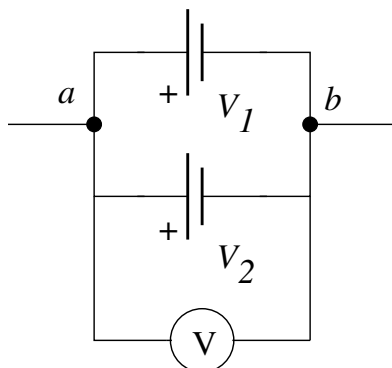


Figure 2.9: A parallel combination of voltage sources. We will never want to build such a circuit.

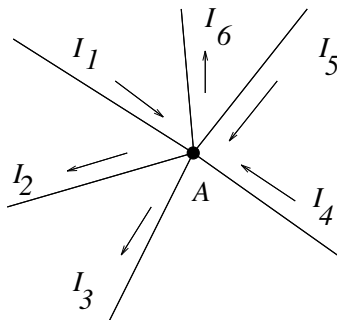


Figure 2.10: Illustration of Kirchhoff's junction rule.

other components, such as capacitors or inductors) we need to use two rules, both attributed to Kirchhoff. The first is the *junction law*: *the sum of the currents passing into a point is equal to the sum of the currents leaving the point*. Such a point is illustrated in Figure 2.10, where arrows pointing into the point A indicate that the current is ingoing and the arrows pointing out mean the current is outgoing. In the figure I_1 , I_4 , and I_5 are ingoing and I_2 , I_3 , and I_6 are outgoing, so that the junction rule tells us that

$$I_1 + I_4 + I_5 = I_2 + I_3 + I_6. \quad (2.1)$$

The junction rule is simply a consequence of the principle of conservation of electric charge. If a certain amount of charge passes into the point A from I_1 , I_4 , and I_5 , it has to come out somewhere. It must leave A through the combination of I_2 , I_3 , and I_6 , leading to the conservation statement (2.1).

Before introducing the second rule, we need to understand the concept of a voltage drop. Ohm's law tells us that, if we apply a potential V across a resistor of resistance R , the resistor will draw a current I given by

$$I = \frac{V}{R}.$$

Another way of looking at this comes from Figure 2.11. If we know that a

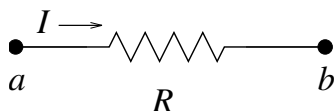


Figure 2.11: There is a voltage drop across a resistor.

current I is flowing through the resistor, then from Ohm's law, the potential difference from a to b is

$$V_b - V_a = V_{ab} = -IR.$$

Since V_b is less than V_a , we say that there is a *voltage drop* across the resistor. The second rule now is the *circuit rule*: *between any two points in a circuit, the potential difference between the points is given by the sum of the potentials due to any sources between the points minus the sum of any voltage drops between the points*. We can write this suggestively as an equation

$$V_{ab} = \sum(\text{sources between } a \text{ and } b) - \sum(\text{drops between } a \text{ and } b). \quad (2.2)$$

We note that the circuit rule is usually expressed as a *loop rule*: *the sum of the voltage sources minus the sum of the drops around a closed loop is zero*. We leave it as an exercise for the student to show that our rule reduces to this loop rule when applied to a closed loop. Note that the circuit law is a statement of energy conservation: the change in total energy (remember that voltage is a measure of potential energy) that occurs due to a charge moving from point a to point b is given by adding up all of the changes in its energy along its path.

Let us apply this circuit rule first to the series circuit in Figure 2.12. We note that since everything is in series, there are no points where currents branch out, so the junction rule tells us that the current through each of the elements has the same value I . Applying the circuit rule (2.2) to this we find

$$V_{ab} = (V_1 + V_2) - (IR_1 + IR_2 + IR_3) = V_1 + V_2 - I(R_1 + R_2 + R_3).$$

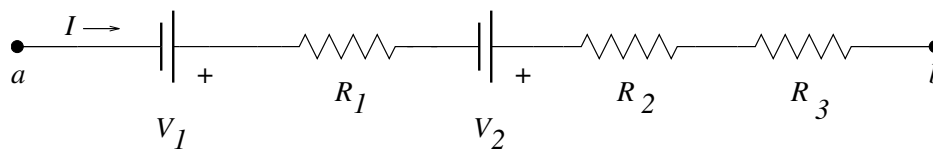


Figure 2.12: A simple series circuit.

We can also apply the circuit rule to a series combination of resistors, as at the top of Figure 2.13. Here the circuit rule tells us that

$$V_{ab} = -I(R_1 + R_2 + \cdots + R_N).$$

This series combination is the same as having a single resistor of resistance

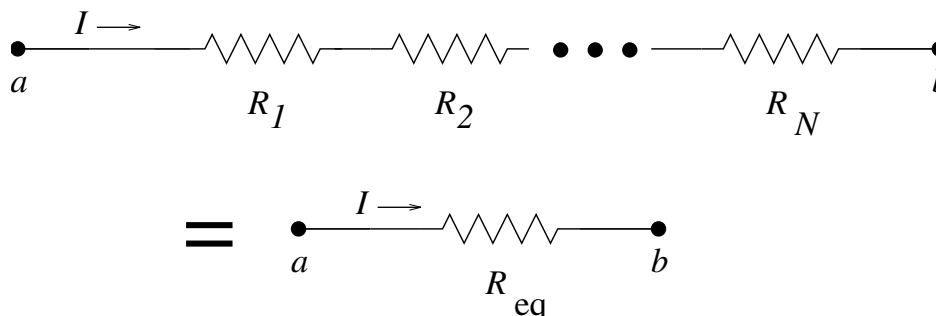


Figure 2.13: Resistors in series and equivalent resistance.

(see the bottom of Figure 2.13)

$$R_{eq} = R_1 + R_2 + \cdots + R_N \quad (\text{resistors in series}).$$

R_{eq} is called the *equivalent resistance* of the series combination of resistors. Note that the equivalent resistance of a combination of resistors in series is always *greater* than the resistance of any of the individual resistors.

We also need to be able to deal with circuits in which some of the elements are arranged in parallel. Since we have already seen that there are problems lurking in circuits for which voltage sources are in parallel, we will consider circuits in which *only resistors* are in parallel. For concreteness, consider

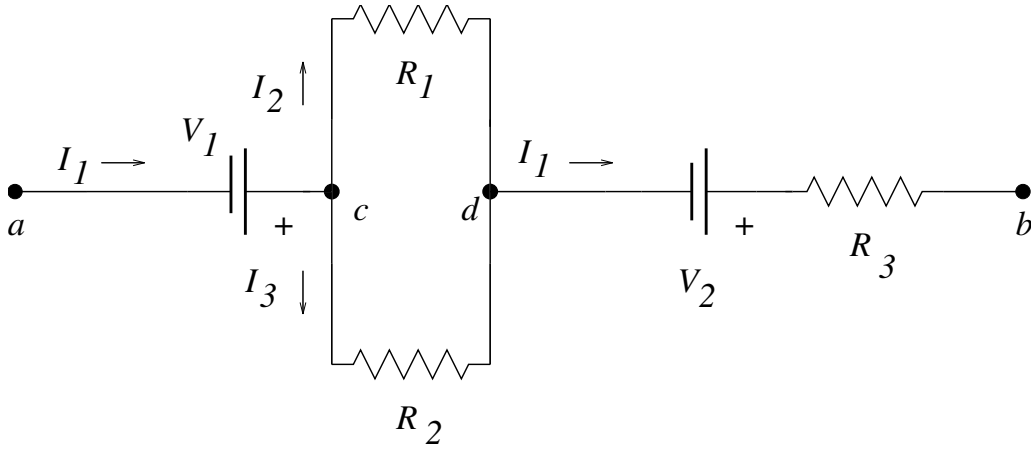


Figure 2.14: A simple parallel circuit.

a specific example of such a circuit, shown in Figure 2.14. This circuit is more complicated, since we have the junctions c and d where we must apply the junction law. At c , we have I_1 splitting up into I_2 and I_3 , so that the junction rule tells us that $I_1 = I_2 + I_3$. At d , we have I_2 and I_3 joining. Since $I_2 + I_3 = I_1$, the current leaving d must be I_1 . Since we know how to apply the circuit rule to series circuits, let's do the following. Note that whatever the voltage drop is across the parallel part of the circuit between c and d is, we can call it V_{cd} . Then the circuit rule gives us

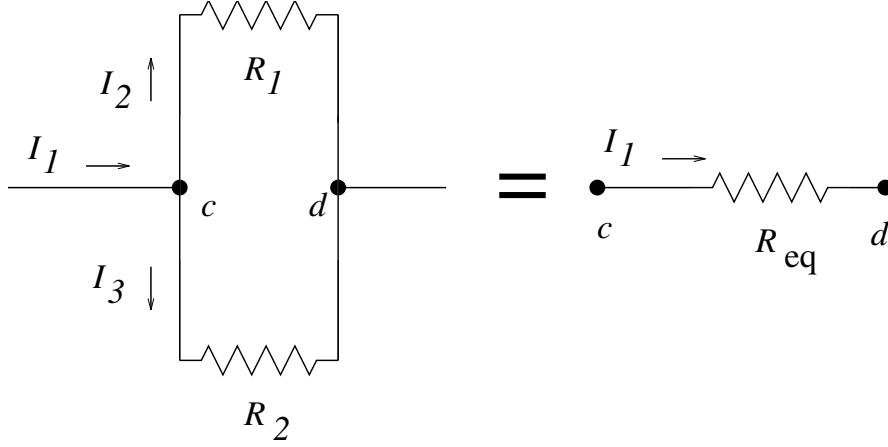
$$V_{ab} = V_1 + V_{cd} + V_2 - I_1 R_3. \quad (2.3)$$

We now need to find out what V_{cd} is. For this purpose, we can simply concentrate on the relevant part of the circuit, shown in Figure 2.15. Note that we have introduced an equivalent resistor for this combination. Our goal is to determine R_{eq} . From Ohm's law we find

$$V_{cd} = -I_2 R_1 = -(I_1 - I_2) R_2 = -I_1 R_{eq},$$

where we have used $I_1 = I_2 + I_3$ to eliminate I_3 in the part from R_2 . These relations give us two useful equations

$$\begin{aligned} \frac{I_2}{I_1} &= \frac{R_{eq}}{R_1} \\ R_{eq} &= \left(1 - \frac{I_2}{I_1}\right) R_2. \end{aligned}$$

Figure 2.15: The part of Figure 2.14 contributing to V_{cd} .

Combining these, we find

$$R_{\text{eq}} = \left(1 - \frac{R_{\text{eq}}}{R_1}\right) R_2,$$

so that, after some algebra, we have

$$R_{\text{eq}} = \frac{R_1 R_2}{R_1 + R_2},$$

or equivalently

$$\frac{1}{R_{\text{eq}}} = \frac{1}{R_1} + \frac{1}{R_2}. \quad (2.4)$$

Therefore

$$V_{cd} = I_1 \frac{R_1 R_2}{R_1 + R_2}.$$

Then, from (2.3), for our original circuit we have

$$V_{ab} = V_1 + V_2 - I_1 \left(\frac{R_1 R_2}{R_1 + R_2} + R_3 \right).$$

The reasoning we used to deal with the parallel circuit example was a bit roundabout, since we first had to learn how to approach the problem. If we knew Equation (2.4) to begin with, we would have had much less to do. We can apply the same reasoning we gave the parallel combination of resistors

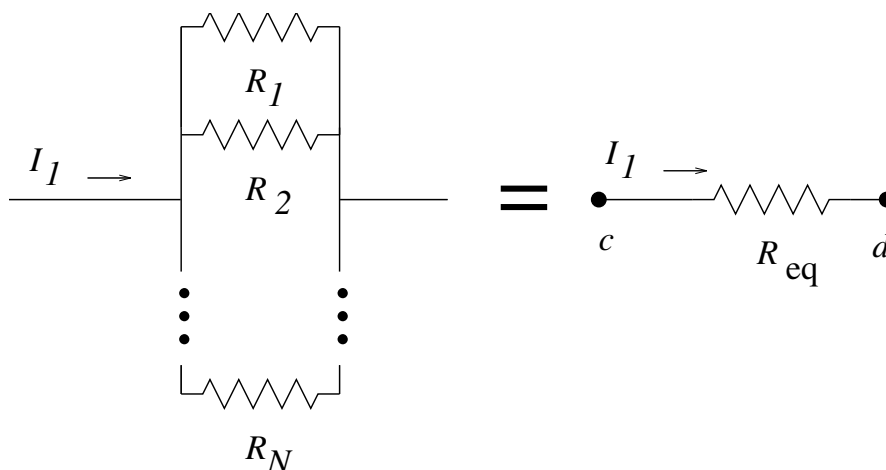


Figure 2.16: Resistors in parallel.

in the example to a general parallel combination of resistors in Figure 2.16. Since we already know what the equivalent resistance of two resistors in parallel is, we can approach this circuit by reducing a block of two resistors down to a single equivalent resistor and then repeating the step until we're only left with one resistor; see Figure 2.17. You might label the resistors

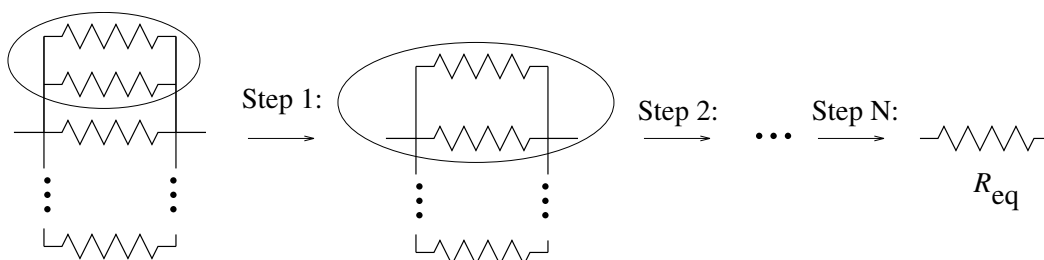


Figure 2.17: The steps used to obtain Equation (2.5).

with resistance values and work out a few steps of the algebra to convince yourself that the general result for resistors in parallel is

$$\frac{1}{R_{eq}} = \frac{1}{R_1} + \frac{1}{R_2} + \cdots + \frac{1}{R_N} \quad (\text{resistors in parallel}). \quad (2.5)$$

In contrast with the situation of resistors in series, the equivalent resistance of a parallel combination of resistors is always *less* than any of the individual

resistances. Knowing these rules of thumb can come in handy when your circuit requires a resistance that isn't among the values of the resistors you have available to you. You'll be able to build series and parallel combinations of the resistors you do have to get an equivalent resistance that will be fairly close to what you need.

