INTRODUCTION

The laboratory program is intended to emulate genuine research activity in a variety of ways. Activities for each course are being selected for several purposes, each of which should add to the competence, knowledge, and skills of science students. Some activities are intended to acquaint the student with physical phenomena and may be largely descriptive in character. Certain experiments will teach special techniques or the use of specialized equipment. Other exercises may present opportunities to verify or confirm principles, relations, or measured physical quantities first hand. Finally, some experiments may provide real opportunities for honest discovery, and may require careful quantitative measures, computations, and analysis of data to reach meaningful results or interpretations. Whatever the nature of the exercise, your laboratory report will become the principle document, the primary record of your experience. It is vital to develop and learn to use a laboratory report as a researcher would.

The lab record from a researcher will include all the mistakes and false starts as well as the successes. Doing science is more than getting "right answers," it is a habit of mind, a process of inquiry into nature. The student can only acquire this attitude through taking active part in the process.

As a student in this class you will be asked to develop your laboratory report as a complete record of everything that happens in the laboratory. Every experiment you do, every measurement you make, every calculation you perform, every object you break, right or wrong should be recorded coherently in the notebook. It should be thought of as a diary or log of your experiences.

Do not use separate sheets of scratch paper for observations or calculations and transcribe your results into the report later. Show everything in the report as you do it. Don't be afraid to have a messy page here and there. As you become more skilled your records should become clearer and neater. Trashy looking pages may indicate a sincere effort on your part, but advance planning can help you organize your records to be more meaningful. The laboratory is a place to learn something, your report should reflect clearly all you learn, as you learn it.

GRADING

A block of three or two experiments (a TRIO or DUO) will be performed by rotating the experiments for 3 or 2 weeks. You should do all lab experiments, and should turn in all reports. In the case of any exceptions please contact the lab instructor as soon as possible. ALTHOUGH YOU WILL BE WORKING WITH LAB PARTNERS, EACH PERSON MUST TURN IN THEIR OWN COMPLETED REPORT, INCLUDING THE ORIGINAL DATA AND DATA SHEET.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 88%</td>
<td>A</td>
</tr>
<tr>
<td>87% - 77%</td>
<td>B</td>
</tr>
<tr>
<td>76% - 65%</td>
<td>C</td>
</tr>
<tr>
<td>64% - 55%</td>
<td>D</td>
</tr>
<tr>
<td>54% - 0%</td>
<td>F</td>
</tr>
</tbody>
</table>

The completed lab report will be submitted one week following the lab activity. A maximum score of 25 is possible. No late lab will be accepted more than 2 days after the due date. A penalty of 10 points will be deducted from the possible. Missed experiments must be made up during another lab period. You may also make up a lab with Dr. Guerra on Mondays, 1:15 pm - 4:25 pm.

ATTENTION: You will be considered for a make-up only if and only if (1) You were badly ill AND bring a doctor's note. (2) If you get into a car accident, have a flat tire or need to be towed, AND you bring the police report or tow truck receipt.

Follow the guidelines as presented in the laboratory packet.
ACADEMIC HONESTY

Philosophy: I have the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each student. Acts of academic dishonesty make it impossible to fulfill this responsibility, and they weaken our society. I promise to ensure that academic honesty is maintained in my classroom and assure the honest majority that they are not working under a handicap due to dishonest behavior. I have the following options available to me if the need arises to respond to a case of academic dishonesty.

1. Issue an oral reprimand (for example, in cases where there is reasonable doubt that the student knew that the action violated the stands of academic honesty).

2. Give the student an “F” grade, zero points, or a reduced number of points on all or part of a particular paper, project, or examination (for example, for a first time occurrence of a relatively minor nature will result in a deduction of points.)

3. Assign an “F” for the course (for example, in cases where the dishonesty is more serious, premeditated, or a repeat offense. This grade is final and shall be placed on the transcript. If the student withdraws from the course, a “W” will not replace an “F” assigned for academic dishonesty.

4. For any incident of academic dishonesty that is sufficiently serious for me to take disciplinary action that lowers the student’s grade (for example, an “F” given for all or part of an assignment), I will report the incident to the Dean of Students and file an “Academic Dishonesty Report.”

IMPORTANT DATES TO REMEMBER:

Last day to drop without W: February 24, 2006

Last day for Credit/No Credit option: February 24, 2006

Last day to drop with W: April 28, 2006

If you have specific disabilities and require accommodations, please let me know early in the semester, so that your learning needs may be appropriately met. You will need to provide documentation of your disability from the Special Services Office.

CELL PHONE POLICY: It is rude and disruptive when cell phones and/or pages go off during instruction time. Please be sure to have them turned off before entering class. FIRST OFFENSE: You will be asked politely to turn off the cell phone. SECOND OFFENSE: You will be asked to leave the class for the balance of the class. THIRD OFFENSE: At my discretion, I may begin proceedings to have you permanently removed from the class for disruptive behavior.