Lyon College Batesville Campus: Standard Course Policies, Spring, 2026

These policies apply to all courses offered at Lyon College's Batesville campus. Details related to a specific course can be found in the rest of the course's syllabus.

Honor Code

All graded work in this class is to be pledged in accordance with the Lyon College Honor Code. The use of a phone for any reason during the course of an exam is considered an Honor Code violation.

Class Attendance Policy

Active participation and interaction with instructors and classmates are vital parts of learning.Therefore, no matter the style or format of a given course, Lyon College students are expected to attend, according to instructor-defined standards, all class periods for the courses in which they are enrolled. Instructors must record attendance promptly in the College's LearningManagement System.

Occasionally, students may be prevented from attending classes for college-sponsored events or for other unavoidable and/or uncontrollable reasons. Absences due to such reasons are excused absences. Absences for college-sponsored events are always considered excused. Instructors, on a case-by-case basis, may consider other absences excused. For excused absences, instructors cannot penalize a student's participation or graded work without first offering a reasonable make-up opportunity.

Instructors who find that a student is absent from class excessively, excused or not, and also not making good-faith efforts to keep up and meet performance standards may request that the student be involuntarily dropped from the course. Before pursuing this, the instructor must have submitted an appropriate alert via the Early Alert system at least two calendar weeks prior so that the student will have had a warning that they are in jeopardy and have time to correct the behavior and performance. Students will be given the opportunity to respond to an instructor's request to drop them. The final decision will be made by the Provost and communicated to the instructor, the student, the Registrar, and other relevant parties.

Students who are involuntarily withdrawn from a course will receive a W, WP, or WF in the course following the same rules that apply for voluntary withdrawals. Students may not be involuntarily withdrawn under this policy after the final exam period for the relevant term, sub-term, or mini-term has begun.

Academic Support

The Morrow Academic Center (MAC) assists students who want to improve grades or academic skills by providing peer-led services including Supplemental Instruction (SI), tutoring, the Writing Center, and academic coaching as well providing 24-hour, online tutoring for all subjects through online tutoring. A schedule of peer-led services is available at lyon.edu/mac and online tutoring is accessed through courses in Canvas. Contact Emily Dyer, Director of Academic Support and Accessibility, at (870) 307-7319 or emily.dyer@lyon.edu for more information about MAC services.

Technology Support

For any technology-related support, you can contact the IT department by emailing support@lyon.edu or by calling 870-307-7555. You can also navigate to support.lyon.edu to submit a ticket request. Your course content will be accessible digitally using the Canvas Learning Management System (LMS), which uses your myLyon credentials for your student login. To access Canvas, login at lyon.instructure.com.

NOTE: Students taking RISE courses will use the RISE Canvas LMS login.

Disabilities

Students seeking reasonable accommodations for learning, psychological, or physical disabilities must contact Emily

Dyer, Director of Academic Support and Accessibility, in the Morrow Academic Center at (870) 307-7319 or at emily.dyer@lyon.edu.

Harassment, Discrimination, and Sexual Misconduct

Lyon College seeks to provide all members of the community with a safe and secure learning and work environment that is free of crime and/or policy violations motivated by discrimination, sexual and bias-related harassment, and other violations of rights. The College has a zero-tolerance policy against gender-based misconduct, sexual assault, and interpersonal violence toward any member or guest of the Lyon Community. The College encourages anyone experiencing or knows of someone experiencing harassment, discrimination, or sexual misconduct to speak to and file an official report with our Title IX Coordinator, located on the first floor of the Edwards Commons Building #27, in the Student Life suite. All college employees (faculty, staff, administrators) are required to report actual or suspected incidents of harassment, discrimination, intimidation, and violence to appropriate officials immediately. However, there are limited exceptions, referred to as confidential reporters (Campus Clinic Director, the Chaplain, or the Director of Mental and Behavioral Health). Confidentiality will be maintained to the greatest extent possible within the constraints of the law. Title IX Reporting Tool. Lyon College Title IX Policy.