With the junction and circuit rules and the rules for adding resistors in series and in parallel, we can approach circuits by using equivalent resistors to reduce the circuit in steps, as in Figure 2.18. (For simplicity we consider a circuit with only resistors.) A good exercise would be to calculate the equivalent resistances needed in each step of Figure 2.18.

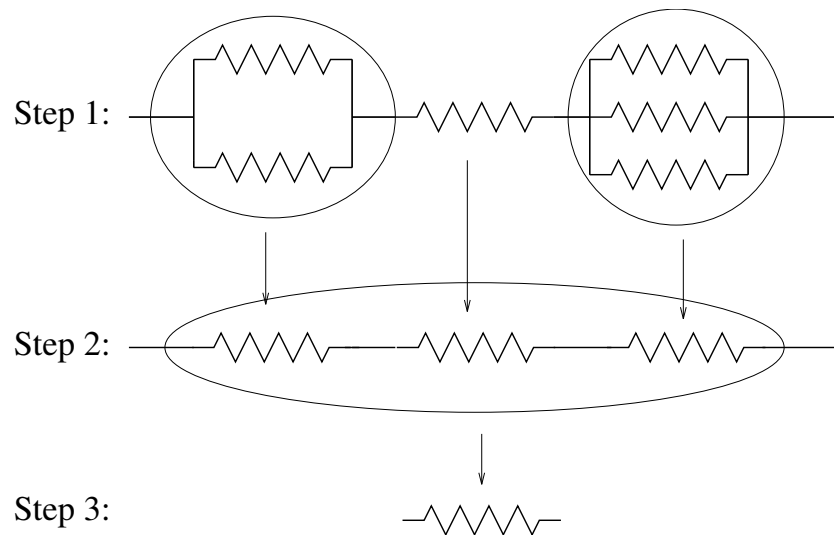


Figure 2.18: Reduce the resistor combinations in terms of equivalent resistors.

2.2.6 The Color Code for Resistors

Colored bands are drawn on the resistors to denote the resistance, as depicted in Figure 2.19. For a figure with color, see Figure 27.7 on page 747 of Serway. To read the color code of a resistor, pick up the resistor and identify the first band. The first band is the band closest to the outside of the resistor that is a color other than gold or silver. If there are no gold or silver bands, the colored bands will be clearly off-center and the first band is that closest to the outside of the resistor. Identify the number associated

with the first band in Table 2.1. This is the first digit of the resistance value of the resistor. The color of the second band refers to the second digit of the resistance. The color of the third band refers to the power of ten you need to multiply the two digits by to get the resistance in Ohms. A fourth band that is gold or silver refers to the tolerance or precision with which you can trust the nominal value of resistance obtained from the color code. Resistors without a fourth band have a tolerance of $\pm 20\%$. On rare occasions a resistor will have a fifth colored band, which refers to a military specification of reliability. We will not worry about this rare option, but take note of it so that we do not confuse this band with the most important first band.

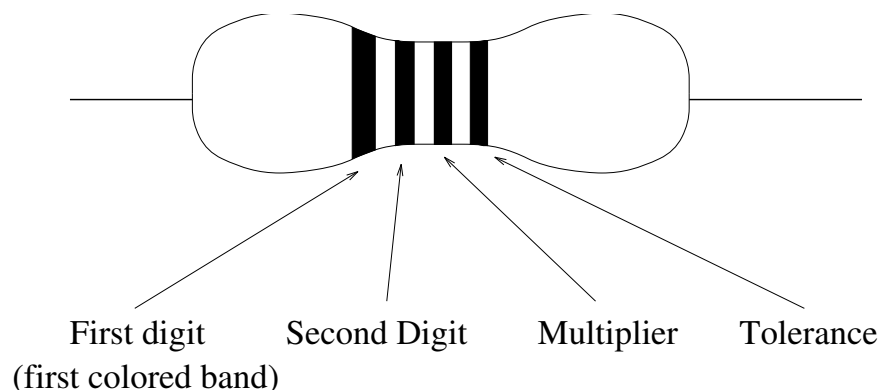


Figure 2.19: Resistors are color-coded with their resistance value.

Some examples are in order.

Colors	First Digit	Second Digit	Multiplier	Resistance	Tolerance
Yellow-Orange-Brown-Gold	4	3	10	430 Ω	$\pm 5\%$
Red-Red-Red	2	2	10^2	2.2 k Ω	$\pm 20\%$

Color	Number	Multiplier	Tolerance (%)
Black	0	1	
Brown	1	10^1	
Red	2	10^2	
Orange	3	10^3	
Yellow	4	10^4	
Green	5	10^5	
Blue	6	10^6	
Violet	7	10^7	
Gray	8	10^8	
White	9	10^9	
Gold			5%
Silver			10%
Colorless			20%

Table 2.1: The resistor color code.

2.3 Apparatus

2.3.1 The Multimeter

The multimeter, illustrated in Figure 2.20, serves three functions: voltmeter, ammeter, and ohmmeter. The *ranges* for each setting indicate the maximum value of the particular quantity (voltage, current, or resistance) that can be measured in that setting. For example, the 200 mA setting will allow you to measure a current that is between 0 and 200 mA. If you attempt to measure a value higher than the maximum, the display will read “1.” When this happens, it indicates that you need to try a larger scale. The *uncertainty* in a measurement with the multimeter is a ± 1 in the last decimal place; for example, if you read a current of 98 mA, then the uncertainty is ± 1 mA, so you should write down the measurement as 98 ± 1 mA. You should notice that a lower scale setting will often give you an extra significant figure (as long as the scale isn’t too low), so that you can get the greatest precision in a measurement by using the smallest scale setting possible. For example, a lower scale setting with the current from our last example might give us 98.3 ± 0.1 mA, which has a relative uncertainty of 0.1%, rather than the 1% uncertainty in the first measurement. If it appears from the value of a

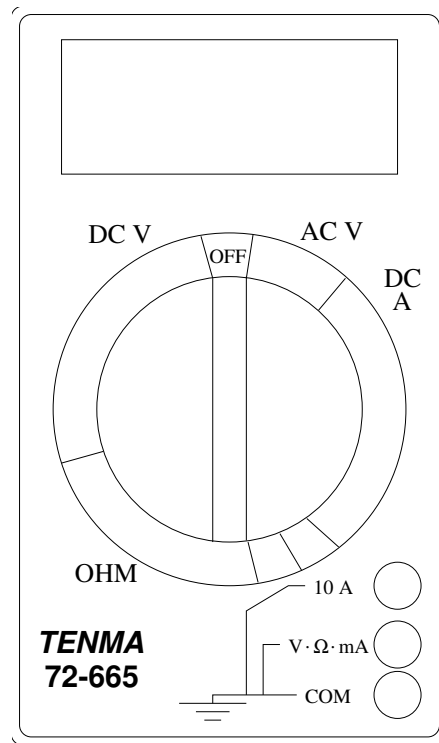


Figure 2.20: The multimeter.

measurement that you can use a smaller scale setting, and therefore improve the precision of a measurement, then be sure you do so.

The multimeter probes are color-coded: red for positive and black for ground. Always connect the red probe to the $V \cdot \Omega \cdot mA$ port on the multimeter and the black probe to that marked COM. If you are using an ohmmeter setting to measure resistance, the order in which you connect the probes *to the circuit* will not matter. When set as a voltmeter, the value of voltage read will be positive or negative, depending on the sign of the potential across the part of the circuit you are trying to measure. It is therefore a good idea to make a note of the order in which you connected your probes or, in a simple circuit, to follow a convention of always placing the black probe closest to ground, since the sign of the voltage is an important part of your measurement. The order is crucial when using the multimeter as an ammeter. If you do not have the current flowing from *red to black*, the ammeter will not allow the current to flow and you risk *damaging* the multimeter. Disconnect

the ammeter immediately if you believe you have the connection wrong; then reexamine the circuit to determine the correct orientation.

2.3.2 The Power Supply

The power supply we'll be using is illustrated in Figure 2.21. It can supply a DC signal at a fixed voltage and can limit the current drawn by the circuit; there are both fine and coarse adjustment knobs and there are meters to display the voltage and current settings. We will make all of our voltage and current measurements with the multimeter, so use the values displayed on the power supply's meters only as a reference. The supply contacts on the front of the unit are marked + (for positive), GND (for ground), and - (for negative); our units have had the - and GND connections wired together so that they are both at ground. Make your connections to the + and GND contacts.

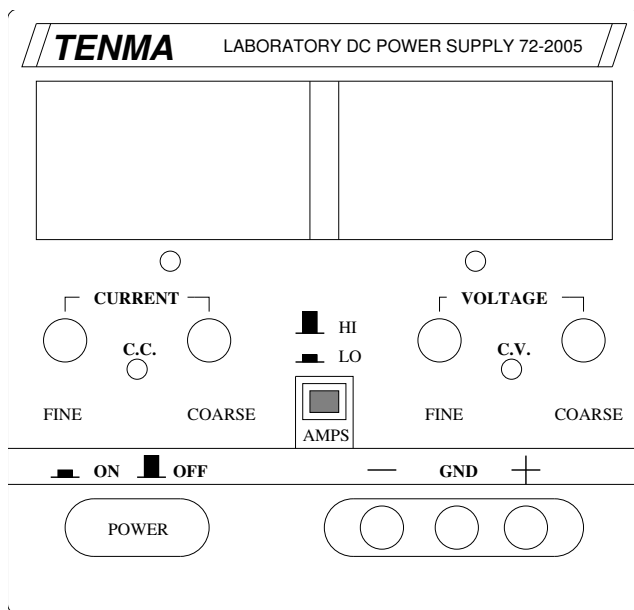


Figure 2.21: The power supply.

2.3.3 The Breadboard

The breadboard, illustrated in Figure 2.22, conveniently provides power and electrical connections for our circuits. Figure 2.22b shows the detail of the

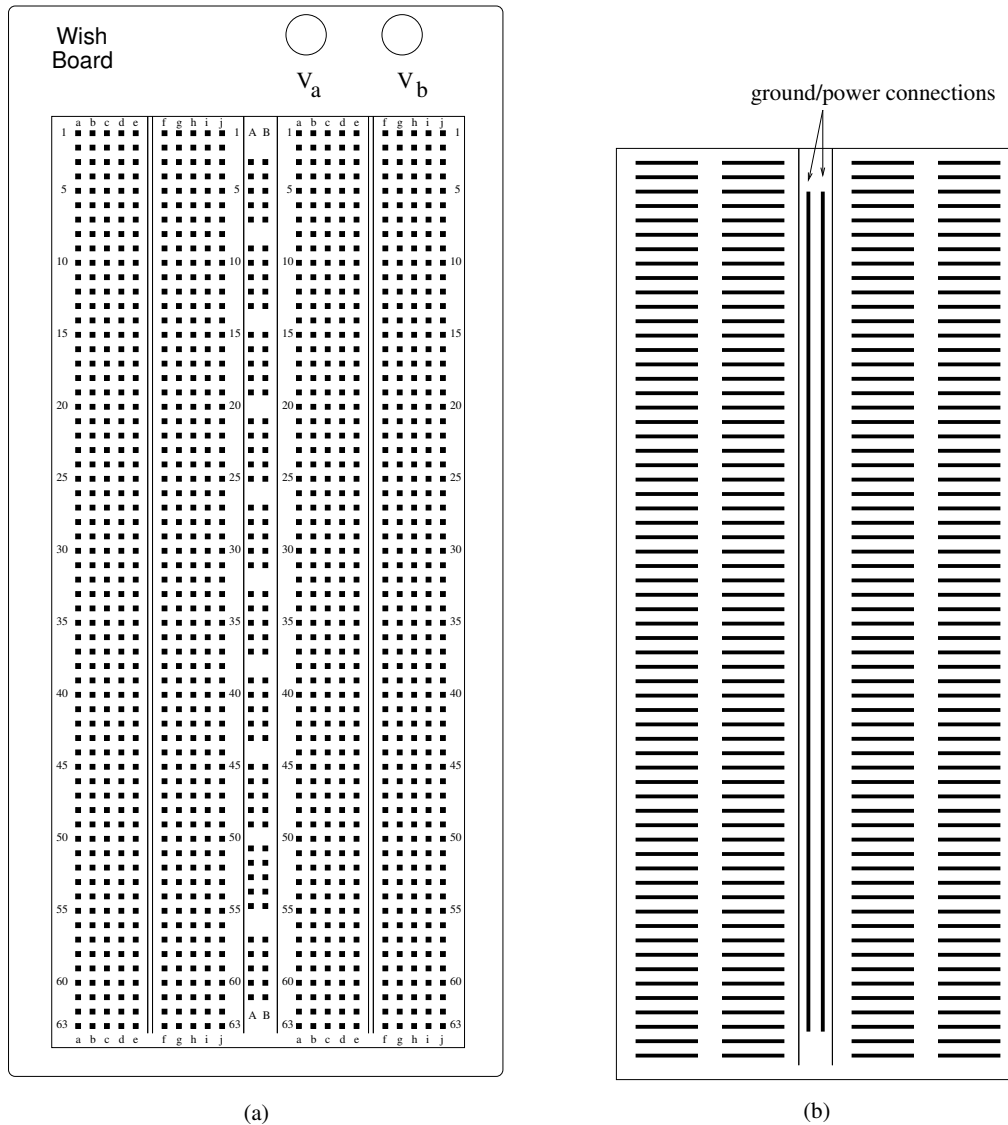


Figure 2.22: (a) The breadboard. (b) The wiring connections on the board.

wiring connections on the board. The power and ground connections are con-

tiguous, while many short “wire” sections are provided for circuit building. The best way to learn how to use the breadboard is to just start building circuits, but to better prepare you, we’ll provide an example of how to use the breadboard to power a resistor. We want to build the circuit shown in Figure 2.23a. The necessary connections are shown in Figure 2.23b. We start by connecting the power supply to the V_a and V_b connections on the board; the V_a connection will be the ground and is also connected to the A ground line on the board, the V_b connection will be the “hot” connection and will be connected to the power line on the board. A small jumper wire connects the power line to one of the wire sections. The resistor is plugged between this section and another section which is jumped to ground. Carefully compare Figure 2.23b and Figure 2.22b, so that you understand how other connections should be made. A good exercise would be to make a rough sketch of the board outline for all of the circuits listed in the Procedure and Analysis section below. You’ll need to build them when you come into lab anyway; why not prepare? A good quiz question would be to give you a circuit and a sketch of the board; you’d draw the jumper and element connections needed on the sketch. . .

