



# **INSTRUCTIONAL PACKAGE**

PHY 202  
Physics II

Effective Term  
Fall 2025/Spring 2026/Summer 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: PHY 202      COURSE TITLE: Physics II

CONTACT HOURS: 3-3      CREDIT HOURS: 4

### **RATIONALE FOR THE COURSE:**

Completion of PHY 202 enables the student to gain an appreciation and working knowledge of fundamental principles in the area of physics and builds on the concepts introduced in PHY 201. These concepts are approached through the development of problem-solving skills, which helps prepare students for future careers in science fields. Additionally, this course is designed to satisfy freshman-level physics requirements at other colleges.

### **COURSE DESCRIPTION:**

This course covers physics topics, including mechanics, wave motion, sound, heat, electromagnetism, optics, and modern physics. This course is transferable to public senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement.

### **PREREQUISITES/CO-REQUISITES:**

(Credit level [PHY 201](#) Minimum Grade of C or Credit level [PHY 201](#) Minimum Grade of TC)

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

A scientific calculator and graph paper.

For Hybrid/Online Students Only: Each student will be required to view an orientation

PowerPoint presentation during the first week of class. This presentation can be found on the course homepage in D2L under News. After viewing the presentation, all online students must complete the orientation quiz, which can be found under the dropdown assignment menu. A student will not be considered officially enrolled in the course until the presentation has been viewed and the quiz completed with a 100% score. Any submitted work from the student including discussion posts, assignments, etc. will not be given a grade until the presentation has been viewed and the quiz has been submitted.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

### **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to complete identity verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

### **ACADEMIC DISHONESTY:**

All forms of academic dishonesty, as outlined in the Student Code in the HGTC catalog, will NOT be tolerated and will result in disciplinary action. Anyone caught cheating (Defined in the code as: "a. Copying from another student's test or answer sheet. b. Using materials or equipment during a test not authorized by the person giving the test. c. Collaborating with any other person during a test without permission. d. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of a test prior to its administration. e. Bribing or coercing any other person to obtain tests or information about tests. f. Substituting for another student or permitting any other person to substitute for oneself. g. Cooperating or aiding in any of the above.") or committing plagiarism (Defined in the code as: "(1) the appropriation of any other person's work and the unacknowledged incorporation of that work

in one's own work or (2) submitting content for academic purposes that are created by artificial intelligence, technology platforms, or writing services and representing that such content is the person's own work product.") will be given a grade of a zero for that assignment and reported to the Senior VP of Academic Affairs, in accordance with the student handbook. If a zero is awarded due to academic misconduct and the lowest exam grade is dropped, that zero will NOT be eligible to be the dropped grade, it will count within the final average. A second offense will result in the student being withdrawn from the course with a W and charges being filed with the Chief Student Services Officer. Alternatively, at the professor's discretion, a student can be assigned a failing grade for the course.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

A student will demonstrate an understanding of electric forces and electric fields by:  
defining electric charge.

discussing the electric force between charged particles.

distinguishing between conductors and insulators.

explaining charging by contact and charging by induction.

applying Coulomb's law to calculate the force on a point charge due to other point charges.

determining the net electric field due to a configuration of point charges.

illustrating electric field lines.

explaining the electric field inside a conductor.

applying Gauss' law to obtain the value of the electric field due to charge distributions.

explaining how copiers and printers operate.

A student will demonstrate an understanding of electric potential energy and the electric potential by:

defining electrical potential energy.

solving problems involving electrical potential and electrical potential energy.

determining electric potential created by point charges.

relating equipotential surfaces to the electric field.

solving problems involving capacitors.

discussing biomedical applications of electric potential.

A student will demonstrate an understanding of electric circuits by:

defining electromotive force and current.

solving problems using Ohm's Law for a simple series circuit.

relating electrical resistance and resistivity.

- solving problems involving electric power.
- solving AC circuit problems for current and power.
- analyzing circuits with resistors connected in series.
- analyzing circuits with resistors connected in parallel.
- analyzing circuits with resistors connected both in series and in parallel.
- solving circuit problems which include internal resistances of batteries.
- solving complex circuit problems by applying Kirchhoff's rules.
- explaining the operation of voltmeters and ammeters.
- analyzing circuits with capacitors connected both in series and in parallel.
- analyzing RC circuits.
- explaining why electrical grounding is important.

