

Physics 351: Electricity and Magnetism

Fall 2026

*“ 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

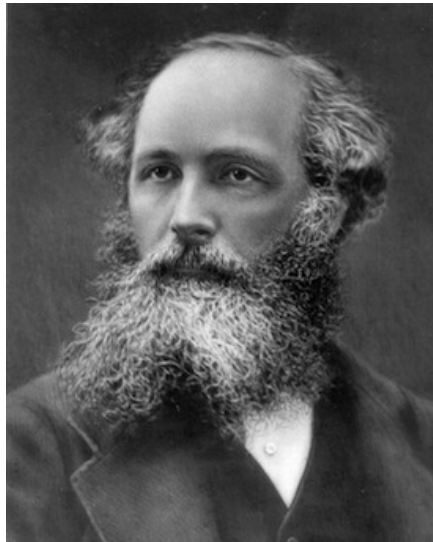
$$\vec{\nabla} \cdot \vec{E} = \frac{1}{\epsilon_0} \rho$$

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

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

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

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 12:35-1:25 pm in Cudahy Science 406

Discussion: F from 11:30-12:20 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.

■ 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.

Course 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 (PHYS-BS PLO 1), and of solutions of Laplace’s and Maxwell’s equations (PHYS-BS PLO 3).

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

Please take time to review this material if you feel rusty. 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](#)” by 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 12:35 - 1:25 in room 406 of Cudahy Science. The discussion section is scheduled for 11:30-12:20 on F, in the same room. Exams will be held on Friday during 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 9:00-10 am on MF. You can also 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 morning 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 consent. When consent to record is given, the recordings may only be used for review and may not be distributed. Lectures may not be recorded with any tool that uses “AI” or a remote server to process the audio. This includes any app (including popular note taking apps like GoodNotes or Notability) that produces summaries or transcripts of audio recordings.

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.

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. **Homework solutions copied from a solutions manual or similar source will receive a grade of "0."** (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.

Sometimes students use websites like Chegg (or similar services) to obtain solutions to homework problems. This is not a good idea. 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, submitting someone else's work for a grade is a violation of Loyola's academic integrity policy. 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.

You should *never*, under any circumstances, use ChatGPT, Claude, Gemini, Grok, or any large language model or "AI" system in this class, either as a reference or to produce an answer to a problem. This is considered **cheating and plagiarism**. These are violations of the College of Arts & Science's Academic Integrity policy found at the end of this syllabus. The minimum penalty is a grade of "0" and referral to the Department Chair and the Dean. Using these systems in other contexts is addressed later in this syllabus. 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!

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. I know it feels like I am putting up roadblocks for very convenient and powerful tools. What I am actually doing is trying to help you develop the skills needed to eventually use such tools the right way.

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

Exams

There will be two exams and a final exam. I expect that the exams will be held on October 2 and November 13, but we can talk about these dates if they collide with exams in other courses. The material covered on the exams will be discussed in class. The comprehensive final exam will be held on Friday, December 11, from 9 - 11 am.

Grades

Grades in the course are primarily determined by homework assignments and exams. The weekly homework grades contribute 30% of your final grade in the class and two "midterm" exams (October 3 and November 14) count 17.5% each. A cumulative final exam (December 11, from 9:00-11:00 am) 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 via email or during office

hours. 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 – 93	A
93 – 90	A–
90 – 87	B+
87 – 83	B
83 – 80	B–
80 – 77	C+
77 – 73	C
73 – 70	C–
70 – 67	D+
67 – 63	D
63 – 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 80% on the two exams, and an 84% on the final. You attended the lectures, actively participated, and asked questions in office hours, so you get the full 5% for participating. Then your final grade would be

$$91\% \times 0.30 + 85\% \times 0.175 + 80\% \times 0.175 + 84\% \times 0.30 + 5\% = 86.4\% , \quad (1)$$

which is 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 should provide written documentation (from a doctor or clinic, or from 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.

■ 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 24, 26, 28	1	First Class
2	August 31; September 2, 4	1, 2	
3	September 7, 9, 11	2	Labor Day
4	September 14, 16, 18	2	
5	September 21, 23, 25	3	
6	Septmber 28, 30; October 2 [†]	3	Exam 1
7	October 5, 7, 9	3	Fall Break
8	October 12, 14, 16	4	
9	October 19, 21, 23	4, 5	
10	October 26, 28, 30	5	
11	November 2, 4, 6	5, 6	
12	November 9, 11, 13 [†]	6	Exam 2
13	November 16, 18, 20	7	
14	November 23, 25, 27	7, 8	Thanksgiving
15	November 30; December 2, 4	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 2026 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	Religious Holidays
September 11 - 13	Rosh Hashanah
September 20 - 21	Yom Kippur
September 25 - October 2	Sukkot
October 2 - 3	Shemini Atzeret
October 3 - 4	Simchat Torah
October 11 - October 19	Navratri
November 8	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. The last day to drop without a grade of “W” is September 6, and the last day to drop this course with a grade of “W” is October 30. 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. Part of the CAS Statement of Academic Integrity and a link to the full document 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.

Should I Use ChatGPT Or Another LLM To Study?

I wouldn't recommend it. I try to keep up with the capabilities of the major 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, but 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 when you are trying to learn any new subject. You don't yet have the expertise to critically assess the output.