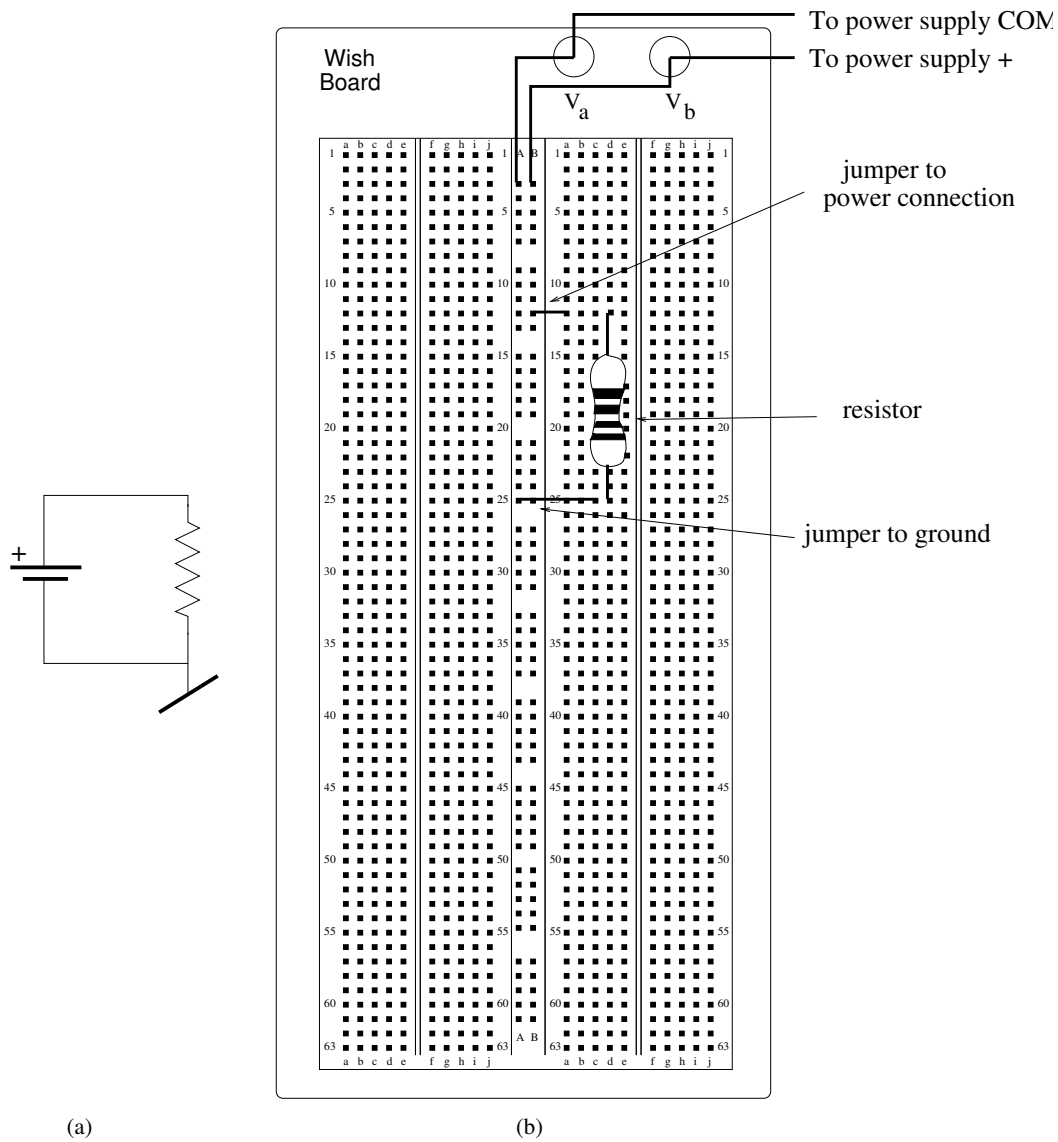


Figure 2.23: (a) The circuit schematic. (b) The necessary connections on the board.

2.W1 DC Circuits Part I Worksheet

Name: _____ Day/Time: _____
Partner's Name: _____

All measurements with the multimeter should include *units* and *uncertainty*. In general, you should turn down the voltage to zero on the power supply whenever you rearrange the circuit on the breadboard. Record your observations in the spaces provided as you proceed through this worksheet. Be sure to check off each item on the check list included before you leave lab.

2.W1.1 In-Lab Procedure

Batteries in Series and Opposition

Measure the voltage supplied by each of the batteries, and enter those values into Table 2.2. Take care to distinguish between the batteries once you've made your measurements. Calculate the expected voltage value you would read on a voltmeter with uncertainties. First if they were in series and second if they were in opposition. **Space is provided here for the calculation.**

Enter these values into the spaces titled "Expected Value" in Table 2.2. Connect the batteries in series as in Figure 2.24a and measure the voltage across the combination entering your data into Table 2.2. Now connect the batteries in opposition, as in Figure 2.24b. Measure the voltage across the combination entering your data once again into Table 2.2.

Resistance Measurement

Pick two resistors and use the color code to determine their nominal resistance and tolerance. Use the ohmmeter setting of the multimeter to measure their resistance. Note that you are taking **3** measurements of **2** resistors. First you use the color code, next the ohmmeter, and finally the circuit. Using the circuit means you will make 2 measurements: you will measure voltage and current across the resistor. When you measure resistance in the

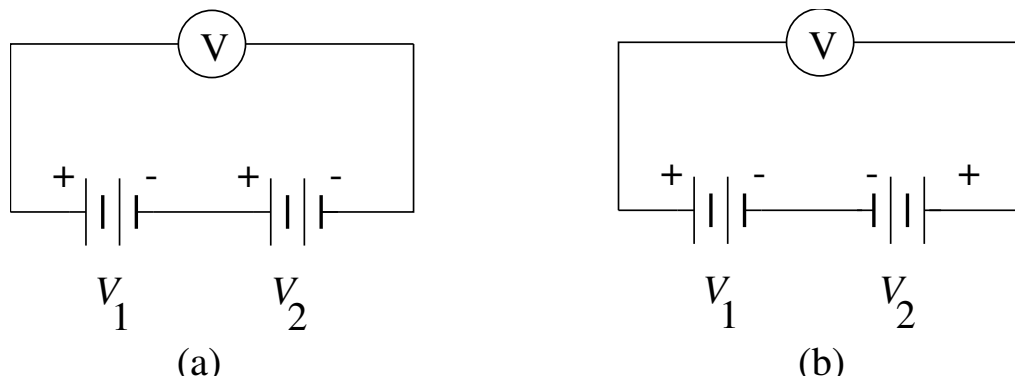


Figure 2.24: Batteries in Series and Opposition.

Battery 1 Voltage, V_1	Battery 2 Voltage, V_2
Voltage in Series, $V_{s,\text{meas}}$	Expected Value, $V_{s,\text{exp}}$
Voltage in Opposition, $V_{o,\text{meas}}$	Expected Value, $V_{o,\text{exp}}$

Table 2.2: Voltage measurements.

circuit, disconnect the power supply. When you measure **current**, place the **ammeter IN SERIES** as dictates Figure 2.25.

The set-up for the circuit to measure resistance is outlined in Figure 2.25. Begin by disconnecting the batteries and connecting the **power source** to the breadboard. Set the power source to a voltage of approximately 3 V. Pick one of your resistors and build the circuit in Figure 2.25. You will need to include jumper wires so that you can make the necessary connection for the current measurement. Measure the voltage across and the current through the resistor (**in series**). Use Ohm's law to calculate the resistance with uncertainty. Repeat the measurement with your other resistor.

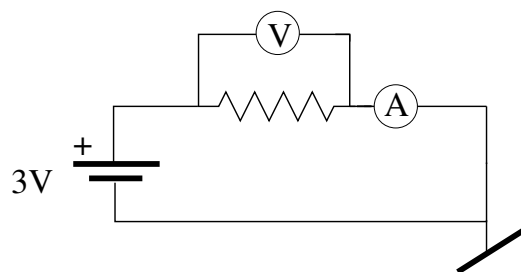


Figure 2.25: Circuit used to measure resistance.

Enter the color code resistance value (not the colors), the ohmmeter reading, the voltage and current readings, and the Ohm's law resistance with uncertainties into Table 2.3.

Resistor 1		
Color Code, $R_{1,1}$	Ohmmeter, $R_{1,2}$	Leave Blank
Voltage, V_1	Current, I_1	Ohm's Law Resistance, $R_{1,3}$
Resistor 2		
Color Code, $R_{2,1}$	Ohmmeter, $R_{2,2}$	Leave Blank
Voltage, V_2	Current, I_2	Ohm's Law Resistance, $R_{2,3}$

Table 2.3: Resistance measurements.

Resistors in Series and Parallel

Using the same resistors as above, build the series and parallel circuits in Figure 2.26. Note that you now have chosen **2** resistors and measured

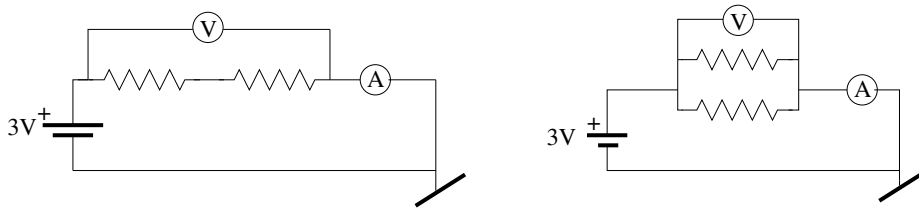


Figure 2.26: Series and parallel resistance measurements.

their resistances in **3** ways. In this section, you will use those 2 resistors to build **2** circuits, one in series and one in parallel. You are doing **2 circuits** and will need to collect data for each circuit.

Determine the resistance of the new circuits from the color code values in Table 2.3 and enter those into the Color Code section in Table 2.4 with uncertainties (*Note that the 2 resistors are in series or parallel and you will need to add the resistances appropriately*). **Show Work.**

Measure with the ohmmeter the new circuits' resistance, entering the data into Table 2.4. Measure the voltage and the current for the 2 circuits, once again being careful to place the **ammeter in SERIES** with the resistors. Enter the voltage, current, and Ohm's law resistance into Table 2.4.

Series Resistors		
Color Code, $R_{s,1}$	Ohmmeter, $R_{s,2}$	Leave Blank
Voltage, V_s	Current, I_s	Ohm's Law Resistance, $R_{s,3}$
Parallel Resistors		
Color Code, $R_{p,1}$	Ohmmeter, $R_{p,2}$	Leave Blank
Voltage, V_p	Current, I_p	Ohm's Law Resistance, $R_{p,3}$

Table 2.4: Series and parallel resistance measurements.

2.W1.2 Part I Pre-Classroom Check List

This check list is intended to be a guide for you to prepare yourself for the classroom work. You cannot come back to lab during this hour, collaborate with colleagues, nor hand in the worksheet late. Make sure you have completed everything.

Pre-classroom Check List

- ☐ Table 2.2 completed with units and uncertainties
- ☐ Table 2.3 completed with units and uncertainties
- ☐ Table 2.4 completed with units and uncertainties

2.W1.3 In-Classroom Calculations & Analysis

Batteries in Series and Opposition

Using Table 2.2, compare your measured results with those that you calculated as expected. Do the values match within uncertainty? For example, show that the difference is less than the sum of the uncertainties.

Resistance Measurement

For each resistor in Table 2.3, you have three values of resistance: nominal (color code), ohmmeter, and Ohm's Law. Do all the measured (ohmmeter and Ohm's Law) values agree with the nominal (color code) value within uncertainty for both resistors?

Calculate the average resistance of each resistor using equation (0.1) and the standard deviation with equation (0.2).

Discuss the validity of your results using the above calculations, i.e. what values make sense and why.

Resistors in Series and Parallel

For the series and parallel circuits in Table 2.4 you have three values for the equivalent resistance. Do the measured (Ohmmeter and Ohm's Law) agree with the nominal (color code) within uncertainty?

Series:

Parallel:

Calculate the most probable value and standard deviation of these resistances.

Series:

Parallel:

Discuss the validity of the resistance measurements using the previous calculations, i.e. which values (including previously calculated) are the most representative of the experiments.

