Physics 351: Electricity and Magnetism

Fall 2025

" I have also a paper afloat, with a electromagnetic theory of light which, till I am convinced of the contrary, I hold to be great guns."

– James Clerk Maxwell

Welcome to Physics 351! In this class we will study charges, currents, electric and magnetic fields, and their interactions. Much of the physics is expressed in a single, remarkable set of equations

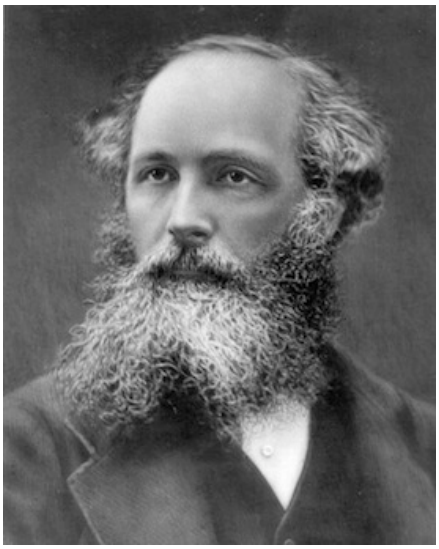
$$\vec{\nabla} \cdot \vec{E} = \frac{1}{\epsilon_0} \rho$$

$$\vec{\nabla} \times \vec{E} + \frac{\partial \vec{B}}{\partial t} = 0$$

$$\vec{\nabla} \cdot \vec{B} = 0$$

$$\vec{\nabla} \times \vec{B} - \mu_0 \epsilon_0 \frac{\partial \vec{E}}{\partial t} = \mu_0 \vec{J}$$

This formulation of electromagnetism is due primarily to the Scottish physicist James Clerk Maxwell. His equations, in one form or another, describe phenomenon ranging from the propagation of light to the deflection of a compass needle by a magnetic field.



James Clerk Maxwell (1831-1879)

The impact of Maxwell's equations extends well beyond electromagnetism. The theory of special relativity is hidden inside of them, and they are the prototype for a unified description of the basic forces of Nature.

Basic Information

Professor: Dr. Robert McNees (he/him).
I will often sign emails as "Bob" but you should address me as "Dr. McNees" or "Professor." I am doing this to help normalize the use of academic titles. If you're wondering why this is important, have a look at this article or read Dr. Susan Harlan's poem "My First Name."

Email: rmcnees@luc.edu.
You *must* use your "@luc.edu" address when sending me an email. Emails sent from outside accounts sometimes get blocked by Loyola's mail servers.

Office: Cudahy Science 314.
You can stop by any time, or email me if you have questions or want to talk about something.

Lectures: MWF from 1:40-2:30 pm in Cudahy Science 406

Discussion: F from 2:45-3:30 pm in Cudahy Science 406

Website: http://jacobi.luc.edu/p351.html.
This is where you will download homeworks and other documents. Occasionally I will post pdfs on Sakai when I need to control access.

COVID-19 Protocols

The University has relaxed its masking rules, and my current policy is that you do not need to wear masks in class this fall. However, I reserve the right to require masks if there is a surge in COVID-19 cases. In the unlikely event that we return to masking, a clear policy will be announced in class and added to an updated syllabus. Non-compliance with updated masking rules would be reported to the Office of Student Conduct & Conflict Resolution.

Having to mask doesn't seem especially likely to me, but you never know – spread has been much higher than expected over the past few months. If anyone feels it is in their best interest to wear a mask in class or during office hours, please do so! If you meet with me one-on-one and would prefer that I wear a mask, just let me know and I will be happy to put one on. Please respect a classmate's decision if they feel more comfortable masking.

If you have any concerns about this policty, or any other rules related to illnesses like COVID-19, please stop by my office and we can discuss. You can also send me an email if that's easier.

Everyone is expected to be familiar with the University's policies concerning COVID-19 and other potential pandemics, and to follow them to the letter. As a common sense precaution, please do not come to class if you test positive for, or exhibit any symptoms of, COVID-19, influenza, RSV, or any another transmissible illness. Students who need to miss class due to illness should contact me via email as soon as possible. We will make plans to handle these situations on a case-by-case basis.

