## Regents Physics - Mr. Joseph Vaughan

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## Course Content

This course uses the New York State Regents curriculum as a basis for our studies. The topics included are Motion in One and Two Dimensions, Newton's Laws, Gravitation, Impulse/Momentum Theory, Conservation of Energy, Heat and Thermodynamics, Waves, Sound, Light, Optics, Electricity and Magnetism, Modern Physics and Nuclear Physics. This course goes beyond the bare bones of the state mandated core content list.

## **Grading Structure**

In this course, the student's grades are composed from four different components:

Tests and Quizzes:	65%
Lab Reports:	15%
Homework:	15%
Journals:	5%

Tests occur approximately every 2-½ weeks, which means about 4 major tests per quarter. Quizzes are more frequent and can be announced or unannounced.

Approximately every week we do a laboratory experiment. Each lab requires a lab report that varies based on the task of the experiment. The lab reports are due one week after the in-class completion of the lab. That means that each student has all the needed information to complete the lab for the entire week and can do the lab at any point.

Every quarter, I collect 10 to 12 homeworks to be graded on a check/minus/plus basis. Each student begins each quarter with 12 homework points. Each plus earns another + ½ point toward the full 15. A plus is earned for a homework that is completely correct or only has minor errors. Each check causes no change. A minus earns a

<sup>1</sup>/<sub>2</sub> deduction. THE COMPLETION OF HOMEWORK IS A KEY FACTOR FOR SUCCESS IN PHYSICS. I assign homework problems often but usually it is only a few problems most nights rather than a lot of problems sporadically.

Every two weeks each student has to turn in a one page typewritten journal. These take the form of an exploration of science in the news or give the student an opportunity to take a more creative look at the course. Each student has the due date of every journal for the entire year.

A more complete description can be found on your child's introductory course materials. If you have questions, these should be the first pages of their binders.

## **Course Expectations**

Besides learning the basic content knowledge, definitions and formulae that are usually associated with an introductory level physics course, one of my main goals is to get the students to apply these concepts in new situations. This level of analysis and application is what makes the course interesting.

The students in this course are juniors and seniors. As such, I believe that they have to begin to learn to manage their own time more effectively since time management is such an important skill in college. That is why I give the students in my course overlapping assignments such as the journals, labs and homeworks. Since the students have quite a lot of advance notice on labs, tests and journals, it is up to them to manage their own time and learn that is their choice to do these assignments at the last moment if that is when they do it; they could be potentially negatively affecting their performance.

If you have any further questions, do not hesitate to ask.