End Part I Worksheet

2.W2 DC Circuits Part II Worksheet

Name: _____ Day/Time: _____
 Partner's Name: _____

2.W2.1 In-Lab Procedure

Temperature Dependence of Resistance

To begin with, turn the voltage on your power supply to *zero*. Then, devise a circuit to measure the resistance of a flashlight bulb. (Just model it on the circuits that we've been using so far.) **You are about to measure current. Ammeters are connected in SERIES.** Turn the voltage up to about 0.1 V and measure the voltage across and the current through the bulb. Make ten measurements of the voltage and current for widely spread voltage values in the region 0 V to approximately 3 V, entering the measurements into Table 2.6. You don't want to burn out the bulb, so don't make the voltage too high, but be sure that the bulb is lit for several of the measurements.

Replace the bulb with a resistor. Read the resistance with the ohmmeter and color codes as you did in §2.W1; and enter the resistance values in Table 2.5.

Resistor	
Color Code	Ohmmeter

Table 2.5: New Resistance measurements.

Make the same measurements over the same range of voltage values you used for the bulb, entering them into Table 2.7.

Light bulb	
I	V

Table 2.6: V versus I for a light bulb.

Resistor	
I	V

Table 2.7: V versus I for a resistor.

2.W2.2 In-Lab Computer Work

Using the computer, make a plot of the voltage versus the current for both sets of measurements. Make a curve fit¹ to the resistor graph and write down the slope and intercept with uncertainties. You will **each** need your own light bulb and resistor plots.

Resistor	
Slope	Intercept

Table 2.8: Slope and Intercept for the resistor V vs. I plot.

2.W2.3 In-Lab Procedure

Internal Resistance of a Dry Cell

Disconnect the power supply from the breadboard and connect one of the batteries to the breadboard power contacts. Build the simple circuit shown in Figure 2.27. Make measurements of the voltage *across the battery* and the current through the resistor for ten different values of resistance; and enter these values into Table 2.9. Use different resistors and, if necessary, series and parallel combinations of the resistors to make sure you get ten data points. It isn't necessary to note the resistances you used, all we want to do is vary the load on the battery. You, however, do have to be exceedingly precise in your voltmeter measurements; therefore, choose the most precise scale.

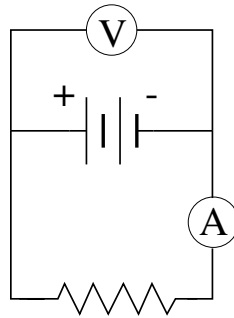


Figure 2.27: Internal resistance measurement.

Dry cell	
I	V

Table 2.9: V versus I for a dry cell.

2.W2.4 In-Lab Computer Work

Plot the voltage versus the current and obtain the slope and intercept of a curve fit¹ to the plot. Once again each student needs individual printouts.

Dry cell	
Slope	Intercept

Table 2.10: Slope and Intercept for the dry cell V vs. I plot.

2.W2.5 Part II Pre-Classroom Check List

This check list is intended to be a guide for you to prepare yourself for the classroom work. You cannot come back to lab during this hour, collaborate with colleagues, nor hand in the worksheet late. Make sure you have completed everything.

Pre-classroom Check List

- ☐ Table 2.5 completed with units and uncertainties
- ☐ Table 2.6 completed with units and uncertainties
- ☐ Table 2.7 completed with units and uncertainties
- ☐ Table 2.9 completed with units and uncertainties
- ☐ 3 Plots labeled completely and correctly
- ☐ Each student has her/his own plots and worksheet

2.W2.6 In-Classroom Calculations & Analysis

The following are not yes/no types of questions; provide the reasoning that leads you to your answer. Make sure that you explain clearly how particular features of the graphs are relevant to the answers to these questions.

Temperature Dependence of Resistance

What does the slope of a line from the origin to a point on your graph measure? (Use Ohm's law to determine this.)

What does the graph for the bulb measurements tell you about the temperature dependence of resistance?

What does this experiment (including the graphs) teach you about measuring the resistance of a conductor? (Hint: The light bulb filament is a conductor.)

Is this method preferable to that used in § 2.W1.1? (Hint: You were still measuring resistances but with a different method.)

Use the slope you obtained from the curve fit¹ to determine another value for the resistance of the resistor.

$$R =$$

With the two resistance measurements from § 2.W2.1, you now have two experimental values and one nominal for the resistance of your resistor. What is the average and standard deviation of the three measurements?

Is the relative uncertainty in the average smaller than that in the individual measurements? Does this make sense?

Internal Resistance of a Dry Cell

What does the V -intercept of the graph measure?

What is the internal resistance, r , of the battery?

$$r =$$

Attach plots to the worksheet.

End Part II Worksheet

Chapter 3

Electron Dynamics

3.1 Introduction

In this lab we will study the behavior of charges moving in uniform electric and magnetic fields. We will discover that electrons in a uniform magnetic field move in circular orbits, and we will determine the functional dependence of the path radius on both the strength of the magnetic field and the strength of the potential used to accelerate the electrons. Using these relationships we will calculate the charge-to-mass ratio of the electron.

This measurement of the electron charge-to-mass ratio is a great feat. We cannot put a single electron on a scale to weigh it. There is however, another simple experiment, called the Millikan oil drop experiment, which determines the electric charge of a single electron. From these two measurements, it is possible to calculate the mass of the electron; it is $9.109\,389\,7(57) \cdot 10^{-31}$ kg, a small number indeed.

We will also find that our relationship between the path radius, accelerating potential, magnetic field strength, and charge-to-mass ratio will lead to having several beams of different path radii if we were to use particles of varying charges. That is, if we were to send into our apparatus a beam containing particles with two distinct values of electric charge, the magnetic field would split the beam up, one species of particle would move in a circular path of some radius, while the other would move in a circle of a different radius. We will be using only electrons in our beam for this experiment and we will find only one circular orbit in the magnetic field. We may deduce from this that all electrons have the same electric charge. This is also a result of

fundamental significance.

3.2 Theory

3.2.1 References

Electric and magnetic fields are introduced in Serway, Chapter 23 (Electric Fields), and Chapter 29 (Magnetic Fields). Particularly relevant are the sections on the motion of charges in uniform fields: Section 23.7 (Motion of Charged Particles in a Uniform Electric Field), and Section 29.5 (Application of the Motion of a Charged Particle in a Magnetic Field).

3.2.2 The Physical Situation

Consider the situation posed in Figure 3.1, where electrons (the e^-) are boiled off a hot filament, then accelerated through an electric potential V , and finally enter a region of uniform magnetic field \vec{B} . The experimental

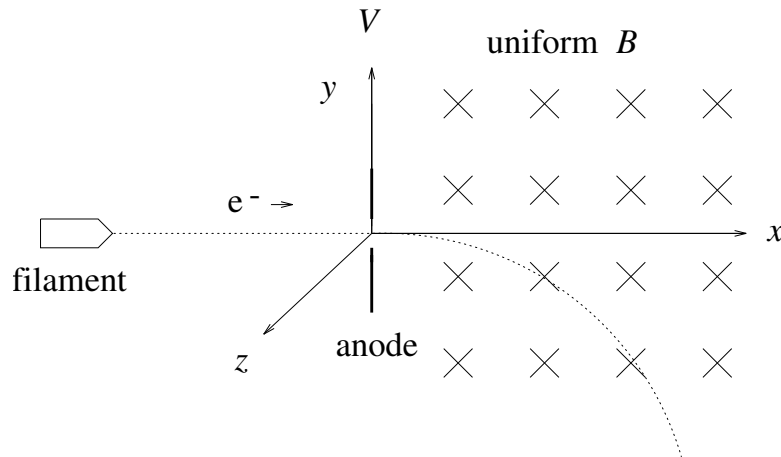


Figure 3.1: The electron beam.

apparatus we will use in the lab is designed to resemble this situation as closely as possible.

Let us assume that we may consider each electron independently. This is a big assumption, since we're neglecting any interaction between the electrons in our beam. We know that electrons have like charges, so they should

repel one another. However, the accelerating potential and magnetic field in our apparatus are much stronger than this Coulomb interaction between pairs (or groups) of electrons. Therefore, we're not really making a bad assumption by treating the electrons independently. We can also gain a bit more generality if we forget for a while that we're actually dealing with electrons and we consider the more general situation of particles of some charge q in the apparatus. We can always get the specific result for the electron by taking $q = -e$.

3.2.3 Uniform Electric Field

We know that a particle of charge q and mass m in a constant electric potential V will accelerate linearly. Let the potential difference between the anode and filament in Figure 3.1 be

$$V = V_{\text{anode}} - V_{\text{filament}}.$$

The change in potential energy experienced by a particle accelerated from the filament to the anode will be

$$\Delta U = qV_{\text{anode}} - qV_{\text{filament}} = qV.$$

By conservation of energy, this change in potential energy must equal the increase in the particle's kinetic energy. If we assume that the electron came off the filament with zero initial velocity, then we have

$$\frac{1}{2}mv^2 = qV,$$

where v is the velocity the electron has when it reaches the anode. We can use this to determine the velocity from the charge, mass, and potential

$$v = \sqrt{\frac{2qV}{m}}. \quad (3.1)$$

3.2.4 Uniform Magnetic Field

The particle now enters the uniform magnetic field, which we take to be in the $-\hat{z}$ direction, into the page in Figure 3.1. The force due to the magnetic field is given by the Lorentz force law

$$\vec{F} = q\vec{v} \times \vec{B}. \quad (3.2)$$

The path of a charged particle moving through a magnetic field is illustrated in Figure 3.2. Since the velocity vector is always tangent to the particle's

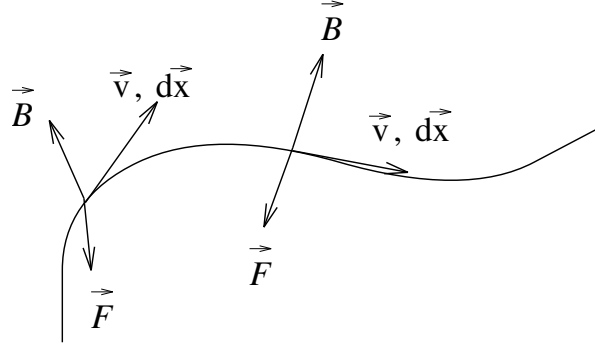


Figure 3.2: The magnetic field does no work.

path, the velocity \vec{v} and the differential element $d\vec{x}$ always point in the same direction. Because of the cross product in (3.2), the force is always perpendicular to the magnetic field \vec{B} and the velocity \vec{v} ; therefore perpendicular to $d\vec{x}$ as well. Hence $\vec{F} \cdot d\vec{x} = 0$ at every point along the particle's path, so that the work done by the field between any two path points 1 and 2 is zero:

$$W_{\text{mag}} = \int_1^2 \vec{F} \cdot d\vec{x} = 0.$$

Since the magnetic field does no work, the kinetic energy of the particle cannot change once it passes the anode in Figure 3.1. Remembering the relationship between kinetic energy and velocity, we note that the magnitude of the particle's velocity must then be constant. Therefore: A magnetic field can change the *direction* of a particle's velocity, but not the *magnitude* of its velocity.

This statement becomes more powerful in the case where the magnetic field is uniform. By uniform, we mean that the field is everywhere in the same direction and of constant magnitude. For the situation at hand, this amounts to saying that \vec{B} has constant magnitude B and is in the $-z$ -direction; or simply $\vec{B} = -B\hat{z}$, with B a positive constant. If we write out equation (3.2) in components (note the coordinates drawn in Figure 3.1), we find

$$\begin{aligned} F_x &= -qBv_y \\ F_y &= +qBv_x \\ F_z &= 0. \end{aligned}$$

Since the component of force in the z -direction is zero, if the particle starts out with its velocity along the x -axis, its motion must be confined to the (x, y) -plane; there's no force to "push" it out. The magnitude of the force

$$\begin{aligned}
 |\vec{F}| &= \sqrt{F_x^2 + F_y^2} \\
 &= \sqrt{(qBv_y)^2 + (-qBv_x)^2} \\
 &= |q|B\sqrt{v_x^2 + v_y^2} \\
 F &= |q|vB
 \end{aligned} \tag{3.3}$$

is constant since B and v are constant. We have taken the absolute value of q because the magnitude of the force will always be positive, but the charge could be negative.

A force which is everywhere perpendicular to the motion and of constant magnitude is called a *centripetal* force. Such a force constrains the particle to move in a circle with radius R given by the condition

$$F = \frac{mv^2}{R}. \tag{3.4}$$

Figure 3.3 illustrates the circular path of a negatively charged particle (such as an electron) in a uniform magnetic field pointing into the page. A particle with positive charge would move in the opposite direction. If we set the expressions for the centripetal force (3.3) and (3.4) equal to each other, we find that the radius of the path is given by

$$R = \frac{mv}{|q|B}.$$

The velocity of the particle is just that imparted to it by the accelerating potential, given by equation (3.1). After some algebra, we find

$$R = \sqrt{\frac{2mV}{|q|B^2}}.$$

It is easy to see that, as was claimed in the introduction, particles with different charges will move in circles of different radii. What happens for particles of the same charge but different masses?

We can apply this to our particular case, where we only have electrons in our beam. Electrons all have the same charge, $q = -e = -1.602\,177\,33(49) \cdot$

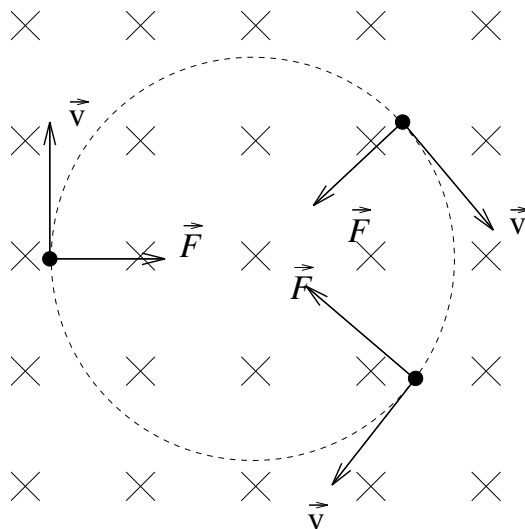


Figure 3.3: A centripetal force results in a circular orbit.