Mental & Behavioral Health

Lyon College is dedicated to ensuring each student has access to mental and behavioral health resources. The College's Mental and Behavioral Health Office is located in Edwards Commons and is partnered with White River Health's Behavioral Health Clinic. The office is committed to helping the Lyon community achieve maximum mental and behavioral wellness through both preventative and reactive care. A full-time, licensed, professional counselor provides counseling, consultations, outreach, workshops, and many more mental and behavioral services to Lyon students, faculty, and staff at no cost. The Mental and Behavioral Health Office also provides access to White River Health's services and facilities, including medication management and in-patient and out-patient care. To make an appointment, contact counseling@lyon.edu.

The rest of a course's syllabus will include at least the following:

- A description of the course consistent with the Lyon College catalog.
- A list of student learning outcomes for the course.
- A summary of all course requirements.
- An explanation of the grading system to be used in the course.
- Any course-specific attendance policies that go beyond the College policy.
- Details about what constitutes acceptable and unacceptable student collaboration on graded work.

Tentative Syllabus for Physics 220: Spring 2026

Professor: Dr. Stuart Hutton
Office: Derby Center: 248 Research Lab: Derby 219: General Physics lab: 148
SMS: 307.*.8765 /lab email: lyonphysics@<*.com> web: physics.lyon.edu**
Phone: *.307.7560 Email: stuart.hutton@lyon.edu**

During tests: you are forbidden to communicate with others except for me. You are required to be present during the specified times for the tests.

Grading

As a general guide to grades, grades will be assigned as follows:

100-90]	(90-80]	(80-70]	(70-60]	<(60
A	B	C	D	F

In this course, you will have several grading opportunities, tests, homework and in-class problems. The various weight of each of these activities in your final point grade is shown below. Late assignments will normally not be accepted. Additionally, since we will be doing in-class problems poor attendance will negatively affect your grade: in particular, you will not receive credit for class participation for unexcused absences. There are no make-ups for in-class worksheets.

Tests (4 tests and 1 [comprehensive] final exam)=90%
Each test or exam is worth 18% of your grade.
Homework / in-class problems/ class participation=10%

Phy251 is a separate course from either Phy220 or Phy250. The grade in Phy251 has no impact upon the grade in either Phy220 or Phy250 except as a co-requisite.

Your work on tests will be graded for correctness. You are expected to become proficient with physical quantities and units in addition to being able to do the physics leading to the solution of problems. You are expected to each day come prepared for class. This is accomplished by having looked over the worksheet before class, and then working the problems for complete understanding after class. Students are generally expected to commit two hours of study outside of class for each hour of lecture. You will also notice that before each of the 4 tests, I have scheduled an Untest. On this day, you should come prepared to work as if this were the actual test. The format of the untests is not multiple choice. Instead you are expected to work through the problems as if it were an actual test. I have also scheduled several Unquizzes. Time permitting, we will allow about 10 minutes for you to complete self-diagnostic Unquizzes. During unquizzes and untests, you are encouraged to ask questions and discuss approaches to the solutions.

Course Description: Physics 220

In this course you will be exposed to fundamentals of physics. Among the topics that we will cover are electrostatics, magnetism and optics. Refer to Student Learning Outcomes for a discussion of minimal course outcome expectations.

Course Objectives: Physics 220

As a consequence of this course, you should obtain an enhanced understanding of the fundamentals of physics. In addition, you should come away from this course with an ability to solve fundamental problems involving physical principles.

Course Prerequisites: Physics 220

You are expected to be proficient with algebra and trigonometry. It is strongly recommended that your life will be made easier if you review trigonometry. Phy251 is a concurrent requirement.

Text

The textbook in this course is:

Physics 220:

Physics, 8th Edition, by John D. Cutnell, Kenneth W. Johnson

ISBN: 978-0-470-22355-0

You may use earlier or later editions of this text (which can be obtained at much lower prices online {$0.25 for example is a low price}) but you will need to be sure to read the correct portions of the text.

The schedule is designed around this particular text edition. You may use earlier or later editions but you will need to be sure to read the correct portions of the text. The text must be considered to be a very important resource so students are expected to be reading along in the text as the course progresses.

You have many resources on the campus: the library, your colleagues and your professor. Your prime learning resource, however, must be considered to be the classroom.