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 the response will be an answer *to that question*. It's important to understand that this is not what's happening. An LLM is designed to generate plausible responses to the question "What would an answer to this query *sound* like?" That is not the same thing as answering the initial 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 best fit a very complicated set of likelihood criteria. The fact that you are processing them in the context of your expectations for a conversation obscures a lot of this.

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 procedures and material in the model's training data – questions we already know how to answer. Is that why you're here? To answer questions we already know how to answer? Whether you are studying Physics or English or Business, all your instructors are trying to help you learn how to answer questions for yourself. Part of that training involves questions we already understand, because that's an effective way of learning *processes* that can be applied to questions we don't understand. This is one of the most important aspects of your college education and it takes practice. Asking an LLM may or may not generate a correct answer, but either way it cheats you out of learning these processes.

To make matters worse, evidence is accumulating that frequent use of LLMs has neurological and behavioral consequences. [One recent study](#) claims significant cognitive debt and consistent underperformance compared to peers that do not rely on these systems. [Another study](#) shows scores on in-person assessments, including placement exams, falling by around 20% for students who use LLMs on homework assignments. Those are steep prices to pay for a momentary convenience.¹ So I can't stop you from using an LLM, but I would urge you to

¹One might counter by citing the 2025 study published in Nature that claimed ChatGPT has a positive impact on learning. But [that study was retracted earlier this year](#) and its authors have chosen not to address discrepancies pointed out by other researchers.

consider the cost.

Finally, I want to remind you that uploading material from this class to any website, app, or server is prohibited by the Intellectual Property rules described earlier in the syllabus, and may also violate Loyola's academic integrity policy. I do not consent to having material or transcripts of material from my course submitted to ChatGPT, Claude, Gemini, Grok, or any remote or local LLM/"AI" system. This also applies to apps which generate transcriptions or summaries of audio and video recordings.

Notice of Reporting Obligations and Student Title IX Rights

Under Title IX, a federal civil rights law, Loyola is obligated to ensure a safe and inclusive academic environment free from sex-based discrimination. At Loyola, the [Office for Equity & Compliance](#) ("OEC") is the University's Title IX office and coordinates the University's response to reports and complaints of sexual misconduct (as well as discrimination of any kind) to ensure all students' rights are protected.

As a faculty instructor, I, too, have a responsibility to support student safety. As a designated Responsible Campus Partner ("RCP"), I must report to the OEC any known, disclosed, alleged, or otherwise reported (formally or informally) incident of sexual misconduct that satisfies any of the following criteria:

- Sexual misconduct against any individual who is currently a minor by any individual
- Sexual misconduct against any individual who is or was a student at the time of the incident
- Sexual misconduct by any individual who is or was a student or employee (faculty or staff) at the time of the incident

Similarly, I also have an obligation under Illinois law to report disclosures of or suspected instances of [child abuse or neglect](#).

The University maintains these reporting requirements in the spirit of *cura personalis* (care for the whole person), to demonstrate care and to ensure that all students who report sexual/gender-based misconduct receive accurate and timely information about available resources and options available to all students. More information can be found in Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (available at luc.edu/equity), or if you have any related questions, you can always contact the OEC at equity@luc.edu or 773-508-7766.

If at any time you would like to speak instead with a confidential resource (i.e., someone who is not a RCP and will not refer you to the OEC) regarding gender-based violence, advocacy services are available through the Wellness Center or by calling [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 elsewhere in the University. More information about The Line can be found at luc.edu/wellness.

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)

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.

■ 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. 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 policy, 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

This is an in-person class. There is no plan to record lectures. Remote participation is not an option. However, it is always possible that something happens and we find ourselves needing to record lectures or discussions

using software like Zoom or Panopto. As a student in this class, your participation in those meetings may be recorded. The recordings would be made available only to students enrolled in this class. Any recordings would 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). The use of video recordings will be in keeping with the University Privacy Statement.

Please note that personal audio or video recordings of lectures or classroom activities are not allowed without my permission. Transient (temporary) recordings, recordings made with smart glasses, or recordings made with apps for the purpose of transcription or review, which might be uploaded to a server, saved in the cloud, or otherwise sent to a third party, are expressly forbidden and will be reported to the University.

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.

College of Arts & Sciences Statement on Academic Integrity

[Read the full statement on the CAS website](#)

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Standards

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. **Students may not plagiarize.** Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
 - (a) Submit material copied from a published or unpublished source.
 - (b) Submit material that is not cited appropriately.
 - (c) Use another person's unpublished work or examination material.
 - (d) Allow or pay another party to prepare or write an assignment.
 - (e) Purchase, acquire, or use a pre-written assignment for credit.
 - (f) Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. **Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).** If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
3. **Students may not fabricate data.** All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.
4. **Students may not collude.**
 - (a) Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
 - (b) Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
 - (c) Students may not use work submitted by another student in a previous semester of a course.
5. **Students may not cheat.**
 - (a) Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
 - (b) Students may not take an examination by proxy.

- (c) Students may not attempt to change answers after an examination or an assignment has been submitted.
- (d) Students may not falsify medical or other documents for any reason.
- (e) Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
 - 1. Bringing notes into an exam that does not allow outside materials.
 - 2. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
 - 3. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
- (f) Students may not facilitate academic misconduct.
 - 1. For example, a student may not allow another student to copy from their exam or give their own work to another student.

The rest of the Academic Integrity statement discusses sanctions, the disciplinary process, and the appeals process. You can read it by [clicking here](#).