10^{-19} C, so that there will be one path, of radius

$$R = \sqrt{\frac{2mV}{eB^2}}.$$

We can equivalently write

$$\boxed{R^2 = \frac{2mV}{eB^2}} \quad (3.5)$$

which illustrates two important relationships: if we fix V , R^2 depends linearly on the quantity $1/B^2$; if we instead fix B , R^2 depends linearly on V . In either case, the slope of such a line can be used to obtain the fundamental quantity we are setting out to measure, the charge-to-mass ratio of the electron. The accepted value for this quantity is:

$$e/m = 1.758\,819\,62(53) \cdot 10^{11} \text{ C/kg}.$$

3.3 Apparatus

The apparatus we will use appears in Figure 3.4. We represent the electron gun schematically in Figure 3.5. The filament is heated to a temperature in excess of 1500 K. At this temperature, electrons are “boiling” off of the

metal. The electrons are then accelerated by the electric potential maintained between the anode and the filament. This potential may be varied and its value can be read off on the voltmeter mounted on the apparatus. A small hole cut in the anode allows some of the electrons to pass through, where they are then focused into a beam by a set of electrodes. This electron gun is much the same as those in televisions and computer monitors. In those, the electrons are focused onto a phosphor screen, which emits light which appears as images on the screen. Here we send our electrons into a magnetic field.

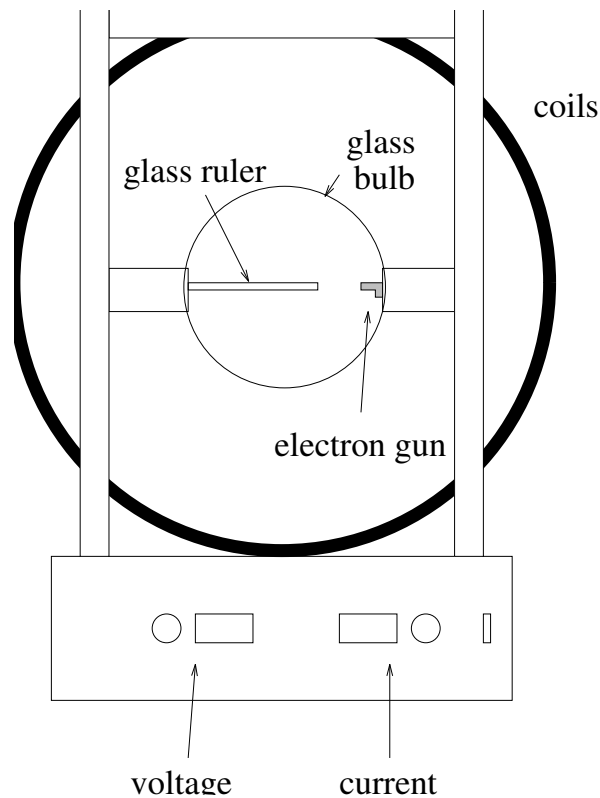


Figure 3.4: The e/m apparatus.

The electron gun is mounted within a pair of Helmholtz coils, depicted in Figure 3.6. Helmholtz coils are electromagnets in which the magnetic field is extremely uniform at the center of the coils; the Helmholtz condition is that the coils be separated by a distance equal to their radius. For the Helmholtz coils on the apparatus we're using, you will verify with a compass

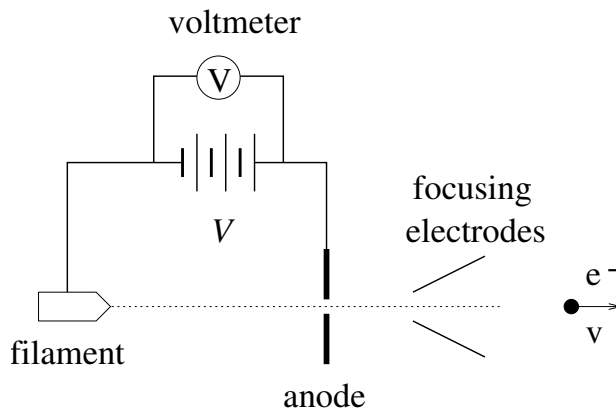


Figure 3.5: The electron gun.

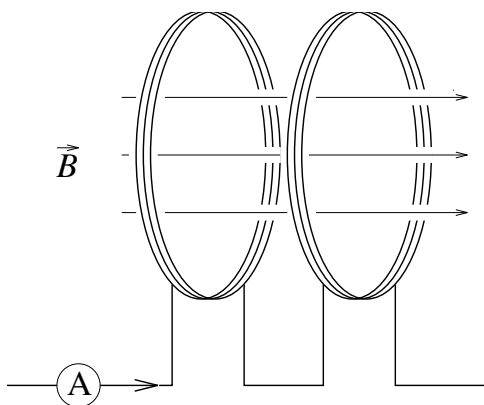


Figure 3.6: Helmholtz coils.

that the field is uniform in the region of the glass bulb, which contains the electron gun. By adjusting the current I through the coils, you can control the magnitude of the magnetic field; the current may be read off of the ammeter mounted on the apparatus. If we apply the equation for the magnetic field near the center of a coil to our Helmholtz coil apparatus, we find that the magnetic field in the region of the bulb may be calculated from the relationship

$$B = \left(\frac{4}{5}\right)^{3/2} \frac{\mu_0 N I}{a}, \quad (3.6)$$

where N is the number of turns in each coil, a is the coil radius, and $\mu_0 =$

$$4\pi \cdot 10^{-7} \text{ N/A}^2.$$

The glass bulb is filled with helium gas. Some of the electrons in the beam collide with the helium atoms; when this happens, the atoms emit blue light. This light will allow you to see the electron path clearly. Serway, Figure 29.15, p. 817, illustrates the blue light quite nicely. A glass ruler mounted inside the bulb allows you to measure the diameter of the circular paths, from which you can calculate the radius.

3.W Electron Dynamics Worksheet

Name: _____ Day/Time: _____
Partner's Name: _____

3.W.1 In-Lab Procedure

Remember that all measurements and calculations should include units and uncertainty.

The Magnetic Field of the Coils

Measure the radius, a , of one of the coils used in the apparatus. (You might find it easier to measure the diameter and then divide by 2.) As an estimate of the number of turns in a typical coil, we will take

$$N = 130 \pm 5.$$

What was your measurement of the coil radius with uncertainty?

$$a = \underline{\hspace{2cm}}$$

Turn on the apparatus and wait for it to warm up. Set the current through the coils to a moderate value (the maximum 3 A is preferable). Using the compass, you will make a rough sketch of the field produced by the coils. The method is explained now.

Since the Helmholtz coils are cylindrically symmetric, you should only sketch the field in the plane that forms the horizontal diameter, *i.e.*, as in the Figure 3.7. The *compass needle will point in the direction tangent to the field*, as in Figure 3.8. By sketching the compass directions as small arrows on paper, you can trace out the field lines by using the arrows as tangents to the curves. You should do this in *pencil*. When sketching the field lines, pay particular attention to the region of the glass bulb. Use Figure 3.9 to make your sketch of the magnetic field. This figure is from the viewpoint of looking down at the coils. Draw on Figure 3.9 now.

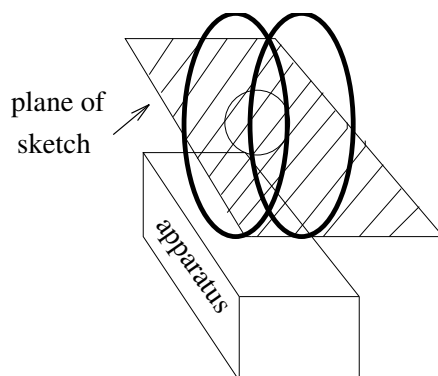


Figure 3.7: How to sketch the magnetic field.

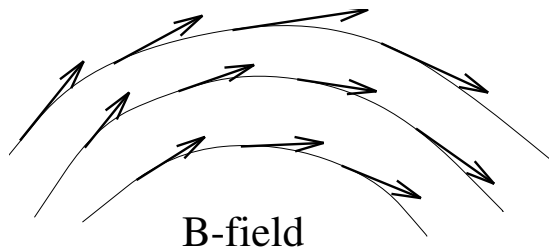


Figure 3.8: The compass needle points in the direction tangent to the field.

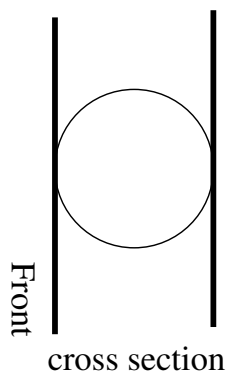


Figure 3.9: Sketch the field of the Helmholtz coils above.

Radius versus Magnetic Field

Set the accelerating voltage V to 300 V and measure the electron path radius R as a function of the magnetic field B by varying the coil current I . Remember that what you actually measure with the apparatus is the diameter. You will need to calculate the radius yourself. The magnetic field is calculated from equation (3.6) and the information gathered in § 3.W.1. Enter your 8 sets of data for current and radius (note that the ruler in the glass bulb measures diameter) into Table 3.1 with **units and uncertainties**.

Accelerating Voltage $V =$ _____

Varied Current	
I	R

Table 3.1: I and R for varying magnetic field.

For the digital displays only, you may take the uncertainty to be a one in the last decimal place. For example, if you read a voltage as 142 V, then the uncertainty is 1 V. Report the measurement in the proper form; for the example, this would be 142 ± 1 V. You must estimate the uncertainty in the diameter measurement yourself. Be sure to take into account the precision

with which you can read the scale and the width of the electron beam when doing this.

3.W.2 In-Lab Computer Work

You are now going to plot R^2 vs. $1/B^2$ and fit the line. Remember from the computer introduction classes that you can have the computer do most of the work for you. You can just enter the coil radius value from § 3.W.1, the current values, the path radius values, and all of the associated uncertainties into the computer; it will do all of the necessary calculations (calculate B , etc.) to give you this graph and will calculate the slope and R^2 intercept using a linear least squares routine.

The uncertainty for this graph is $\Delta(B^{-2})$. Perform the following calculations to help you get through the calculation of $\Delta(B^{-2})$.

Write down the formula for B .

$$B =$$

Plug in your first set of numbers from Table 3.1 and the constants to calculate a number for B now.

$$B = \underline{\hspace{2cm}}$$

Calculate $\Delta(B)$ **without numbers**. Show work.

$$\Delta(B) =$$

Plug in your first set of numbers to calculate a number for $\Delta(B)$ now.

$$\Delta(B) = \underline{\hspace{2cm}}$$

Calculate $\Delta(B^{-2})$ **without numbers**. Show work. Hint: You already know B and $\Delta(B)$.

$$\Delta(B^{-2}) =$$

Plug in your first set of numbers to calculate a number for $\Delta(B^{-2})$ now.

$$\Delta(B^{-2}) = \underline{\hspace{2cm}}$$

Now you can plug in the equation for B and $\Delta(B^{-2})$ into Kaleidagraph. You also have already done a sample calculation. **Always do a sample calculation to check the validity of what you typed into the computer.** Now plot R^2 vs. $1/B^2$ and fit the line. Write down the slope (with units and uncertainty) below.

$$S_1 = \underline{\hspace{2cm}}$$

From equation (3.5) the slope of the line should be

$$S_1 = \frac{2Vm}{e}.$$

3.W.3 In-Lab Procedure

Radius versus Potential

Now set the coil current to a fixed value (about 2 A) and measure the path radius as a function of the accelerating potential for at least 8 data points. Enter your data for voltage and radius into Table 3.2. Remember your units and uncertainties.

Current Setting $I =$ _____

Varied Voltage	
V	R

Table 3.2: V and R for varying voltage.

3.W.4 In-Lab Computer Work

Plot R^2 vs. V and fit the line. Write down the slope (with units and uncertainty) below.

$$S_2 = \underline{\hspace{2cm}}$$

Also from equation (3.5) we have that the slope of this line should be

$$S_2 = \frac{2m}{eB^2}.$$

3.W.5 Pre-Classroom Check List

This check list is intended to be a guide for you to prepare yourself for the classroom work. You cannot come back to lab during this hour, collaborate with colleagues, nor hand in the worksheet late. Make sure you have completed everything.

Pre-classroom Check List

- ☐ Table 3.1 completed with units and uncertainties
- ☐ Table 3.2 completed with units and uncertainties
- ☐ S_1 with uncertainty and units
- ☐ S_2 with uncertainty and units
- ☐ 2 Plots labeled completely and correctly
- ☐ Each student has her/his own plots and worksheet

3.W.6 In-Classroom Calculations & Analysis

The Magnetic Field of the Coils

Is the magnetic field uniform inside the glass bulb?

From the direction of the electron velocity and the centripetal force, determine the direction of the magnetic field inside the glass bulb. Does this agree with your drawing in Figure 3.9.

Radius versus Magnetic Field

Using the slope S_1 and V with their uncertainties, calculate a value for e/m and its uncertainty. **SHOW WORK.**

$$(e/m)_1 = \underline{\hspace{2cm}}$$

Radius versus Potential

Using the slope S_2 and B (*note that you have to calculate the latter*) with their uncertainties, calculate a value for e/m and its uncertainty. **SHOW WORK.**

$$(e/m)_2 = \underline{\hspace{2cm}}$$

3.W.7 In-Classroom Discussion

Compare both values of e/m you measured to the accepted value $1.758\,819\,62(53) \cdot 10^{11}$ C/kg, as well as to each other. Also compare your observations and the results of your analysis with the objectives set out for the lab in the introduction, Section 3.1. Did you observe everything you expected? Do this in the space provided. You may write on the back of this page if necessary or staple a labeled extra sheet.