Punctual and complete class attendance is expected. Absences will negatively impact your final grade. Attendance will be taken.

Academic Honesty

It is expected and encouraged that students in this class will work together on homework problems. If you use reference work, be sure to include proper references. Questions during tests should be directed to the professor only and students are not permitted to communicate with each other during tests. Students are specifically prohibited from discussing any aspect of tests until all students have completed the test in both phy250 and phy220. Contravention of these conditions will be considered to be a violation of the Lyon College Honor Code. In this course, you are strictly not permitted to make photographic or other recordings of lectures except as permitted by accommodations.

CLASS SCHEDULE / OFFICE HOURS Spring 2026

Office		General Lab		Research Lab
Derby 248		Derby 148		Derby 219

PROFESSOR Stuart Hutton

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50 Phy250.01 Fundamentals of Physics II Derby 007	8:00-9:15	8:00-8:50 Phy250.01 Fundamentals of Physics II Derby 007	8:00-9:15	8:00-8:50 Phy250.01 Fundamentals of Physics II Derby 007
9:00-9:50 PHY220.01 General Physics 2 Derby 007	9:30-10:00	9:00-9:50 PHY220.01 General Physics 2 Derby 007	9:30-10:00	9:00-9:50 PHY220.01 General Physics 2 Derby 007
10:10-10:50 Office Hours Derby 248		10:10-10:50 Office Hours Derby 148		10:10-10:50 Office Hours Derby 248
11-11:50	11-11:50	11:00-11:50 Lunch	11-11:50 Phy321.01 Astrophotography Derby 148	11:00-11:50 Lunch
12-12:50 Phy250/220 Meeting as needed Derby 148	SGA			
	13:00-15:30 Phy382.01 Special Topics Electricity and Magnetism Derby 148	13:00-15:50 PHY251.01 Fundamentals of Physics Lab 1 Derby 148	13:00-15:50 PHY251.02 Fundamentals of Physics Lab 2 Derby 148	13:00-15:50 PHY251.03 Fundamentals of Physics Lab 3 Derby 148
	Div Meeting		P&T 4-4:50	

Tentative Master Schedule: R.1 for Physics 220 and Physics 250 and Physics 251 Spring 2026

labs WRF	Worksheet Number	Date	220: Cutnell: 8th ed. Assignment Reading : Homework	250:Serway 4th ed Assignment: Reading: homework
L00: Introduction	Worksheet 01: Electrostatics 1	W January 14	chapter 18	chapter 19
		F January 16	chapter 18	chapter 19
	MLK Day	M January 19		
L01: In-Lab Problems 01	Worksheet 02: Electrostatics 2	W January 21	chapter 18	chapter 19
	Worksheet 03: Gauss' Law:UQ01	F January 23	chapter 19	chapter 19
	Worksheet 03A: Problems	M January 26	chapter 19	chapter 20
Lab 02: In-Lab Problems 02		W January 28	chapter 19	chapter 20
	Worksheet 04: potential : QU02	F February 30	chapter 19	chapter 20
	Worksheet 05: capacitance	M February 02	chapter 19	chapter 20
Lab 03: Series & Parallel R	UnTest 01	W February 04	chapter 19	chapter 21
	Test 01	F February 06		
	Worksheet 06: Problems	M February 09	chapter 20	chapter 21
Lab 04: EMF and RC Circuit	Worksheet 07: emf, RC circuit	W February 11	chapter 20	chapter 21
	Worksheet 08: Kirchhoff's laws 1: UQ03	F February 13	chapter 20	chapter 21
	Worksheet 09: Kirchhoff's laws 2	M February 16	chapter 21	chapter 22
Lab 05: Current Balance	Worksheet 10: Magnetic fields 1	W February 18	chapter 21	chapter 22
	UQ04	F February 20		
	Worksheet 11: Magnetic fields 2	M February 23	chapter 21	chapter 22
Lab 06: Magnetic Levitation	Worksheet 12: Ampere's law	W February 25	chapter 22	chapter 23
	UnTest 02	F February 27		
	Test 02	M March 02		
L TBA	Worksheet 13: Calculating B	W March 04	chapter 22	chapter 23
	Hurkle-Durkle Day (no classes)	F March 06		
	Worksheet 14:Faraday's law	M March 09		
Lab 07: Solenoids	Worksheet 15: Inductance	W March 11	chapter 22	chapter 23
	Worksheet 17: RLC Circuits 1 : UQ06 (No WS 16)	F March 13	chapter 22	chapter 23
	Worksheet 18: RLC Circuits 2	M March 16	chapter 23	chapter 23
Lab 08: Oscilloscopes	UnTest 03	W March 18	chapter 23	chapter 24
	Test 03	F March 20		
Spring Break	March 23 - March 27			
	Worksheet 19: Thin Lens Eqtn. 1	M March 30	chapter 26	chapter 26
L TBA	Worksheet 20 : UQ07	W April 01	chapter 26	chapter 26
	Easter Break	F April 03		
	Worksheet 21: Refraction	M April 06	chapter 26	chapter 26
Lab 09: focal lengths	Worksheet 22: Mirror Equation	W April 08	chapter 26	chapter 25
	Worksheet 23: Multiple lenses	F April 10	chapter 25	chapter 25
	Geometrical Optics, Ray trace : UQ08	M April 13	chapter 25	chapter 25
L TBA	Worksheet 24: Thin films	W April 15	chapter 25	chapter 27
	Easter Break (no classes)	F April 17		
	Worksheet 25: interference	M April 20	chapter 27	chapter 28
Lab 10: Reflection	UQ09	W April 22	chapter 24	chapter 24
	TEM Waves	F April 24	chapter 30: 30.1 – 30.4	Chapter 29: 29.1, 29.2
	Bohr Model	M April 27		
Lab : TBA	UnTest 04	W April 29		
	Test 04	F May 01		
No lab this week		M May 04		
		W May 06		
deadline for all lab approvals	Last Day of Classes	F May 09		

