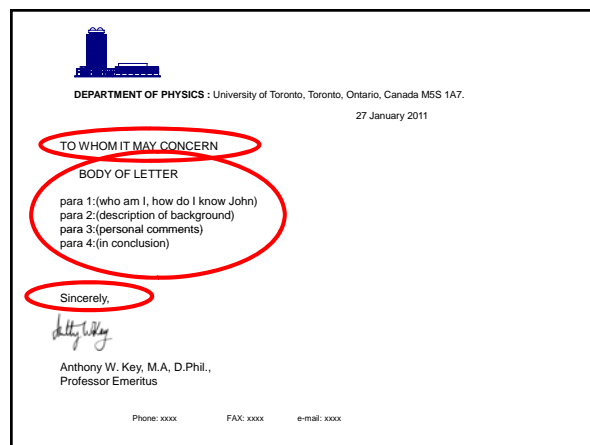
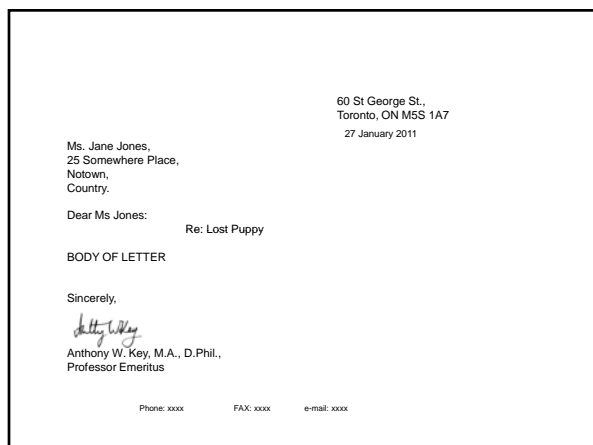
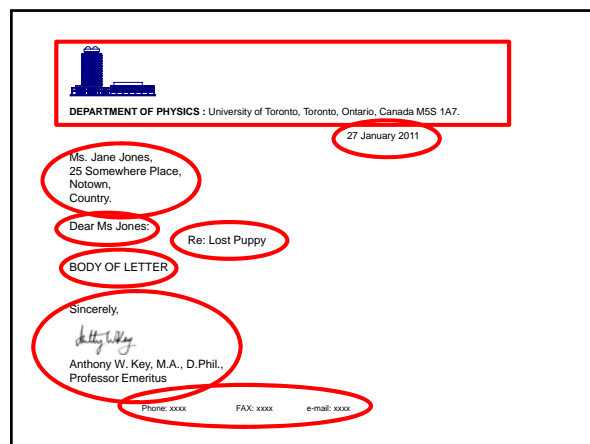


Assignment 3

(Assignment 2:
Use present tense for published work)



My Prejudices

Use serif font – Times New Roman
or Garamond

Don't double justify unless you
have truly proportional fonts

My name is Erwin Schrodinger, and I am a PhD candidate in the University of Toronto Department of Physics. I am writing to share my recommendations for the practicals associated with the introductory physics classes.

I am writing to make some recommendations for the practicals associated with PHY131 and PHY132.

As a tutor in PHY131 and PHY132, I am writing to make some recommendations for the associated practicals.

In the past two years I have been involved in teaching some of the first year courses in the department as a tutor

For the past two years I have been a tutor in some of the first year courses in the department.

For the past two years I have tutored in PHY131, PHY132, Phy231.

Practical activities are only graded twice during the semester. This problem is further exacerbated by the enormous gaps in the practicals solution manual .
Practical activities are graded only twice during the semester, a problem that is exacerbated by the enormous gaps in the solution manual.

Over half of my practical students did not learn calculus before.
Over half of my students had not studied calculus before joining my class.
"A preposition is not a good word to end a sentence with."
"That is usage up with which I will not put."

Firstly , the experimental portion of the practicals often involve tedious and time consuming activities which convey very little knowledge or experience to the students.
The experimental portion of the practicals often involves tedious and time consuming activities that convey little knowledge or experience to the students.
The experimental portion of the practicals often involves tedious and time consuming activities from which the students learn little.

Although, the classical experiments are already pretty useful, ...
Although the classical experiments are useful, ...

Because , in the students' future study or research , probably they do not need to the calculation but to know what is going on physically.
An understanding of physics concepts will probably be more useful for the students' future than the ability to perform calculations.

In addition, another concern they have is about the marking scheme of the activities done in the practicals.
Another concern is about the marking scheme.

Most students find that the instructors for the course are very good and the practical's are very helpful.
Most students judge the instructors to be very good, and the practicals to be very helpful.
Most students judge the instructors to be excellent, and the practicals to be valuable.

I hope my suggestions would be helpful in your developing of the physics department .
I hope my suggestions are helpful.

The dominant challenge which I have encountered while instructing students enrolled in these courses has been to stimulate their interest in the subject.
My main challenge has been to stimulate students' interest in physics.

In addition, during lectures, students do not feel encouraged to interrupt the instructor to ask questions.
During lectures, students are discouraged from interrupting the instructor to ask questions.

Watch out for these words:

THIS – when it refers to a subject or object in the previous sentence.
Rather, combine sentences.

IT – almost always, a rewrite will produce a more elegant , vital, and therefore more interesting sentence.

BUT
AND
AS SUCH

Do not use at the start of a sentence

lab
laboratory

TA
Teaching Assistant

Watch out for these words:

I find
I think
I estimate
I am well aware that
I strongly believe that
I believe that

First and foremost,
Firstly,
On the one hand,
On the other hand,

OMIT OMIT OMIT

Thus, I suggest the content of these introductory courses should be focused on stimulating students' interest rather than trying to make them remember as much physics equations as possible. I think current introductory courses are covering too many physics aspects. As a result, students will not have enough time to think thoroughly about each aspect
These introductory courses would do better by focusing on stimulating students' interests, than by introducing a multitude of concepts that require the memorization of even more equations.
The courses do not leave enough time to allow students to think about each concept.

However, I think the department should not make these courses compulsory. These courses should be only for students who have interest in physics and would like to know more.
These courses should be optional, not compulsory, designed only for students who have an interest in physics.