Video Meetings, Recordings, and Privacy

In this class software may sometimes be used to record lectures and discussions. As a student in this class, your participation in those meetings will be recorded. The recordings will be made available only to students enrolled in the class, to assist

those who cannot attend the live session. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). If for some reason a class must be held over Zoom, students who prefer to participate via audio may disable their video camera so only audio will be captured. Students who wish to disable both audio and video may do so, and take part using Zoom's chat functionality. The use of all video recordings will be in keeping with the University Privacy Statement.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Course Information and Policies

Objectives

The goal of Physics 351 is to build a sophisticated understanding of electric and magnetic phenomenon. You will develop a facility with these concepts that allows you to model basic physical systems in more detail than the examples you encountered in introductory courses. Mastering the material in this course will prepare you to study electrodynamics at the graduate level, if you decide to go on to grad school.

We will cover the first seven chapters of the textbook along with most of chapters eight and nine. This includes vector analysis, electrostatics, potentials, special techniques for solving the Laplace and Poisson equations, electric fields in matter and the physics of dielectric materials, magnetostatics, magnetic fields in matter and magnetization, electrodynamics, conservation of charge and energy, Poynting's theorem, momentum of electromagnetic fields, and electromagnetic waves.

Learning Outcomes

Students will gain an understanding of mathematical methods of electrodynamics, of static electricity and magnetism including Coulomb's, Gauss', Ampere's, and Faraday's laws and their applications, and of solutions of Laplace's and Maxwell's equations.

Prerequisites

The prerequisites for this course are Phys 235 and 301. We will rely heavily on concepts and skills you learned in those courses and their prerequisites, especially material from Math Methods (Phys 301), Multivariable Calculus (Math 263), and Differential Equations (Math 264). You should already feel comfortable with the following:

- Vector calculus
- Line, surface, and volume integrals

- Fundamental theorems associated with the div, grad, and curl differential operators
- Techniques for solving ordinary and partial differential equations

If you feel rusty, please take time to review this material. Or come speak to me if you have any concerns about your level of preparation. Students who have not completed the prerequisites may be removed from the course at the discretion of the instructor, after consultation with the chair of the department.

Textbook and Materials

The main text for the class is *Introduction to Electrodynamics* by Griffiths. Homework assignments are not taken from the book, so you should be fine using any edition – older versions may be less expensive. The tone of the book is casual and you will probably find it to be pretty accessible.

When I was an undergraduate I used the books "Electromagnetic Fields" by Wangsness and "Electricity and Magnetism" Purcell. Those texts might be useful if something in Griffiths isn't clear. The classic book by Purcell was released in a new edition a few years ago. I have not used that one, but the original is very good. A more advanced treatment is given in Jackson's "Classical Electrodynamics", which is the text for practically every graduate E&M course. I have copies of these books in my office that you are free to look through. However, they may only be used in my office or the surrounding work areas.

Griffiths' book has a very complete (for our purposes) discussion of the vector calculus used to describe electricity and magnetism. If you'd like to see additional discussions of this material, I recommend the book "Mathematical Methods in the Physical Sciences" by Boas, or "Mathematical Methods for Physics and Engineering" by Riley, Hobson, and Bence. For a more advanced treatment refer to "Mathematical Methods for Physicists" by Arfken and Weber. If you're looking for something more sophisticated, stop by my office and I can show you some other options.

Throughout the semester I will supplement material from the textbook with my own notes. These will usually be posted as pdf files in the Notes section of the website. Nice, readable copies of the lecture notes will also be posted online. These will be available on Sakai so that they can only be accessed by students enrolled in the course.

Meeting Times and Locations

Lectures take place MWF from 1:40 - 2:30 in room 406 of Cudahy Science. The discussion section is scheduled for 2:45-3:35 on F, in the same room. Exams will be held on Friday during the combined lecture and discussion periods, so you can have more time.

Lecture and Discussion Sections

Class will meet three times each week for lectures, and once each week for a discussion section. Attendance at weekly lectures and the discussion section is mandatory. During the lectures we will talk about the material, work through examples, and ask each other lots of questions. Notice that I said "ask each other". You're going to get a lot of questions from me, and I expect to get a lot of questions from you. Most discussion sections will be devoted to the current homework assignment, but sometimes they will include short lectures on interesting material that is outside the scope of the main lectures. Exams will be held on Fridays so we can use the combined discussion section and lecture to give you more time.