A student will demonstrate an understanding of magnetic forces and magnetic fields by:

- defining magnetic field.
- determining the magnetic force on a moving charge in a magnetic field.
- analyzing the motion of a charged particle in a magnetic field.
- summarizing how the masses of ions are determined using a mass spectrometer.
- calculating the magnetic force on a current in a magnetic field.
- calculating the torque on a current-carrying coil.
- calculating magnetic fields produced by currents.
- utilizing Ampere's law to calculate the magnetic field due to steady current.
- explaining the phenomenon of ferromagnetism in magnetic materials.

A student will demonstrate an understanding of electromagnetic induction by:

- explaining how an induced current is produced.
- solving motional EMF problems.
- calculating magnetic flux.
- solving problems using Faraday's law of induction.
- predicting the direction of an induced current using Lenz's Law.
- discussing how sound is reproduced via induction.
- solving problems involving generators.
- defining mutual induction and self-inductance.
- solving problems involving transformers.

A student will demonstrate an understanding of alternating current circuits by:

- calculating capacitive reactance.
- calculating inductive reactance.
- calculating impedance in an RLC circuit.
- calculating the resonance frequency of an LRC circuit.
- discussing how semiconductor devices operate.

A student will demonstrate an understanding of electromagnetic waves by:  
explaining how electromagnetic waves are produced and their important characteristics.  
calculating the speed, frequency and wavelength of electromagnetic waves.  
relating the speed of light to electromagnetic quantities.  
calculating energy, power and intensity for electromagnetic waves.  
solving problems involving the Doppler Effect for electromagnetic waves.  
solving polarization problems using Malus' law.

A student will demonstrate an understanding of the reflection of light (mirrors) by:  
relating wave fronts and rays.  
applying the law of reflection to plane mirrors.  
discussing image formation by a plane mirror.  
calculating the focal length of a spherical mirror.  
illustrating ray tracing for spherical mirrors.  
utilizing the mirror and magnification equations to solve problems.

A student will demonstrate an understanding of the refraction of light (lenses and optical instruments) by:  
defining the index of refraction.  
applying Snell's law to solve refraction problems.  
analyzing total internal reflection.  
defining Brewster's angle.  
analyzing examples involving dispersion of light.  
analyzing how images are formed by converging and diverging lenses.  
illustrating ray tracing for converging and diverging lenses.  
utilizing the lens and magnification equations to solve problems.  
solving problems involving lenses in combination.  
applying ray tracing and the thin lens equation to solve problems involving the human eye.  
calculating angular size and angular magnification.  
applying optical principles to the compound microscope.  
applying optical principles to the telescope.  
discussing spherical and chromatic lens aberrations.

A student will demonstrate an understanding of interference and the wave nature of light by:  
applying the principle of linear superposition to light waves.  
analyzing double-slit interference.  
analyzing thin-film interference.  
explaining the operation of the Michelson interferometer.  
analyzing single-slit diffraction.  
determining the resolving power of lenses.  
applying interference principles to the diffraction grating.  
analyzing the role of interference in reading CDs and DVDs.

discussing x-ray diffraction in crystals.

A student will demonstrate an understanding of special relativity by:

defining inertial reference frames.

listing the postulates of special relativity.

utilizing time dilation to calculate time intervals in different frames of reference.

utilizing length contraction to calculate distances in different frames of reference.

determining the relativistic momentum of a high-speed particle.

determining the value of the various forms of energy a moving body possesses.

determining the relative velocity between relativistically moving bodies.

A student will demonstrate an understanding of particles and waves by:

defining wave-particle duality.

explaining the origin of Planck's constant from blackbody radiation.

utilizing the photon's energy to explain in detail the photoelectric effect.

utilizing the photon's momentum to explain in detail the Compton Effect.

solving problems involving de Broglie wavelength of a particle.

calculating quantum uncertainty using the Heisenberg Uncertainty Principle.

