

PHY357H1S “Particle and Nuclear Physics” Extra Materials for Syllabus: Winter 2023

[Most recent update: January 3, 2023]

The material included here supplements what is already found at:

Course Web Site:

<https://www.physics.utoronto.ca/~william/courses/phy357/>

Problem Set Policies

Due Date: Problem sets will be posted on the course webpage in the “Problem Sets” column. Due dates and times will be explicitly listed on the problem set. Problem Sets will be available on Wednesdays and due two weeks later by the end of class. The problem sets are to be handed in to the instructor in class or to the tutor in his office in MP. Full solutions will be provided when your solutions have been graded and returned (usually a week after they are handed in).

Late Policy and Extensions: Problem sets submitted late will be graded but the grade they receive will be reduced by 15%/day and the drop to zero the following week when they are returned in the tutorial.

A Verification of Illness (also known as a "doctor's note") is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. Students should also advise their instructor of their absence. If you need a non-penalized extension, contact your TA as soon as possible.

If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Collaboration: Discussion of questions on the problem sets and ideas on how to solve the problems and checking that you got the same answer with other students are the types of collaboration that are allowed and encouraged in this class. However, the problem set you hand in must be your own work.

Do not copy any part of someone else's assignment. Do not copy solutions found from any source (e.g. websites). This is plagiarism and is a serious academic offense and we will take appropriate measures. This is also for your own good. The problem sets are meant as preparation for the test and exam for which you will be on your own.

Showing work: On your problem sets, make sure you show all the work that went into solving each question. This will allow the TA to follow your method, to know if you understand the material and where you are having difficulties. Don't be afraid to explain what you are doing. Your solution should look like an explanation to someone about how you solved the problem. Just because you have a correct answer doesn't mean you will receive full credit. You need to show how you arrived at the correct answer.

Problem Set Format: It is not the grader's job to decipher your work, so make sure your work is neat, legible, complete and organized. At the top of your problem set, please include the following: (1) Your FULL name as it would appear on Blackboard and (2) Your Student Number.

Re-grade Requests: If you feel a mistake was made in the grading of your assignment (e.g. addition of marks error, or you believe your answer is right even if its marked wrong) then you may request a re-grade of a specific question. In order to do so, you must re-hand in your assignment to your TA with a detailed note explaining what you would like re-graded and why. You may only request a re-grade within 2 weeks of the date the graded problem sets are returned.

Bonus Point for Over 65% Course Evaluation Response Rate

The University of Toronto is committed to ensuring the quality of its academic programs, its teaching, and the learning experiences of its students. An essential component of our commitment to teaching excellence is the regular evaluation of courses by students. For a two week period at the end of the semester you will be allowed to follow a link that is sent to you by U of T and evaluate this course. It will only take 10 or 15 minutes to answer the questions and enter your typed thoughts about the course. Your answers and thoughts are anonymous, but are very important to me. I promise you that when the results become available to me, I will read every comment and scrutinize the responses to see if it can help me improve the course or my teaching in the future.

During the evaluation period, I will monitor the response rate and advertise it during lectures. If, by the end of the course evaluation period, at least 65% of the students enrolled in this course complete the course evaluations, then every student in the course will have 1% added to their final course mark. If fewer than 65% of students complete the course evaluations, then no bonus point will be added for any student.

Midterm Tests and Final Exam

On Feb 27, a **Midterm Test** (50 minutes long) will be held during the normal class time.

In the event that you miss the midterm test for medical reasons, you must document that on the official U of T Verification of Student Illness or Injury Form (<http://www.illnessverification.utoronto.ca/>). If you do not, you will be assigned a grade of zero for the test. If you miss a test for valid and documented emergency such as illness, the weight of the test will be transferred to the final exam.

A 3-hour **final examination**, administered by the Faculty of Arts & Science, will be held during the April examination period at a time announced by the Faculty and announced by late February. Detailed instructions will be posted on the website a few weeks before the exam. If you miss the final exam, or if you have concerns about its marking, you must go to the Office of the Registrar of the Faculty of Arts & Science and follow their instructions.

During the final exam, you may bring one handwritten (not typed), original (not photocopied) 8½ × 11 sheet, on both sides of which you can write anything you wish. Only non-communicating calculators, with no infrared or wireless communication capability, can be used at midterm tests and at the final exam.

Out of consideration for your fellow students, before you come in to lectures, tests or the exam, please remember to disable any device that can beep (watches!) or otherwise emit electronic sounds (cell phones!). While sitting at your seat during the test or exam, you will not be allowed to have on you any kind of phone, smartwatch, smartglasses, or any communication device whatsoever. These must be switched off completely and left in your bag at the side of the room, or in a clear plastic sealable bag under your desk.

At the end of a test or exam, please stop writing immediately when asked to do so by the invigilators, and remain seated until all papers have been collected. Filling circles on your answer sheet is no longer allowed from that

moment. Continuing to write after the end of a test or exam is a serious, sanctionable offence.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

Problem Sets: The point of you working on the Problem Sets is to prepare yourself for the tests and exam. When you are stuck and find you cannot progress with something, it makes sense to seek out a friend in the class to see if they have any helpful hints. But the work you submit in the end should be *your own* work, and you should understand everything you submit and be prepared to explain why you submitted it.

Tests and Exam: Midterm tests and the final exam must be done individually, involving no communication at all with your peers. It is strongly advised not to engage in any behaviour that might be construed by the invigilators for the tests/exam as an attempt to obtain information from another candidate or from another test/exam paper.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Accommodations

If you have a learning need requiring an accommodation the University of Toronto recommends that students immediately register at Accessibility Services at <http://www.studentlife.utoronto.ca/as>.

Location: 4th floor of 455 Spadina Avenue, Suite 400

Voice: 416-978-8060

Fax: 416-978-5729

Email: accessibility.services@utoronto.ca

The University of Toronto supports accommodations of students with special learning needs, which may be associated with learning disabilities, mobility impairments, functional/fine motor disabilities, acquired brain injuries, blindness and low vision, chronic health conditions, addictions, deafness and hearing loss, psychiatric disabilities, communication disorders and/or temporary disabilities, such as fractures and severe sprains, recovery from an operation, serious infections or pregnancy complications.

As the instructor of this course, you are also invited to communicate with me at any time about your learning needs. Confidentiality of learning needs is respectfully and strictly maintained.

Equity, Diversity and Excellence

[This is from <http://www.hrandequity.utoronto.ca/about-hr-equity/diversity.htm> , but I include it here because I believe it to be true, and important.]

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the Ontario Human Rights Code. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive learning environment creates the conditions for our student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.