Office Hours

Physics 351 has open office hours. That means you can stop by any time if you have a question. If I'm free we can meet right then, and if I'm busy I'll arrange a time for us to meet later on. I am always available from 12:20-1:20 pm on MWF. You can always email me to ask questions or discuss the class, and I will try to get back to you in a reasonable amount of time (see the section on Email). This semester I teach another class on MWF from 10:25-11:15, and labs all afternoon on Tuesday, so I usually will not be available during those times. In addition, I will be off campus for research most Thursdays. But any other time is fair game.

Communications Policy

Email is the best way to reach me. I check it frequently, and will try my best to respond promptly. As a rule of thumb you can expect a response within 24 hours (usually sooner) during the week. Emails sent over the weekend may not receive a response until Monday. From time to time I will contact you via email. When I do, you should feel free to observe the same reply policy. If I send an email in the evening or late at night, you should not feel obligated to respond until the next day.

Expectations

I expect you to arrive to class ready to discuss the material. That means you should read ahead of the lecture for any material covered in the text. Homework will be posted weekly, and you should start working on it as soon as it is posted. *Do not* wait for us to go over all the material before you start. Instead, work on the homework and identify any questions you might have, so they are fresh in your mind during lecture. Many of the homework assignments are *long*, in the sense that they will take up a lot of your time. Do not wait until the last minute or you won't finish.

Special Circumstances and Accommodations

Please speak to me if you have any concerns about the course material or your ability to follow course policies. You can reach me by email or you can stop by my office. Rules for schedule conflicts and make up exams are outlined elsewhere in the syllabus, but you should always let me know if something happens that interferes with your ability to participate in the course. If you need special accommodations for exams you should speak with me as soon as possible, and no later than one week in advance. Once I have the appropriate paperwork from SAC (http://www.luc.edu/sac/) we can make the necessary arrangements.

Intellectual Property

All lectures, notes, assignments, solutions, and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner – on paper, electronically, or otherwise – without my explicit written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Sharing copies of homework assignments, solutions, quizzes, or exams with anyone who is not currently enrolled in the course is not allowed. Providing these materials to students who may enroll in the course at a later date, uploading them to a website, or distributing them in any way, will be reported to department chair and the college. Likewise, obtaining copies of materials, including quizzes and exams, that were used in a previous course is not allowed and will be reported to the department chair and the college. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

A lot of students have Chegg accounts and use it (or similar services) to obtain help with homework problems. This is not a good way to learn the material. Following along with someone else's solution doesn't help you learn how to solve problems yourself. Also, a lot of the solutions posted to Chegg and similar websites are wrong. In any case, posting copies of homework or exam problems on any website is a violation of my intellectual property rights and, more importantly, constitutes a violation of Loyola's academic integrity policy. Submitting solutions obtained via Chegg or similar websites on a quiz or exam is academic misconduct. This could lead to a grade of "0" and the incident being reported to the Chair of the Physics Department and the Office of the Dean. The same goes for solutions manuals: do not use them. Solutions copied from a solutions manual or similar source will receive a grade of "0."

Use of computer algebra systems like MATHEMATICA, Wolfram Alpha, Maple, Matlab, Sage, or anything similar, is controlled in this class. Most homework assignments will instruct you not to use them. Once you have learned how to do certain calculations by hand, we will relax those rules. Using these tools before you understand what they are doing is a bad idea.

You should *never*, under any circumstances, use ChatGPT, Claude, Google Gemini, or any large language model or "AI" system in this class, either as a reference or to produce an answer to a problem. If I find output produced by these models on a homework assignment I will hand it over to the department chair. Please stop by my office if you're curious about this policy!

Statement of Intent

By remaining in this course you agree to abide by the rules and policies laid out in this syllabus. Any changes to the syllabus will be announced in class, and the updated syllabus will be posted on Sakai and the course website. Missing class is not a valid reason for being unaware of changes to the syllabus.

Homework, Exams, and Grades

Homework Assignments

Homework is assigned most weeks throughout the semester. There will be a total of 12 assignments. Most of them (with a few exceptions at the beginning and end of the semester) are due on Mondays. That gives you plenty of time to work on them after asking questions during our Friday discussion section. There will not be assignments due on the Mondays after exams. Homework is handed in at the beginning of class on the day that it is due. Papers must be neat, legible, and presented in order. You should probably work everything out on scrap paper and then write up a clean version of your solutions to hand in.