Physics Problem Solving Rubric SP2026

Note: this rubric indicates the process for completion of physics problems. Since our tests are now multiple choice, this should be viewed as a self-guided checklist for successful and complete problem completion.

	1	**0.7**	**0.4**	**0**
1, Critical Thinking: Solution started correctly. Note: sketches may be considered here as required in problem statement.	correct approach If required, sketches were correct.	approach would lead to correct result Sketches miss one label or some other component absent or incorrect.	Something is right in the approach but insufficient to reach problem solution. Sketches miss multiple labels, directions incorrectly indicated	incorrect approach Sketch not present or not at all correctly labeled.
2. Quantitative Literacy: Solution proceeded quantitatively	Mathematical operations correct and units correct	Mathematical operations and units correct however an error usually related to incorrect units or the final numerical result present	Mathematical operations have some correct steps but misapplication or other errors prevented problem completion. Units reported in final result not present or incorrect .	Necessary mathematical operations incorrect and units absent
3, Scientific Thought & Informational Literacy Note: this may be contained within an equation starting the problem solution.	correctly stated physical principle or law and physical terminology needed to solve problem.	physical principle or law used shown however omission or extraneous material present. physical terminology needed to solve problem used but not complete or absent important concept.	statement of physical principle or law present but would not apply to present problem so as to lead to solution. physical terminology needed to solve problem incomplete and would not have lead to problem completion.	no statement of physical principle/ law or incorrect physical principle/ law. Did not use physical terms needed to solve problem or incorrect terms used.

Problem scoring: maximum per **problem section** is about 5 points, some sections may have fewer points. In a test containing 4 problems, this equates to 25% of the total test score. The final score per problem is calculated as follows:

$$P_i = \frac{\text{total number of points from rubric}}{\text{maximum rubric points per problem}} \times \frac{100}{\text{\# of problems on test (normally 4)}}$$

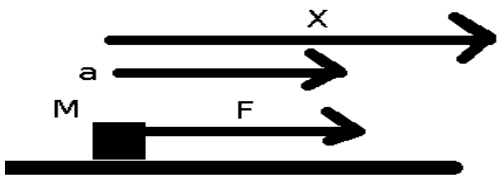
The test score is then determined by

$$percentage\,test\,grade = \sum_{i=1}^{\text{i=Number of problems on test}} P_i$$

Example of a complete solution

Find the vector position at time t of an object of mass M when subjected to a constant force $\vec{F}=F\,\hat{x}$ for a time t if the object was initially at x=0 and at rest. Provide a numerical result with correct SI units for F=1 N, M=1/2 kg and t=2 s. Include a correctly labeled sketch showing F acting on M, a and x.

