



PHYS 530.01W Mathematical Methods: Analysis and Applications

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Robynne Lock

Office Location: STC 238

Office Hours: TBD

Office Phone: 903-213-5864

Office Fax: 903-886-5480

University Email Address: robynne.lock@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Within 48 hours on weekdays and weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook – Felder & Felder, *Mathematical Methods in Engineering and Physics* (2016) (etext ISBN: 978-1-119-04581-6; paperback ISBN: 978-1-118-44960-8). This book was first published in 2016, and, in my opinion, does one of the best jobs of integrating the meaning of math with the meaning of physics I have seen in any textbook.

Recommended book – Tallarida, *Pocket book of Integrals and Mathematical Formulas* Any edition will work. This book is a useful reference containing trigonometric identities, integral tables, etc. You may use it on exams.

Readings – All papers can be accessed online on Perusall. These papers are all in the field of physics education research, which is recognized as a subdiscipline of physics just as particle physics and condensed matter are.

D.-H. Nguyen & N.S. Rebello, “Students’ understanding and application of the area under the curve concept in physics problems,” PRST-PER 7, 010112 (2011).

The syllabus/schedule are subject to change.

- S. Van den Eynde, P. van Kampen, W. Van Dooren, & M. De Cock, "Translating between graphs and equations: The influence of context, direction of translation, and function type," Phys. Rev. PER 15, 020113 (2019).
- T.J. Bing & E.F. Redish, "Analyzing problem solving using math in physics: Epistemological framing via warrants," PRST-PER 5, 020108 (2009).
- S. Tursuca, J. Spandaw, & M.J. de Vries, "Search for symbol sense behavior: Students in upper secondary education solving algebraic physics problems," Res. Sci. Ed. 50, 2131 (2020).
- B.D. Mikula & A.F. Heckler, "Framework and implementation for improving physics essential skills via computer-based practice: Vector math," Phys. Rev. PER 13, 010122 (2017).
- J. D. Gifford & N.D. Finkelstein, "Applying a mathematical sense-making framework to students and its potential for curriculum design," Phys. Rev. PER 17, 010138 (2021).

Course Description

This course covers mathematical techniques needed for advanced physics. Topics covered include series, complex numbers, linear algebra, differential equations, and vector calculus. Additionally, relevant physics education research literature is discussed.

University Catalogue Description

Vectors and curvilinear coordinates, partial differential equations, linear and non-linear systems, matrix algebra, boundary value problems, Fourier transforms, separation of variables, Sturm-Liouville eigenfunction expansion theory, numerical techniques.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students will be able to use complex numbers and linear algebra in physics contexts.
2. Students will be able to apply differential equations to physics problems.
3. Students will be able to use vector calculus in physics problems.
4. Students will be able to discuss the application of findings of physics education research to their own classrooms.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students need to be able to use myLeo Online, scan assignments and include multiple pages as a single document, video conference, watch YouTube videos, and use Perusal.

The syllabus/schedule are subject to change.

Instructional Methods

Each advanced mathematics module contains 1-3 videos. Students should plan to watch 1 video per week. There will be points during each video during which you should pause and work the sample problems before continuing to watch the video. A discussion boards can be found in each advanced mathematics module for you to discuss working problems from the videos or on the problem sets with fellow students. Each reading assignment will be available for discussion in the Perusall platform. You will have an assignment due approximately every other week alternating between problem sets and reading assignments. See the schedule at the end of the syllabus. There will be 1 midterm and a final covering the math techniques content. The final is not cumulative. To earn an A in the course, you will also need to complete an annotated bibliography on math in physics and a conceptually focused math assignment.

Student Responsibilities or Tips for Success in the Course

Students are expected to watch the videos, participate in all discussions, complete all homework assignments, and complete all exams. Students are to be aware of all deadlines and ask questions when directions are unclear.

GRADING

In this course, we will be using specifications-based grading. This is a form of alternative grading. In specs-based grading, the focus is not on assigning specific number grades to assignments and calculating averages, but rather completing specific assignments at sufficient quality. **To achieve a given grade, you must complete ALL of the required assignments listed under that grade.** I expect anybody who makes a good faith effort throughout the course to be able to obtain a B. To earn an A, you must show a deeper level of understanding. The grade scheme is as follows:

Grade of A:

- Fulfill all the requirements for a B (see below)
- Complete annotated bibliography at sufficient quality
- Complete conceptual mathematical assignment at sufficient quality

Grade of B:

- Complete pass 5 out of 6 Perusall assignments at sufficient quality
- Complete 5 out of 6 Problem set assignments at sufficient quality
- Pass Midterm and Final each with a percentage of 70% or higher
- Meet requirements for participation in 5 out of 6 Problem set discussions

Grade of C:

- Complete 4 out of 6 Perusall assignments at sufficient quality
- Complete 4 out of 6 Problem set assignments at sufficient quality
- Pass Midterm and Final each with a percentage of 70% or higher
- Meet requirements for participation in 5 out of 6 Problem set discussions

Grade of D:

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Complete 3 out of 6 Perusall assignments at sufficient quality
Complete 3 out of 6 Problem set assignments at sufficient quality
Pass Midterm and Final each with a percentage of 70% or higher
Meet requirements for participation in 4 out of 6 Problem set discussions

Grade of F:

Does not meet the minimum requirements for a D

Exceptions: I am human, and I know you are too. If there are extenuating circumstances that you believe have prevented the grading system from properly reflecting your understanding and effort, please contact me, and we can talk about it. I can also be flexible with deadlines if needed.

Details about each type of assignment follow:

Perusall assignments: Perusall is an online system that enables students and instructors to collectively discuss a text as they read. There are 6 reading assignments within Perusall for this course, each a journal paper in physics education research related to math in physics. Reading assignments are due approximately every other week. See schedule at the end of the syllabus and in Perusall itself. On each assignment, I have written a short introduction. Then you read the paper online. You make annotations (notes) as you read to share your thoughts and write questions. You can respond to each other and upvote each other. I will also be participating. I can see how much of the paper you have read and how much time you have spent reading. The system automatically calculates a percentage grade based on number and quality of annotations, interacting with each other, and time spent reading. I have set a threshold for passing. Only passing matters in specs-based grading, not a percentage grade. This should become clear with our first reading assignment, but if you have any questions, please ask.

Problem set assignments: There are 6 problem sets, assigned approximately every other week. See schedule at the end of the syllabus. Sufficient quality for full credit requires a good faith effort on the majority of the problems. You will complete problem sets on your own paper and then either scan them or take their picture and submit them via myLeo Online. Problem Sets should be submitted as a single file. Do NOT upload several jpg files. You are strongly encouraged to discuss your problem set homework with fellow classmates on the class discussion boards. Problem set solutions will be made available after the deadline.

Midterm and Final: There will be 1 midterm and a final. See exam due dates at the end of the syllabus. The exams will be made available one week before the due date. Exams are treated as “take-home” exams. They are open note/open book and untimed. Collaboration is not permitted. The exams primarily test procedural knowledge, though

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some conceptual understanding is required. Percentage of at least 70% is required for credit. Retesting may be possible in extenuating circumstances.

Problem Set discussion: You are expected to participate in the problem discussions to discuss the sample problems from the videos or to discuss the problem set homework. To receive full credit, you must make at least 3 posts, at least one of which must be a reply to another student. Due dates listed in D2L are for the first post. You may make additional posts after the deadline but generally within the time frame of the relevant unit.

Annotated bibliography: An annotated bibliography is a reference list with comments (annotations) on each reference. Details for this assignment will be included in another document, but I will include a brief summary here. Inspired by the reading assignments in Perusall and your own interests, you are to locate 5 journal papers on a **specific topic related to math in physics**. For each paper, you will write a summary, a reflection on how useful the paper is for teaching practice, and ideas for lessons the paper has given you. Requirements for “sufficient quality” will be included in the other document with full details. Peer review will be conducted about two-thirds of the way through the semester. The final version will be due at the end of the semester.

Conceptual mathematical assignment: The problem sets and exams involve a fair bit of procedural knowledge, but this assignment will focus more on your conceptual understanding of the math content in a physics context. Full details of this assignment will be included in another document, but I include a brief summary here. You will read specific portions of your textbook and respond to provided prompts primarily in written form. Drawings, graphs, and equations can be used supplementarily. Requirements for “sufficient quality” will be included in the other document with full details. You will have the entire semester to work on this project.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of

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Device	Operating System	Browser	Supported Browser Version(s)
			<p>June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)

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- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



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System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Perusall

We will be using Perusall for reading assignments. This is a browser-based platform. Technical support can be found here: <https://support.perusall.com/hc/en-us/categories/360002173133-Students>

Interaction with Instructor Statement

The best method to reach the instructor is through email. You can send an email to robynne.lock@tamuc.edu with **PHYS 530 in the subject line**. If you do not receive a response within 48 hours, send a reminder email.

The instructor will hold office hours on Zoom. The URL will be posted in myLeo Online.

The instructor will participate in Perusall and on class discussion boards. Please restrict these discussion boards to their labeled topics.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. You are responsible for knowing when all deadlines are.
2. You are responsible for asking for clarification whenever directions are unclear to you.
3. **When emailing the instructor, include the course number in the subject line.**
4. You are expected to check your email and myLeo Online for class announcements at least once per day. Emails will be sent to the email addresses you provided to MyLeo.
5. Homework and exams are due at the times indicated in D2L and Perusall. Late work will be accepted in extenuating circumstances.
6. Students are expected to be professional and respectful and follow netiquette.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Plagiarism

Plagiarism is a criminal activity. You must cite all sources of information. Unreferenced copying of material, whether parts of sentences, whole sentences, paragraphs, or entire articles can result in a score of zero for your assignment and may result in further disciplinary action. This includes self-plagiarism. Do not reuse work from another course.