Homework in this class is absolutely essential. You have to do every single problem (along with examples from the lectures and book, extra problems for things you find tricky, etc) to master the skills we're trying to develop. Completing the homework is the only way to be sure that you are ready for the exams. More importantly, it is the only sure way to know if you understand the material.

You should definitely discuss the homework assignments with your classmates – you might be able to clarify a tough concept for them, or they might point out a good strategy for a confusing problem. But after working together, you must go back and complete the problems on your own. If your solution looks like it was copied from someone else's work then you need to redo it from scratch. A good rule of thumb is that you should be able to explain each step of your solution to a problem. If you can't do that, then you haven't completed the problem on your own.

Do not, under any circumstances, hand in homework copied from another student, a solutions manual, or some source you found on the internet. There are lots of reasons I am telling you this. First, it's cheating, and I may have to report it to the department chair. (I know, I just told you to work together. That's why taking what you learned and working out the solution on your own is so important. Don't worry; I can tell the difference between working together and copying.) Second, and more importantly, you don't learn anything that way. Obviously you don't learn anything from copying a classmate's homework. You have to be able to do this stuff on the exams, and copying won't prepare you for that. Third, you don't get much (or any) benefit from adapting a solution that you find online or in a manual. Finding material that you can apply to another problem is a useful skill, but it's not the one we're trying to develop here. Part of understanding the material in this course is figuring out how to deploy it to solve different kinds of problems or model new situations. You only develop that skill by trying different things and playing around with a problem. Sometimes you will have to put it down for a while and come back to it later. Getting stuck and banging your head against a tough problem is part of learning.

Do the homework yourself. In every class I've ever taught, students who relied on solutions manuals, online resources, or copying from classmates ended up doing poorly on the exams.

☠ A Warning ☠

Never, ever hand in something that you copied from a solutions manual or found online. You won't learn anything that way, and it will earn you a grade of zero for that assignment. If it happens more than once it may be reported to the Department Chair and the Office of the Dean.

Exams

There will be two exams and a final exam. I expect that the exams will be held on October 3 and November 14, but we can talk about these dates if they collide with exams in other courses. The material covered on these exams will be discussed in class. The final exam, which is comprehensive, will be held on Thursday, December 11, from 1 - 3 pm.

Grades

Grades in the course are primarily determined by homework assignments and exams. The weekly homework grades contribute 35% of your final grade in the class, and two "midterm" exams (October 3 and November 14) count 15% each. A cumulative final exam (December 11, from 1:00-3:00 pm) is worth 30%. The remaining 5% depends on attendance and participation.

To receive the full 5% participation grade you should do two things that show me you are engaging the material and thinking about what we're doing. First, you must regularly attend lectures and discussion sections. Second, you should ask questions. This can happen in class, in discussion, or office hours. There is no minimum number of questions you need to ask, and if you don't like to speak up in class you can ask them via email. As long as you do these things, you get the 5%.

Once your grades have been added up and converted to a percentage, your final grade will be assigned according to the following table:

Percentage	Letter Grade
100 – 92	A
92 – 90	A−
90 – 88	B+
88 – 82	B
82 – 80	B−
80 – 78	C+
78 – 72	C
72 – 70	C−
70 – 68	D+
68 – 62	D
62 – 0	F

The lower end of each range is inclusive and the upper end is exclusive. So a grade of 90 is an "A-" and not a "B+", while a grade of 73 is a "C" and not an "C-".

For example, suppose you finish the class with a 91% average on the homeworks, grades of 85% and 82% on the two exams, and an 89% on the final. You attended the lectures, actively participated, and asked questions over email a few times, so you get the full 5% for participating. Then your final grade would be

$$91\% \times 0.35 + 85\% \times 0.15 + 82\% \times 0.15 + 89\% \times 0.30 + 5\% = 88.6\%\,, \tag{1}$$

which earns you a B+.

Makeups and Absences

If you miss one of the exams due to illness, emergency, or a Loyola-approved activity, let me know as soon as possible and we will schedule a make up. You will need to provide written documentation (from a doctor, for instance, or the university if you are traveling for an event) before the make up exam will be administered. The documentation must be relevant to the date you missed class. For Loyola-approved activities you should let me know as far in advance as possible, and no later than one week before the exam. Absences related to the COVID-19 pandemic are an exception to this policy. Let me know if you have to quarantine and we will work something out.