Solution:



Newton's law: $\vec{F}=M\vec{a}\Rightarrow\vec{a}=\frac{\vec{F}}{M}:\vec{F}=F\,\hat{x}\Rightarrow\vec{a}=\frac{F}{M}\hat{x}$: $a_x=\frac{F}{M}$

Constant force : kinematic equations of motion in x direction for position:

$$x=x_0+v_{x,0}t+\frac{1}{2}a_x t^2$$

Object initially at rest: $v_{x,0}=0\ m/s$. Object initially at x=0: $x_0=0\ m$.

Kinematic equation reduces to: $x=\frac{F}{2\mathrm{M}}t^2$

With numerical values: $x=\frac{1\mathrm{N}}{2\,x\,\frac{1}{2}kg}(2\mathrm{s})^2=4\frac{Ns^2}{kg}=4\,m$

Final answer with vectors: $\vec{x}=4\,m\,\hat{x}$

Score:

1: Started with Newton's law and used correct equation of motion, additionally a correctly labeled sketch was drawn showing correct vector directions as was required=1

2: Algebra (including vectors) correctly lead to final result, unit algebra correct=1

3: Correctly used physical information in the problem which were mass M, initial conditions (at x=0, at rest) , time t, constant force, vector directions. Correct numerical quantities (including correct vectors) provided in final result with correct SI units reported=1

Student Learning Outcomes for the Physics Program at Lyon College SP2026

1. Students who complete the Physics 210/220, 240/250, 211/241/251 sequence are able to

1a. Articulate the basic principles of Physics.
1b. Apply the basic principles of Physics to solve a variety of qualitative and quantitative problems at the introductory Physics level.

This can be measured with portions of exam problems in Phy210, Phy240, Phy220, and Phy250. This can be measured with rates of accepted lab reports for Phy211, Phy241, and Phy251.

General Education learning outcomes for Phy210/Phy211/Phy240/ Phy241/Phy220/Phy250/Phy251

Critical thinking: 210,211,240,241,220,250,251
Inquiry and analysis: 211,241,251
Quantitative literacy: 210,240,211,241,220,250,251
Scientific thought and Information literacy: 210,240,211,241,220,250,251

Portions related to Phy211,Phy241,Phy251 will be based upon relative resubmissions for accepted labs throughout the course. Portions related to 210,240,220 and 250 will class exam scores tracked throughout the course.

Critical thinking is regularly evaluated in 210,240,211,241,220,250,251. It is evaluated in terms of starting with correct Physical principles applicable to a given situation and being able to follow it through to completion. It is evaluated by use of exam problems. In 211/241/251, it is part of the process of scientific thought and is evidenced by use of supporting data for a hypothesis as is required by the lab rubric.

Inquiry and analysis is regularly evaluated in 211/241/251 as part of the required element of completed lab writeups. It is evidenced by student explanation of the experiment and is a required element by the rubric.

Quantitative literacy is evidenced primarily in 210/240/220/250 by successful completion of Physical problems with correct units and correct numerical operations. It is evaluated by use of exam problems. Quantitative literacy is exhibited in 211/241/251 by students being able to follow through with calculations partially enabled by spreadsheet examples and being able to interpret the results. This is evidenced by the accepted writeup following a rubric.

Scientific thought and information literacy is regularly evaluated in 211/241/251 and is evidenced by use of hypothesis with supporting evidence (or not supporting evidence) based upon experiment as is required by the lab rubric for 3 selected labs. Information literacy is regularly evaluated in 211/241/251 and is evidenced by correct Physical terminology in lab reports as required by the lab rubric. It is also a significant portion of 210/240/220/250 and is evidenced by student success in using the basic Physical terminology enabling students to correctly initiate quantitative solutions to Physical situations.