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Resources for Students

Life is hard. I understand that you have a life beyond this class. I am here to support you as best I can, but there are many university offices on that can help you. I put this list together myself after helping previous students through some tough times. I wanted to make it easier for you to find what you need. I hope you find it helpful.

Mental health issues

Counseling is available to all students for free. They have virtual counseling available.

Call or drop by in-person to make an appointment
Halladay Student Serv. #204
903-886-5145

Title IX: Sexual harassment and assault

If you have experienced or are aware of sexual harassment, sexual misconduct, domestic violence, dating violence, or stalking, you can report this to the Title IX office.

TitleIX@tamuc.edu
McDowell Administration (BA) Building 259
903-468-3104

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the additional resources here:

Crisis center of NorthEast Texas: <http://www.ccnex.org>
Know your IX: <http://knowyourix.org>
End rape on campus: <http://endrapeoncampus.org>
Clery Center for Security on Campus: <http://clerycenter.org>
Not Alone: <https://www.notalone.gov>

Concerns and incident reporting

If you have experienced <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Forms available for:

The syllabus/schedule are subject to change.

- Help a student when there is a concern for homelessness, food insecurity, or harm to self or others
- Civil rights/Title IX
- Student misconduct
- Organization misconduct
- Hazing
- Disruptive students
- Issue with grade, professor, university service, etc.

Don't know where to go?

If you need help and you do not know where to go, Campus Life and Student Development can direct you to the most relevant office.

Campuslife@tamuc.edu
Halladay 201
903-886-5195

COURSE OUTLINE / CALENDAR

Advanced Mathematical Techniques Content Schedule

Weeks are labeled by the Monday of each week.

8/26	Week 1: Calculus review
9/2	Week 2: Calculus review
9/9	Week 3: Introduction to ordinary differential equations
9/16	Week 4: Introduction to ordinary differential equations
9/23	Week 5: Linear algebra and vectors
9/30	Week 6: Linear algebra and vectors
10/7	Week 7: Series
10/14	Week 8: Complex numbers
10/21	Week 9: Divergence, curl, and vector fields
10/28	Week 10: Line integrals, surface integrals, and volume integrals
11/4	Week 11: Line integrals, surface integrals, and volume integrals
11/11	Week 12: Differential equations
11/18	Week 13: Differential Equations
11/25	Week 14: Thanksgiving
12/2	Week 15: Differential equations

Problem Set Homework Deadlines:

Homework 1: Calculus review	9/11
Homework 2: Intro to ordinary differential equations	9/25
Homework 3: Linear algebra and vectors	10/9
Homework 4: Series and complex numbers	10/30
Homework 5: Vector calculus	11/13
Homework 6: Differential equations	12/4

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Physics Education Research Reading Schedule:

Perusall assignments will be on the following journal papers.

- HW 1 D.-H. Nguyen & N.S. Rebello, "Students' understanding and application of the area under the curve concept in physics problems," PRST-PER 7, 010112 (2011).
- HW 2 S. Van den Eynde, P. van Kampen, W. Van Dooren, & M. De Cock, "Translating between graphs and equations: The influence of context, direction of translation, and function type," Phys. Rev. PER 15, 020113 (2019).
- HW 3 T.J. Bing & E.F. Redish, "Analyzing problem solving using math in physics: Epistemological framing via warrants," PRST-PER 5, 020108 (2009).
- HW 4 S. Tursuca, J. Spandaw, & M.J. de Vries, "Search for symbol sense behavior: Students in upper secondary education solving algebraic physics problems," Res. Sci. Ed. 50, 2131 (2020).
- HW 5 B.D. Mikula & A.F. Heckler, "Framework and implementation for improving physics essential skills via computer-based practice: Vector math," Phys. Rev. PER 13, 010122 (2017).
- HW 6 J. D. Gifford & N.D. Finkelstein, "Applying a mathematical sense-making framework to students and its potential for curriculum design," Phys. Rev. PER 17, 010138 (2021).

Perusall due dates:

Homework 1	9/4
Homework 2	9/18
Homework 3	10/2
Homework 4	10/23
Homework 5	11/6
Homework 6	11/20

Exam due dates:

Exams will be made available 1 week before the deadline.

Midterm	10/16
Final	12/11

Annotated bibliography due dates

For peer review	11/12
Final version	12/3

Conceptual math assignment due date 12/10

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