■ Course Topics and Exam Calendar

At a minimum, we will cover most of the first nine chapters of the textbook, except for a few parts of chapters 8 and 9. If things go well, we will also cover parts of chapters 10 and 11. You can help keep us on schedule by actively participating in class. The more engaged and prepared you are, the more time we will have at the end of the semester to cover additional (interesting!) topics. The table below is an estimate of how we'll spend our time. Exam dates are marked with a †.

Week	Date	Chapter	Events
1	August 25, 27, 29	1	First Class
2	September 1, 3, 5	1, 2	Labor Day
3	September 8, 10, 12	2	
4	September 15, 17, 19	2	
5	September 22, 24, 26	3	
6	Septmber 29; October 1, 3†	3	Exam 1
7	October 6, 8, 10	3	Fall Break
8	October 13, 15, 17	4	
9	October 20, 22, 24	4, 5	
10	October 27, 29, 31	5	
11	November 3, 5, 7	5, 6	
12	November 10, 12, 14†	6	Exam 2
13	November 17, 19, 21	7	
14	November 24, 26, 28	7, 8	Thanksgiving
15	December 1, 3, 5	9	
16	December 11†	-	Final Exam

These dates are subject to change – this is the schedule for the minimum amount of material. Ideally we will be ahead of schedule and have at least a week at the end of the semester for additional material. You will always be notified about any major changes to the schedule.

Other important dates can be found on the CAS calendar for the Fall 2025 semester. Please contact me if you need any accommodations for activities or observances associated with other religious holidays, including *but not limited to* those listed below.

Dates	Religous Holidays
September 22 - 24	Rosh Hashanah
September 22 - October 2	Navratri
October 1 - 2	Yom Kippur
October 6 - 13	Sukkot
October 13 - 15	Shemini Atzeret
October 14 - 15	Simchat Torah
October 20	Diwali
December 8	Conception

Other Things You Should Know

Important Dates

Besides the dates listed on the calendar, there are a few other important dates you should be aware of. September 8 is the last day to can request or cancel the pass/no-pass option. (However, this may not available in your academic program.) The last day to drop without a grade of "W" is September 7, and the last day to drop this course with a grade of "W" is October 31. You will have received grades on an exam and several homework assignments by this date, which will give you a good idea of how things are going in the course.

Academic Integrity

Any incidence of academic dishonesty on a homework assignment or exam will result in a grade of "0" and will be reported to both the Chairperson of the Physics Department and the Dean of the College of Arts and Sciences. The full copy of the CAS Statement of Academic Integrity can be found at the end of this syllabus. Please note that sharing or receiving homework assignments or exam materials from previous semesters falls under the university's working definition of "plagiarism" and is a violation of the academic integrity policy.

Travel and Exams

Travel plans are not an excuse for missing an exam. This includes travel plans made by parents, without your knowledge. If you are aware of a pre-existing conflict you must let me know during the first week of class, so we can arrange a makeup. After the first week I will not accept travel conflicts as a valid excuse for missing a quiz or exam.

Cell Phones and Other Electronics

Please turn off cell phones and other electronic devices during class unless you have an important reason to leave them on. It will be easier to stay engaged and participate without a device competing for your attention. There are lots of important reasons you might need to leave them on (a sick relative, a kid in daycare, being on-call for work, etc) and that's fine! But if you need to leave your phone on, please set it to vibrate or a low volume.

All devices that can access the internet must be turned off and put away during exams. Using such a device during an exam is a violation of the academic integrity policy and will result in a grade of zero.

How Do I Email A Professor?

It's just like you were writing a letter. Use a salutation, introduce yourself, identify which class you are in, write in complete sentences, don't use slang or abbreviations, be polite, use proper punctuation and grammar, ask questions as clearly as possible, close your message with a sign-off, and write your name at the end of the email.

Why Should I Email A Professor?

Great question. If you need to ask me something outside of class you should email me. I'm pretty good at answering questions over email. But if an email explanation doesn't work then we can meet in person. I'll try to respond promptly, though I may not answer until the next day if you email me late at night. Likewise, if I ever email you with a question in the evening or late at night, you should feel free to wait until the next day to respond. Emails received over the weekend may not be answered until Monday.

Can I Use ChatGPT Or Another LLM?