Attach plots to the worksheet.

End Worksheet

Chapter 4

Measurements with the Oscilloscope

4.1 Introduction

We've already seen some of the properties of DC circuits; as you'll recall, in a DC circuit, the current and voltage values are steady. A much more general situation is where the voltage and current values change over time, as is the case with the power supplied by the wall outlets in our homes and in our laboratory. The voltage and current supplied by a wall outlet does not change arbitrarily, however. They are examples of *periodic* signals, they repeat themselves over time; for outlets in the US, the frequency of oscillation is 60 Hz.

Since these periodic signals are so important to us (our appliances, computers, TV's, etc. use them), we will spend a few weeks studying examples of AC circuits with varying types of periodic signals. We'll learn some crucial fundamental principles along the way. It is important that we learn how to make measurements with such circuits; this will be our goal for this week's lab. The device we'll use, an oscilloscope, will display on its screen a visual representation of the signal produced by the changing voltage across a part of our circuit. We can measure the period of a signal, read off voltage values at specific times along the signal, and display two signals so that we can compare them. Viewing two signals will be important when we want to learn how the output from a specific device, such as an inductor or capacitor, depends on the characteristics of the input signal.

4.2 Theory

4.2.1 References

The properties of waves are discussed in Serway, Chapter 16 (Wave Motion).

4.2.2 The Properties of Waves

As we mentioned in the introduction, a signal which repeats itself after a certain amount of time is called *periodic*; such a signal is shown in Figure 4.1. The amount of time it takes for the signal to repeat is called the *period* of

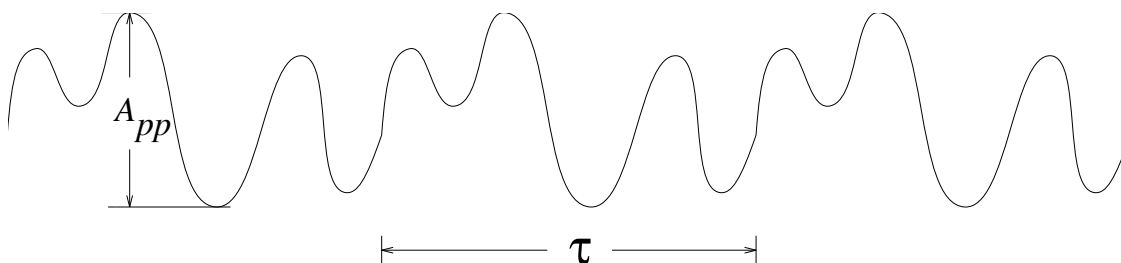


Figure 4.1: A periodic, albeit weird, signal.

the signal and is denoted T . The *rate* at which the signal repeats itself is called the *frequency* and is denoted by f . It is easy to see that $f = 1/T$. The maximum “height” between the peaks of the signal is called the *peak-to-peak amplitude* and denoted A_{pp} . What we more commonly refer to as the *amplitude* is half of A_{pp} .

The periodic signals we will study are often referred to as *waves*, due to their relationship to the physically important solutions to the *wave equation*. The first type of wave we’ll discuss is the sinusoid in Figure 4.2. The mathematical functions that describe sinusoidal waves are sine and cosine. They can be expressed in the form

$$F(t) = A \sin(\omega t + \phi)$$

or

$$F(t) = A \cos(\omega t + \theta),$$

where ω is the *angular frequency*, defined by $\omega = 2\pi f$, and ϕ and θ are constants called *phase angles*. The phase angle is an artifact of the time-coordinate we choose to define the sinusoid; it tells us where the zeros of the

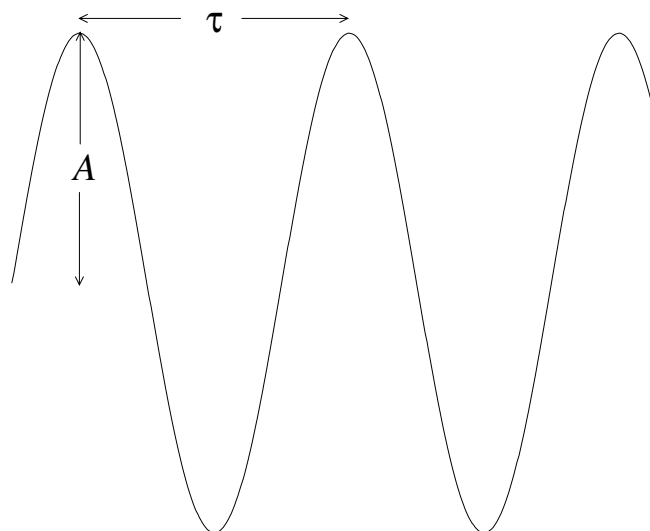


Figure 4.2: A sinusoidal wave.

wave are located. Since the sine and cosine functions take a maximum value of 1, we see that A is the *amplitude* of the wave.

The concept of phase is an important one; we'll learn how to measure the *difference* in phase between two waves in the lab. Let's examine an example: the phase difference between sine and cosine waves of the same frequency, illustrated in Figure 4.3, where

$$F_1 = A_1 \sin \omega t,$$

$$F_2 = A_2 \cos \omega t.$$

We see that these two waves differ along the time axis; that the amplitudes are different does not matter; the maxima, minima, and zeros of the two waves will always differ by a distance in *time*, Δt , called the *phase difference* between 1 and 2. We note that it is important that the two waves are of the *same* frequency. If we were dealing with waves of different frequencies, as in Figure 4.4, there's no reason for the maxima (or minima, or zeros) to be separated by a *uniform* amount. The concept of phase difference is,

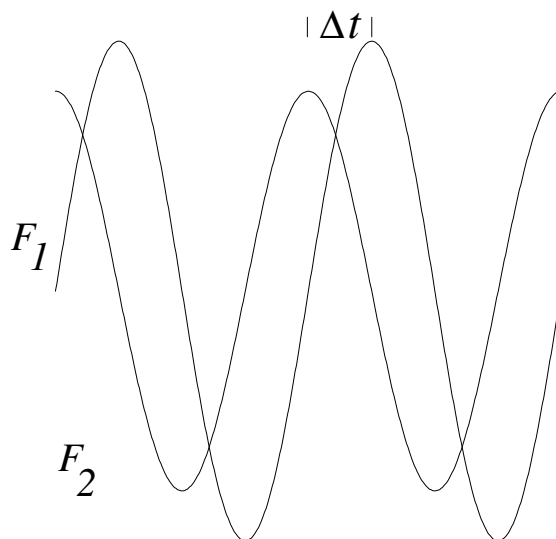


Figure 4.3: Sine and cosine waves differ in phase.

therefore, meaningless unless we are discussing waves of the same frequency.

Let's see how phase difference relates to the concept of phase angle. Again we'll study the sine and cosine example. Note that, from the trigonometric identity

$$\sin(A + B) = \sin A \cos B + \cos A \sin B,$$

we can write

$$\cos \omega t = \sin(\omega t + 90^\circ),$$

where 90° is a phase angle. We can therefore write

$$\begin{aligned} F_1 &= A_1 \sin \omega t \\ F_2 &= A_2 \sin(\omega t + 90^\circ). \end{aligned}$$

These are of the same functional form (though of differing amplitudes), but differ in that the phase angle of F_2 is $\phi_2 = 90^\circ$, while that of F_1 is $\phi_1 = 0$. In a more general case, we might have

$$\begin{aligned} F_1 &= A_1 \sin(\omega t + \phi_1) \\ F_2 &= A_2 \sin(\omega t + \phi_2); \end{aligned}$$

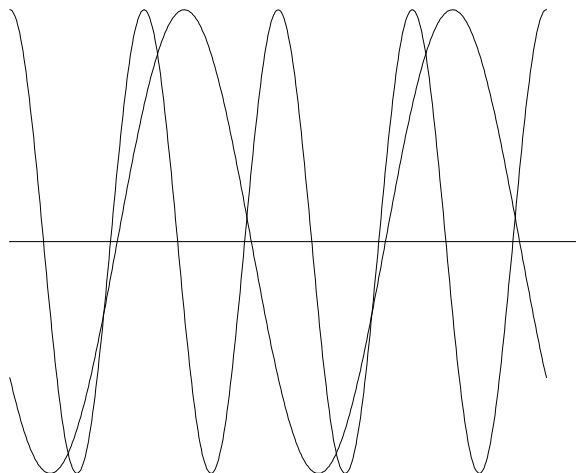


Figure 4.4: The concept of phase difference does not apply to waves of different frequencies.

the *angular phase difference* between 1 and 2 is defined to be

$$\phi = \phi_2 - \phi_1.$$

We note that a similar definition exists if we have cosine, rather than sine, waves. As an exercise, the student should verify that the time shift, Δt , is related to the angular phase difference, ϕ , by

$$\boxed{\frac{\phi}{2\pi} = \frac{\Delta t}{T}}. \quad (4.1)$$

Another type of wave that we'll find important is the *square wave*, illustrated in Figure 4.5. Functionally, we can write

$$F(t) = \begin{cases} A & 0 < t < T/2 \\ -A & T/2 < t < T. \end{cases}$$

The concept of phase difference (but not phase angle, this isn't a trigonometric function!) can clearly be applied to two square waves of the same

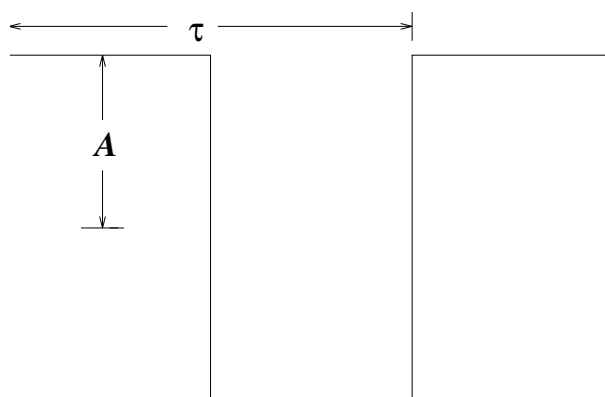


Figure 4.5: A square wave.

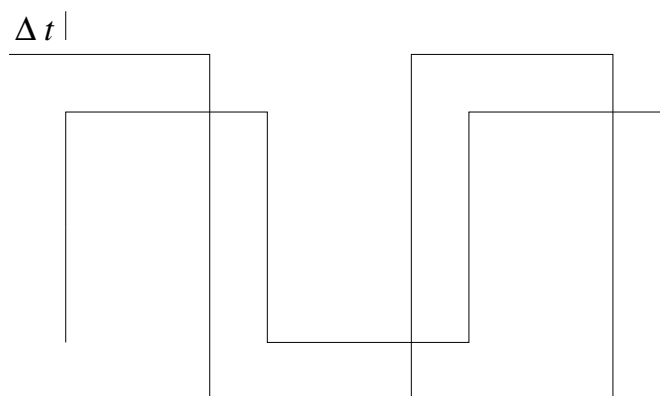


Figure 4.6: A phase difference between two square waves.

frequency, see Figure 4.6. Finally, we also have the *triangle wave* in Figure 4.7. We leave it to the interested student to write the triangle wave down in mathematical form. Note that, once again, phase difference is meaningful for triangle waves of equal frequency.

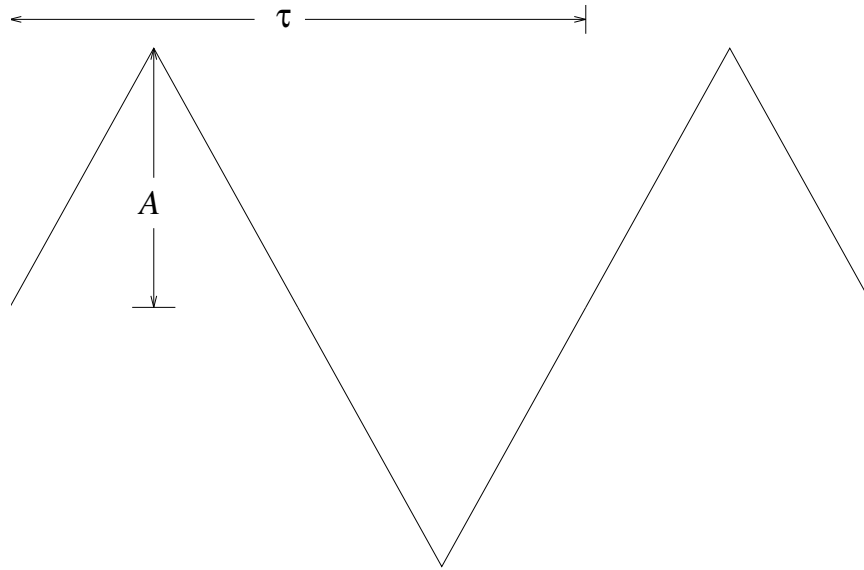


Figure 4.7: A triangle wave.

4.3 Apparatus

4.3.1 The Oscilloscope

The oscilloscope is a device which displays a voltage signal, constant or time-varying, periodic or otherwise, as a function of time. What this amounts to is an extremely enlightening picture of what is happening in our circuit. The ability to adjust the characteristics of how the oscilloscope displays our signal makes it an extremely versatile tool. An illustration of the oscilloscope we'll be using appears in Figure 4.8.