A student will demonstrate an understanding of the nature of the atom by:

discussing the nuclear atom.

determining the wavelengths of hydrogen line spectra.

utilizing the Bohr model to predict the energy levels in hydrogen.

explaining Bohr's assumption regarding angular momentum.

applying quantum mechanics to electron energy levels in hydrogen.

utilizing the Pauli Exclusion Principle to explain the periodic table.

applying the Bohr model to x-ray production in atoms.

explaining how a laser operates.

summarizing laser applications in medicine.

explaining how holographic images are made and viewed.

A student will demonstrate an understanding of nuclear physics and radioactivity by:

identifying properties of the nucleus.

defining and discussing the strong nuclear force.

calculating nuclear binding energy and mass defect.

analyzing alpha, beta and gamma decays.

explaining the role of the neutrino in weak nuclear decay.

solving problems involving radioactive decay.

calculating age using radioactive dating.

analyzing radioactive decay series.

explaining how radiation detectors operate.

A student will demonstrate an understanding of ionizing radiation, nuclear energy, and elementary particles by:

- calculating biological effects of ionizing radiation.
- applying nuclear conservation laws to complete induced nuclear reactions.
- calculating the energy released in nuclear fission reactions.
- discussing the basic components of nuclear reactors.
- calculating the energy released in nuclear fusion reactions.
- discussing elementary particle theories leading to the Standard Model.
- utilizing Hubble's law to explain the age and size of the universe.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## Part III: Grading and Assessment

### EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### EVALUATION\*

Lecture	75%
Lab	25%
Total	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

### GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that



period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

### Science Department Attendance Policies

For a 15-week course (fall and spring) or a 10-week course (summer), the allowed number of absences for a MW or TR class is as follows: 4 absences are allowed for lecture and 2 are allowed for lab, regardless of reason. For a lecture class that meets once a week, the allowed number of absences is 2.

For a 7-week fast-paced course (fall and spring) or a 5-week fast-paced course (summer), the allowed number of absences is as follows: 1 absence is allowed for lecture and 1 for lab, regardless of reason.

When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF. Remember, an absence is an absence, no matter if it is excused or not!

### Online/Hybrid Attendance:

Students enrolled in distance learning courses (hybrid and online) are required to maintain contact with the instructor on a regular basis to be counted as "in attendance" for the course. All distance learning students must participate weekly in an Attendance activity in order to demonstrate course participation. Students showing no activity in the course for two weeks (these weeks do not need to be consecutive) will be withdrawn due to lack of attendance.

### Lab Attendance for Hybrid Courses:

Students in hybrid classes in which labs meet weekly, are allowed two (2) lab absences. Students in hybrid labs that only meet 5 or 6 times during the semester, must attend all lab sessions for its entirety. When a student surpasses the allowed number of absences, the student will be dropped automatically from the course with a W or a WF.

### **Tardiness:**

Students are expected to arrive on time and remain for the entire class session. Repetitive tardiness that results in a significant loss of instructional time may be counted as an absence at the instructor's discretion. Students are encouraged to communicate with their instructor in advance if they anticipate being late or need to leave early due to extenuating circumstances.

## **Part V: Student Resources**



### **THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):**

The SSTC offers to all students the following **free** resources:

1. Academic tutors for most subject areas, Writing Center support, and Academic Coaching for college success skills.
2. Online tutoring and academic support resources.
3. Professional and interpersonal communication coaching in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, contact the SSTC at [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [Online Resource Center](#) to access on-demand resources.



### **STUDENT INFORMATION CENTER: TECH Central**

TECH Central offers to all students the following **free** resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.

3. Chat with our staff on TECH Talk, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552. Visit the Tech Central website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option # 1.



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### **HGTC LIBRARY:**

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an

interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at [disabilityservices@hgtc.edu](mailto:disabilityservices@hgtc.edu) or 843-796-8818 (call or text).

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, Title VII, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

### **TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

**Student and prospective student** inquiries concerning Title IX and its application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX, Section 504, and Title II Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*

Building 200, Room 205B, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5212  
[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).