I wouldn't recommend it. I keep a pretty close eye on the capabilities of several LLMs. They can do some things really well, if you use them the right way. However, they often make mistakes when generating responses to questions about physics. Sometimes these mistakes are obvious, sometimes they are subtle and hard to spot. The fact that you cannot trust the output of LLMs should be reason enough not to rely on these systems.

But that's not the only problem. Interactions with LLMs feel like a dialog, so it's natural to think the usual rules of conversation apply. You ask a question and expect an answer *to that question* in response. It's important to understand that this is not what's happening. An LLM is designed to generate likely responses to the question "What would an answer to this query *sound* like?" This is not the same thing as answering the question. It might produce what you are looking for, or it might not. This is one reason why output from an LLM will sound authoritative even when it's wrong, and apologetic when mistakes are pointed out. It isn't authoritative or apologetic, and it isn't "thinking" about the question. These are just the sorts of responses that give the best fit to a set of (admittedly very complex) likelihood criteria.

A bigger problem is that using an LLM short circuits the process of thinking through questions and developing strategies to answer them. It's not that an LLM never gets things right; they often produce correct output. But correct outputs are limited to material in the model's training data. Those are questions we already know how to answer. Is that why you're here? To answer questions we already know how to answer? An important outcome of your physics education is learning how to answer complicated questions for yourself. Part of that training involves questions we already understand, because that's a good way of learning processes that can be applied to questions we don't yet understand. An LLM may or may not generate a correct answer, but either way it's cheating you out of the practice needed to learn a process central to your education.

Evidence is accumulating that frequent use of LLMs has both neurological and behavioral consequences. One recent study argues that the momentary convenience comes with a steep price: significant cognitive debt and consistent underperformance compared to peers that do not rely on these systems. So I can't stop you from using an LLM, but I would urge you to consider the cost.

Finally, I will remind you that uploading material from this class to *any* website, app, or server is expressly prohibited. It violates violates Loyola's academic integrity policy, as well as the Intellectual Property rules described earlier in this syllabus. I do not consent to having any material (or transcripts of material) from my course submitted to ChatGPT, Claude, Gemini, or any LLM/"AI" system.

Student Support Resources

- ITS HelpDesk: `helpdesk@luc.edu` (773-508-4487)
- Library Subject Specialists: `http://libraries.luc.edu/specialists`
- Student Accessibility Center: `https://www.luc.edu/sac/`
- Writing Center: `http://www.luc.edu/writing/`
- Ethics Hotline: `http://luc.edu/sglc/aboutus/` (855-603-6988)

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am a Responsible Campus Partner ("RCP") under Loyola's Comprehensive Policy and Procedures

for Addressing Discrimination, Sexual Misconduct, and Retaliation (available at www.luc.edu/equity). While my goal is for you to be able to engage fully and authentically with our course material through class discussions and written work, I also want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (including sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the Office for Equity & Compliance ("OEC"). As the University's Title IX office, the OEC coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure students' rights are protected.

As an instructor, I also have an obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect.

The University maintains such reporting requirements to ensure that any student who experiences sexual/gender-based violence receives accurate information about available resources and support. Such reports will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Additionally, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. If you have any questions about this policy, you are encouraged to contact the OEC at `equity@luc.edu` or 773-508-7766.

If you ever wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with resources as needed – without generating a report or record with the OEC. More information about The Line can be found at luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using one's chosen modes of address (including preferred names and gender pronouns) honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit within a gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and / or the class when you introduce yourself. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know privately and I will work diligently to honor your wishes. My goal is to create an affirming environment for all students so that everyone can learn and engage as our full and true selves.

College of Arts & Sciences Statement on Academic Integrity

Read the statement on the CAS website

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher
- Providing information to another student during an examination
- Obtaining information from another student or any other person during an examination
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor
- Attempting to change answers after the examination has been submitted
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes the following

- Submitting as one's own material copied from a published source, such as print, internet, CD-ROM, audio, video, etc.
- Submitting as one's own another person's unpublished work or examination material
- Allowing another or paying another to write or research a paper for one's own benefit
- Purchasing, acquiring, and using for course credit a pre-written paper

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of

intellectual honesty. Any failure to do so,whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the chairperson of the department involved, and to the Dean of the College of Arts and Sciences.

The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the academic dean of the student's college may convene a hearing board. Students have the right to appeal the decision of the hearing board to the academic dean of the college in which they are registered. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of a dean.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found here.

The College of Arts and Sciences maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.