How does the oscilloscope work? Everything starts with a signal fed into one of the channels of the oscilloscope. The idea is to get a voltage versus time representation of that signal on the screen of the instrument. The screen of the scope is therefore scanned from left to right at a constant speed and the voltage at each instant is displayed as a vertical deviation from the horizontal axis. Since the screen has a limited width, this scan will end in a finite amount of time. Then, to keep giving current information on our signal, the instrument has to erase the screen and start scanning again. Now imagine that happening many times in a second. In general, every

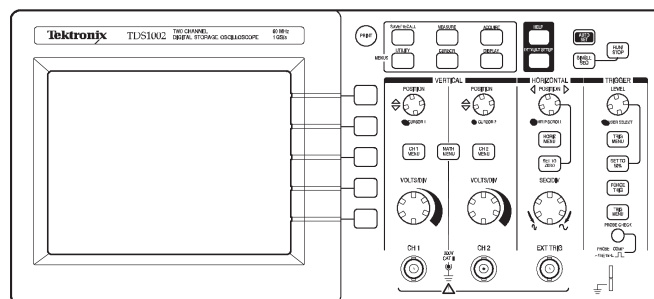


Figure 4.8: The Tektronix model TDS1002 oscilloscope.

scan would create a different V vs. t graph and we would just see a blur of many different waveforms displayed rapidly one after another. For periodic signals, this situation can be amended if the scanning always starts from the same position on a cycle of the wave. Imagine for instance a sinusoidal waveform. If the oscilloscope could somehow “understand” that it should always start scanning when the voltage crosses zero, going from negative to positive values, then the same waveform would be presented over and over again on the screen. We would be looking then at a stable picture, like the one in Figure 4.2. This is a picture we can study.

To make the oscilloscope “understand” where on a signal it should start scanning, we use a logic circuit, called the *trigger*. More formally, a trigger is configured to set a time origin, for each scan of the acquired signal. The signal displayed on the screen starts a set amount of time before this time origin. There are many ways to implement triggering. In this lab, we are going to be using *edge triggering*. In this method, the trigger is waiting for the signal to raise or drop to a set value, called the *trigger level*. The acquired signal is displayed on the screen, so that this event always determines the horizontal axis origin (the time $t = 0$, which doesn’t necessarily coincide with the horizontal axis midpoint). The example with the sinusoidal wave (see previous paragraph) illustrates edge triggering.

How do we make measurements with the oscilloscope? The oscilloscope display, as can be seen in Figure 4.9, provides a system of axes, each one of which has large and small divisions on it. The vertical direction indicates the voltage value of the input at a given time; each of the eight large divisions indicates a number of volts given by the V/div scale factor on screen. For example, if we measure the amplitude of the signal displayed to be 3.6 div (ignoring uncertainty for the moment) and if the V/div scale factor is set at

0.5 V/div, then the amplitude, in volts, is

$$(3.6 \text{ div})(0.5 \text{ V/div}) = 1.8 \text{ V}.$$

We should always use the V/div scale factor so that we report the amplitude, and any other voltage values we measure, in units of voltage. The horizontal direction indicates time; there are ten large divisions. If we measure the distance between the maxima of a sinusoidal wave to be 5 div and the sec/div scale factor reads 5 ms/div, then the period is

$$(5 \text{ div})(5 \text{ ms/div}) = 25 \text{ ms}.$$

What about the uncertainty in our measurements made with the oscilloscope? Note that, since the oscilloscope screen is ruled, the finest scale marking may be used to estimate the uncertainty in all of the measurements we make. Estimating the uncertainty in this manner is precisely the same thing we do when we're measuring length with a ruler. Remember that the uncertainty expressed in divisions, like the quantity itself, must be multiplied by the proper scale factor to obtain an uncertainty expressed in the appropriate units.

With a digital oscilloscope, like the one we will be using, measurements can be facilitated by screen aids. In this lab, these aids take the form of pairs of horizontal and vertical lines, called *cursors*. The position of each line can be adjusted by the user, and is displayed, along with their separation, on the oscilloscope screen. By using one line as a voltage or time reference, we can use the other, to find the voltage or time at any point on the displayed signal. Since all cursor positions and distances from each other are given on the screen as digital readings, the uncertainty for each number will be its increment of change.

In this lab we will be using the Tektronix TDS1002 digital oscilloscope. The interface of this instrument with its operator comprise: a set of single function knobs (the large VOLTS/DIV and SEC/DIV knobs) and buttons (all the labeled buttons), a set of multi-function knobs (the smaller POSITION and LEVEL knobs) and buttons (the unlabeled, option buttons on the side of the screen), as well as the screen-displayed information and menus. The following description focuses on controls and display items that are going to be needed for our experiments.

1. The Display

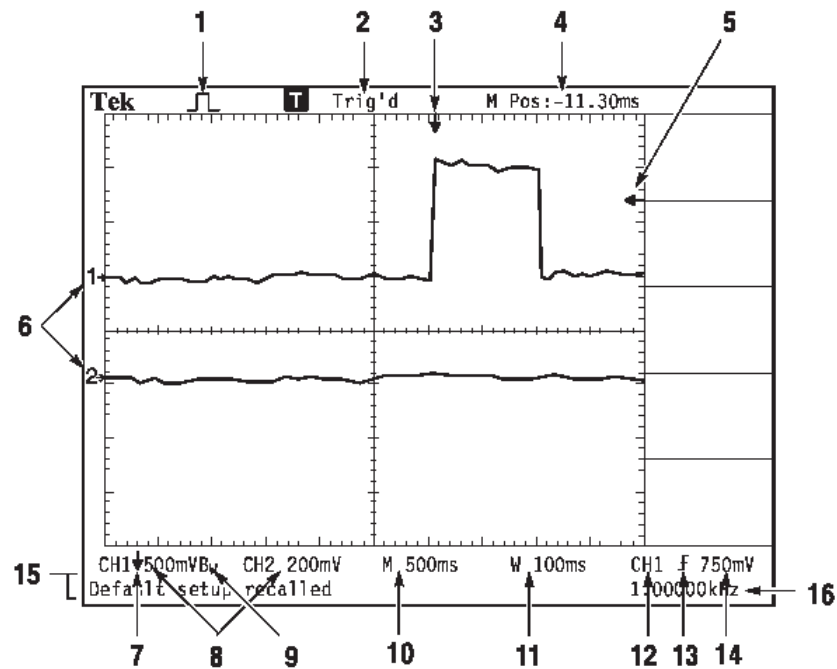


Figure 4.9: The Tektronix model TDS1002 oscilloscope display.

A typical oscilloscope display is shown in Figure 4.9. The indicators of interest to us are:

3. Trigger position (time origin).
4. Center of horizontal axis position. Observe that the time origin does not coincide with the center of the time axis. The HORIZONTAL POSITION knob can move the origin, and therefore the waveform, on this axis.
5. Edge trigger level.
6. Ground reference levels for each channel. If one of these indicators is missing, the corresponding channel is not displayed.
8. Vertical scale factors for each channel. The values correspond to the large divisions of the vertical axis
10. Horizontal scale factor. The value corresponds to the large divisions of the horizontal axis. Observe that the time scale is the same for both channels.

16. Trigger frequency. This should in general agree with the frequency of our signals. It may be used as a verification of our calculations, but not as a direct measurement.

On the right side of the screen, there is a dynamic menu, indicating the function of the adjacent, unlabeled, option buttons. These functions change, every time a different menu button is pressed on the control panel.

2. Vertical Controls

VOLTS/DIV knobs: They adjust the vertical axis scale factor for each channel.

POSITION - CURSOR knobs: They adjust the ground reference level, in effect moving the corresponding waveform vertically on the screen. When the cursor menu is active, the LEDs below them are illuminated, indicating that the knobs now set the cursor line positions.

CH MENU: Display the vertical menu and toggle the corresponding channel on and off. The vertical menu for each channel contains two functions that we will find useful.

- (a) **Coupling:** Determines what part of a signal is shown on the screen. The possible choices here are:
 - AC:** Only the alternating part of the signal is displayed. Any constant (DC) offset is filtered out.
 - DC:** The signal is displayed unfiltered.
 - GND:** The input is connected to a zero voltage reference. The oscilloscope output is a horizontal line at the ground reference level.
- (b) **Probe:** Sets multiplicative factors for the acquired voltages. This is done to accommodate the use of special probes. **The default setting is 10X. You must switch to a 1X setting, since we are not using a special probe for our measurements.**

3. Horizontal Controls

It should be noted that these controls affect settings which are common to both channels.

SEC/DIV knob: It adjusts the horizontal axis scale factor for both channels.

POSITION - HELP SCROLL: In all but the help mode, this knob adjusts the horizontal position of the displayed signals on the screen. It does that by varying the position of the center of the horizontal axis with respect to the time origin.

SET TO ZERO: Makes the time origin coincide with the center of the horizontal axis.

HORIZ MENU: Displays the horizontal menu. The only function of potential use to us here is the **Trig Knob** option. This allows us to toggle the TRIGGER LEVEL knob between its default function of setting the trigger level and a secondary function of adjusting the trigger holdoff. The trigger holdoff is the smallest possible interval between two successive triggerings of the oscilloscope. It may be used to stabilize a waveform on the screen.

4. Trigger Controls

The controls we are most commonly going to use are:

TRIGGER LEVEL: Sets the voltage that the trigger signal has to cross, for triggering to occur.

TRIG MENU: Displays the trigger menu. There are three options that we may find useful.

- (a) **Edge/Video/Pulse:** Defines triggering type. By default, edge triggering is, and should remain, selected.
- (b) **Source:** Allows us to select the source of the triggering signal. You may have to adjust it, to make sure it corresponds to your reference channel (CH1 or CH2).
- (c) **Slope:** Determines whether the trigger level has to be crossed while the signal rises or falls. This control allows us to get the desired portion of the signal displayed.

5. Menus

CURSOR: This is the only menu we are going to use from this group. The cursors are pairs of vertical or horizontal lines that allow us to

perform time or voltage measurements respectively. The items on the on-screen menu are described below.

- (a) **Type:** Toggles between voltage, time, or no cursors.
- (b) **Source:** Selects the channel for which measurements are to be performed.
- (c) **Delta:** The difference in the position of the two cursors.
- (d) **Cursor 1:** Cursor 1 position. The time origin is set by the trigger, while the voltage origin is the ground reference level.
- (e) **Cursor 2:** Cursor 2 position. Time and voltage origins are the same as for Cursor 1.

6. DEFAULT SETUP

The DEFAULT SETUP button should be used at the beginning of each lab as well as whenever you feel uncomfortable or unsure about the oscilloscope settings. The factory defaults provide a good start and protect you from time-consuming guesswork. You should note that, by default, the oscilloscope uses a 10X multiplier for its inputs. **YOU HAVE TO MANUALLY SELECT THE 1X SETTING FROM THE CH1 AND CH2 MENUS EACH TIME YOU RECALL THE DEFAULT SETUP.** Failure to do so will lead to erroneous measurements.

4.3.2 The Function Generator

The function generator is designed to produce waveforms of variable shape, frequency, and amplitude; an illustration of a typical one appears in Figure 4.10. The function generator controls are as follows:

1. **power:** This button just turns the function generator on and off.
2. **output:** This BNC connection is the signal output.
3. **waveform:** These buttons select between sinusoidal, triangle, or square wave output.
4. **amplitude:** This adjusts the amplitude (voltage value) of the output signal.

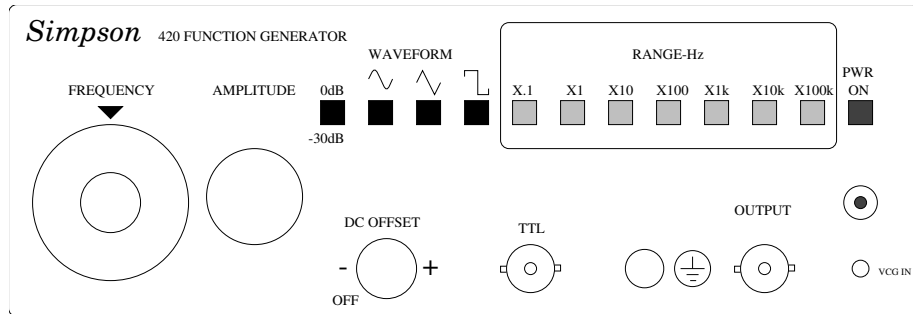


Figure 4.10: The function generator.

5. **0 dB/-30 dB:** This button selects between two output voltage ranges. We'll want to keep this on the 0 dB setting, for a strong output signal.
6. **frequency:** This allows for fine tuning of the frequency output. The maximum on the dial corresponds to the value indicated by the range setting switches (see below.) The frequency read from the function generator should be regarded as a strictly nominal value. Since we generally want a frequency value that we can trust, we will *always* be sure to measure the frequency with the oscilloscope; we don't want to place very much trust in the nominal value.
7. **range:** These buttons select between available frequency ranges. In our case, from 0.2 Hz to 2 MHz.
8. **DC offset:** This provides a DC component to the output signal. Since we'll only be interested in AC signals, we'll leave this set to *off*.

4.3.3 The Phase Shifter

The phase shifter consists of a variable resistor and two capacitors, illustrated in Figure 4.11. The knob on the phase shifter box controls the amount of resistance provided by the variable resistor. When we study RC circuits in the next lab, we'll learn that these circuits change both the *amplitude* and *phase* of an AC input, but not its frequency. For now, we can ignore the details of why this happens; we'll simply use the phase shifter to change the phase of the output signal. By examining the input and output signals together on the oscilloscope, we'll learn how to measure phase differences between signals.

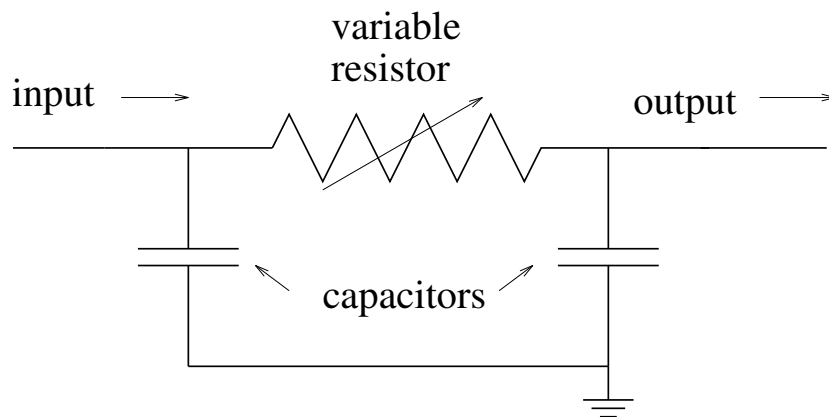


Figure 4.11: The phase shifter circuit.

