If you have a Qwizdom remote, please log on to session ID 182.

Today’s use of Qwizdom remotes is for practice only. Recording for grades begins next Tuesday (11 Sep).
Physics 140 is a calculus-based introductory course intended for
  • potential majors in the natural sciences
  • engineering students
  • students skilled in trigonometry, algebra & calculus

Physics 140 is generally not intended for
  • pre-professional students (see physics 125)
  • students looking only to satisfy Nat Sci distribution
  • students with no background in calculus
What is physics?

A framework for describing the structure and function of the natural world.
All of science is nothing more than a refinement of everyday thinking.

What we call physics comprises that group of natural sciences which base their concepts on measurements, and whose concepts and propositions lend themselves to mathematical formulations.

physics is ...

discovering the building blocks of nature
physics is …

revealing the structure of the entire universe

Source: NASA - STRS-61

Source: Science News (1999)
physics is ...

helping to heal the sick

CC: BY-SA Genesis12 (Wikipedia) http://creativecommons.org/licenses/by-sa/2.5/
physics is ...

developing technology that enriches your life

CC: BY-SA Christian Jansky (Wikimedia commons) http://creativecommons.org/licenses/by-sa/3.0/
physics is ...

a launch vehicle for a successful career

Figure 8. Initial employment sectors of physics bachelor's, classes of 2003 & 2004.

- Private Sector: 56%
- College & Universities: 12%
- High School: 14%
- Active Military: 7%
- Civilian Gov't, FFR&DC: 6%
- Other: 5%

Source: http://www.aip.org/statistics/
physics is …

a launch vehicle for a successful career

Source: http://www.aip.org/statistics/
physics is ...

a launch vehicle for a successful career - for both women and men!

Source: http://www.aip.org/statistics/
For you, this term, physics is …

**MECHANICS**

Mechanics is the study of macroscopic motion.

**kinematics:** descriptive = location of an object & how it is moving at some instant

**dynamics:** explanatory = understand causes & enable prediction of future motion
Newtonian Mechanics: limits of applicability

The `classical’ description of motion that we will study breaks down in the following regimes-

• at small (atomic) distances (quantum mechanics)
• at high speeds (special relativity)
• under strong gravity (general relativity)
• where randomness rules (chaos/complex systems)
Structure of the course

• Course site: http://ctools.umich.edu
  
  Assignment #0: review the course site content!

• Textbook: Young & Freedman (12th ed)

• Lecture: Tues, Thurs: 9am, 10am, 11am

• Reading for lecture (see syllabus on web page)

• Discussion sections: Mon (Th lec), Wed (Tu lec), starts tomorrow
  
  group assignments at each meeting

• On-line homework via Mastering Physics (MaPhys)

• Grade reports via SAMS system
  
  http://cats.lsa.umich.edu/

• Exams: 3 midterms (1.5 hr) and one final (2 hr)
  
  Assignment #1: plan now for the exam dates
Hey, how about my grade?

You will receive an overall score $S$, derived from weighting the course elements (on a 0-100 scale) as follows:

$$S = 0.20 \text{ (homework)} + 0.10 \text{ (discussion)} + 0.15 \text{ (exam 1)} + 0.15 \text{ (exam 2)} + 0.15 \text{ (exam 3)} + 0.20 \text{ (final)} + 0.05 \text{ (lecture)}$$

Letter grade determination:

Curved, based on your overall score $S$

A (85), B (75-85), C (60-75), D (45-60), E (<45)
What you should do for Physics 140 now

• read the contents of the PHYSICS 140 F07 CTools site
  http://ctools.umich.edu
• sign up for a MaPhys account, begin first assignment
• read Chapter 1 of Y&F
• get ready to sign up for an SLC study group (see Physics Help link)
How can I do well in this course?

- **be observant**
  think about physics - it’s happening all around you!

- **be organized**
  allocate time for reading/ homework/ study group

- **be active**
  try several approaches to studying & problem solving,
  work with your peers (e.g., SLC-led study group)

- **be patient**
  if at first you don’t succeed…
Why come to lecture?

• find out topics of emphasis + tips not in the book. There is not enough time in lecture to cover in depth all of the topics that may appear in homework, discussion or on the exams. However, the most important subject matter will be covered in lecture.

• see the demonstrations. Watch the principles of physics in action. The demos are usually cited by students as the most fun and informative part of the course.

• interact with your peers The peer instruction method will be used in lecture. Several times at each meeting, you will be asked to respond to a question. If there’s a need, you’ll discuss the problem with your neighbors (after some hints from me…) before respond a second time. This technique promotes the type of active learning that studies have shown leads to a deeper understanding of the material.

• oh, and, of course, there’s the 5% credit to your final score…
Where are you from?

1. Ann Arbor
2. Michigan palm
3. Michigan UP
4. USA(outside MI), E of Mississippi river
5. USA(outside MI), W of Mississippi river
6. Outside USA
The above diagram shows a right triangle with side lengths and angle $\theta$ labeled. What does the ratio $b/a$ represent?

1. $\sin \theta$
2. $\cos \theta$
3. $\tan \theta$
4. $\cot \theta$
5. $\arcsin \theta$
**Scalars:**
A scalar is a single value that **represents magnitude** (a quantity of something) and obeys ordinary arithmetic. Often a unit is required (e.g., my car’s top speed is 72 miles per hour) but not always (e.g., there are 3 eggs in my basket). A scalar can be any real number (positive, negative or zero).

**Vectors:**
A vector is a set of values in coordinate space that **represent both magnitude and a direction** in that space. In most cases of interest, the magnitude requires a unit (e.g. the wind speed is 15 km/hr). Vector arithmetic includes:
- addition and subtraction (graphically or by components)
- two forms of multiplication
  i) scalar (or `dot’) product
  ii) vector (or `cross’) product

The magnitude of a vector is always a non-negative number.

http://phet.colorado.edu/simulations/vectormath/vectorMath.swf