4.W Oscilloscope Worksheet

Name: _____ Day/Time: _____
Partner's Name: _____

4.W.1 In-Lab Procedure

Turning on the Oscilloscope

Turn on the oscilloscope and wait until the trace appears. Reset the settings of the instrument by pressing the DEFAULT SETUP button. Don't forget that, every time you do that, you have to switch the Probe setting in *each* channel's menu to 1X. The procedure may sound tedious, but it will save you time and eliminate the frustration of guessing what's wrong with the settings of your instrument. Feel free to repeat it any time the readings of the oscilloscope don't make sense.

Operating the Equipment

Now that the oscilloscope has been reset, turn the function generator on and connect it to one of the channels. Set it to produce a sinusoidal wave of approximately 1 kHz; the amplitude should be set to an arbitrary non-zero value. Make sure that the channel's Coupling option is set to DC and that you are triggering on the channel that you've connected the input to. Adjust the V/div and sec/div knobs so that a single wave fills the screen. This means that no more than two cycles (and no less than one cycle) of the signal should appear and that the vertical size of the waveform should be as large as possible on the oscilloscope screen. The controls of the instrument are versatile enough to allow you to adjust the display so that you can comfortably make measurements of the amplitude and period of the signal.

Check that the sine wave appears to be symmetric about the horizontal axis; if not, you need to adjust the vertical position. To do this, you do not need to disconnect the input. Simply set the channel's Coupling option to GND and use the vertical position knobs to realign the trace with the axis. You might need to repeat this procedure again later, since changing the V/div and sec/div scales can upset the ground. When you're done, be sure to return the Coupling option to DC.

Before making any measurements, let's experiment with the equipment a bit. Change the amplitude and frequency on the function generator and watch how the signal changes on the screen. Practice readjusting the oscilloscope scales so that you get only one or two cycles on the screen; readjust the ground when necessary. Now set the function generator to display a square wave. Again, experiment with different frequencies and amplitudes. Examine the *shape* of the signal carefully. You should have a single period filling the screen before examining the shape, i.e. a change in frequency does not constitute a change in shape.

Answer the following questions completely (not yes or no) stating your reasoning behind each answer.

Question 1: Comparing with Figure 4.5, does the shape vary with the frequency? Illustrate as necessary.

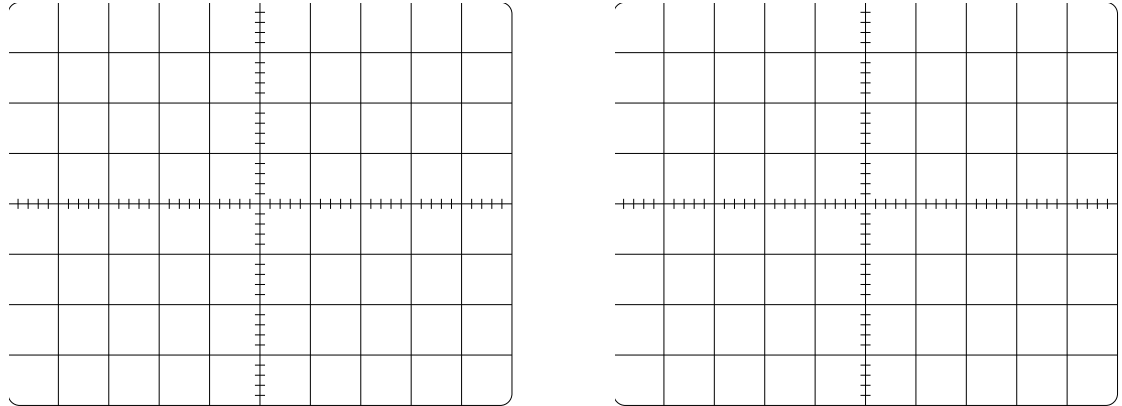
Question 2: Also examine the triangle waves produced by the function generator; compare the triangle waves to those illustrated in Figure 4.7. Does the shape vary with the frequency? Illustrate as necessary.

Question 3: Now make a definitive statement about the quality of the signals generated by your function generator. You will need to use this information as we continue with the labs.

Measuring Amplitude and Frequency

Reset the function generator to produce a sinusoidal wave and adjust the scope so that the signal fills the screen. You may find it easier to switch the coupling to AC for the remainder of this lab. Sketch the wave displayed onto

the grid below. Use the second grid in case you make a mistake on the first one.



Record the frequency setting on the function generator in the **correct units** (Note that this is a nominal value and may be far from the accurate one):

Frequency setting: _____

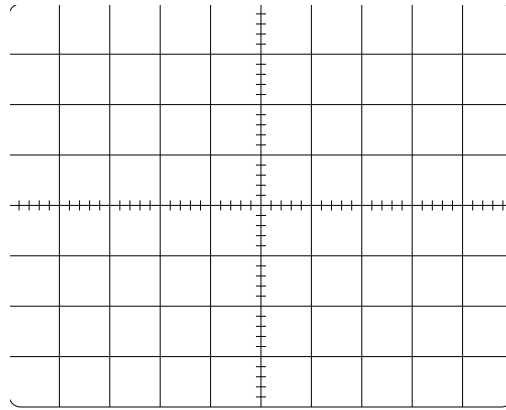
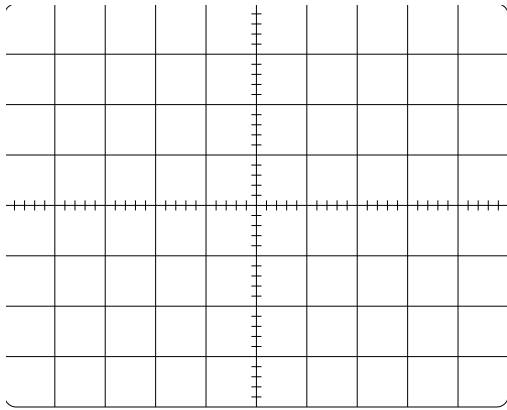
Also record the V/div and sec/div scales.

V/div: _____ sec/div: _____

Using the voltage and time cursors, measure the amplitude and period of the signal. The easiest and most accurate way to facilitate the cursors for your measurements is to record their distance (Delta) rather than their absolute positions. Therefore, if you are measuring period, switch the cursor Type option to time, place one cursor at the beginning of a cycle and the other at its end. Delta is then the period of the wave. The uncertainty for all cursor measurements will be the smallest increment of change in Delta. For the amplitude you should measure the *peak-to-peak amplitude* and divide by two; this eliminates any error that might creep in if the wave is not symmetric about the horizontal axis.

Amplitude: _____ Period: _____

Readjust both the voltage and time scales of the oscilloscope (*not* the function generator settings) so that the signal no longer fills the screen. Be sure that several cycles can be seen. Sketch the signal on the grid below.



Record the V/div and sec/div scales.

V/div: _____ sec/div: _____

Measure the amplitude and period with units and uncertainties.

Amplitude: _____ Period: _____

Measuring Phase Difference

Let's examine the effect of the phase shifter. Use the BNC T-connector to split the output of the function generator. Connect one wire to channel 1 and the other to the input of the phase shifter. Connect the output of the phase shifter to channel 2; the circuit is illustrated in Figure 4.12. Set the

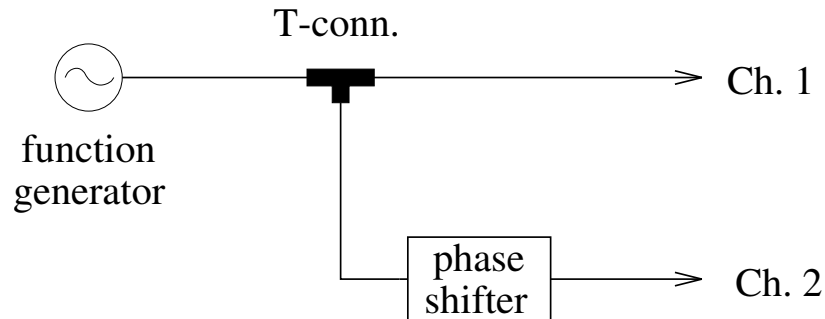
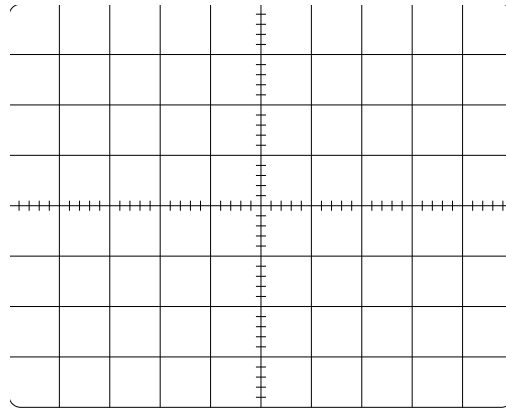
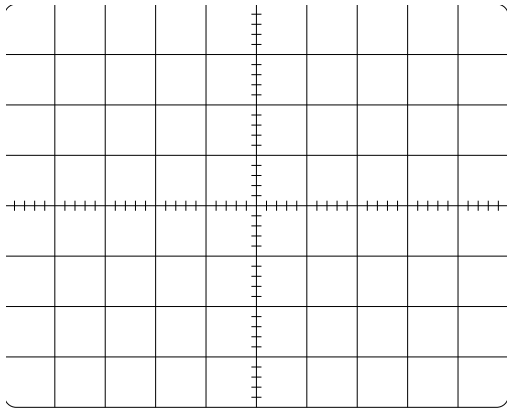


Figure 4.12: How to connect the phase shifter.

function generator to produce a sine wave at ~ 5 kHz and set the phase shifter to its minimum value. Adjust the oscilloscope to display both signals and to trigger on channel 1 (the direct output of the function generator).

You'll probably have to set the V/div settings of each channel to different values so that both signals are displayed at optimal size. Sketch the two waveforms for the **minimum** setting of the phase shifter at ~ 5 kHz. (Draw both on the same grid. Remember that the second grid is there just in case you make a mistake.)

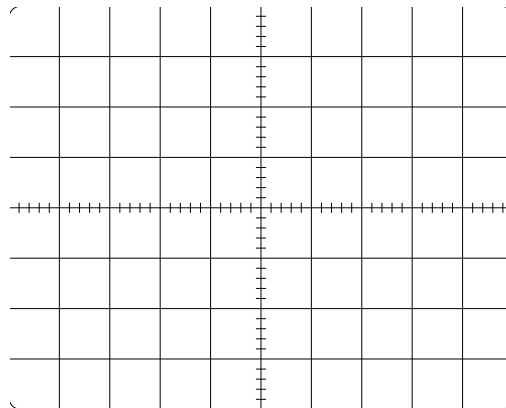
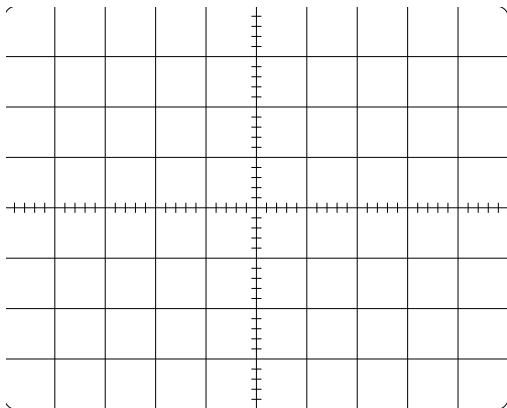


Measure the period T for both waves and the time shift Δt between them and mark them, in the proper units and with an uncertainty for each, below.

T (ch. 1): _____ T (ch. 2): _____

Δt : _____

Now set the phase shifter to its **maximum** value and repeat the above sketch and measurements.



T (ch. 1): _____ T (ch. 2): _____

Δt : _____

4.W.2 Pre-Classroom Check List

- ☐ Answered questions #1 – 3.
- ☐ Sketched 2 waveforms and found their respective amplitudes and periods with uncertainties.
- ☐ Sketched a wave and its phase shifted counterpart on the same grid for a minimum shift and found their periods and time shift.
- ☐ Sketched a wave and its phase shifted counterpart on the same grid for a maximum shift and found their periods and time shift.

4.W.3 In-Classroom Calculations & Analysis

Measuring Amplitude and Frequency

Calculate frequency from the period of the first waveform measured. Show your work for this and every calculation.

Frequency: _____

Compare the measured frequency value with the nominal value from the function generator on your discussion sheet.

Repeat this calculation to determine the frequency of the second waveform measured with the contracted oscilloscope setting.

Frequency: _____

How do these values compare to those made with the “larger” signal (the first one you sketched)? Specifically, how do the uncertainties compare; which are the more precise values?

If you require the most precise measurements possible, what should you make sure to do when you make measurements with the oscilloscope?

Measuring Phase Difference

Answer the following for the **minimum** setting of the phase shifter.

Are the periods equal, within uncertainty, *i.e.*, has the phase shifter changed the frequency of the input signal?

Now calculate the corresponding phase shift ϕ (in radians and degrees) with uncertainty using equation (4.1).

ϕ (min.) _____

Now repeat the above for the **maximum**.

Are the periods equal, within uncertainty, *i.e.*, has the phase shifter changed the frequency of the input signal?

Calculate the phase shift ϕ (in radians and degrees) with uncertainty.

ϕ (max.) _____

Now calculate the **range** ($\phi = \phi_{max} - \phi_{min}$) of the phase shifter with an uncertainty in radians and degrees:

Phase Shift Range: _____

Make concluding remarks about the quality of your phase shifter. Does it function as expected? Compare the range which you calculated above to the range you expect the shifter to have. Cite all relevant data from your experiment.

End Worksheet