

2. Coulomb's law allows us to find the force between two point charges.

Three point charges are held fixed in place as shown.



Consider the following comment about this situation:

"There will be zero net electric force on the charge in the middle due to the other charges. Using Coulomb's law, the force due to the  $+Q$  charge is positive, and the force due to the  $-Q$  charge is negative. The forces cancel."

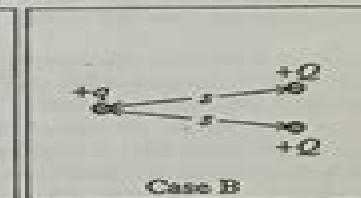
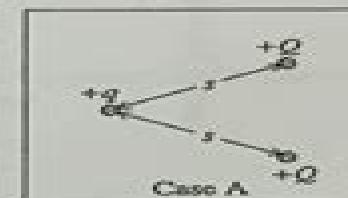
a. Do you agree with this statement? Explain.

b. How does Coulomb's law apply to situations in which there are more than two point charges?

3. Each of the following parts involves a comparison of the net electric force exerted on a positive charge  $+q$  in two different cases.

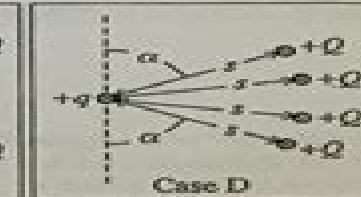
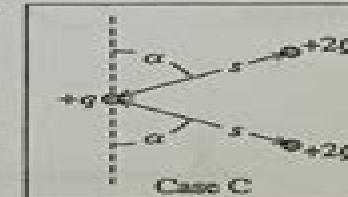
a. In cases A and B shown at right there are two positive point charges  $+Q$  each a distance  $s$  away from a third positive point charge  $+q$ .

Is the net electric force on the  $+q$  charge in case A greater than, less than, or equal to the net electric force on the  $+q$  charge in case B? Explain.



b. In case C, two positive point charges  $+2Q$  are each a distance  $s$  away from a third positive point charge  $+q$ . In case D, four positive point charges  $+Q$  are each a distance  $s$  away from a fifth positive point charge  $+q$ . (The angle  $\alpha$  shown is the same in both cases.)

Is the net electric force on the  $+q$  charge in case C greater than, less than, or equal to the net electric force on the  $+q$  charge in case D? Explain.



# Tutorials In Introductory Physics Homework Answers

**Lillian C. McDermott, Peter S.  
Shaffer, University of Washington.  
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comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

**Physics for Scientists and Engineers with Modern Physics** Douglas C.

Giancoli,2008 Key Message This book aims to explain physics in a readable and interesting manner that is accessible and clear and to teach readers by anticipating their needs and difficulties without oversimplifying Physics is a description of reality and thus each topic begins with concrete observations and experiences that readers can directly relate to We then move on to the generalizations and more formal treatment of the topic Not only does this make the material more interesting and easier to understand but it is closer to the way physics is actually practiced Key Topics INTRODUCTION

MEASUREMENT ESTIMATING DESCRIBING MOTION KINEMATICS IN ONE DIMENSION KINEMATICS IN TWO OR THREE DIMENSIONS VECTORS DYNAMICS NEWTON S LAWS OF MOTION USING NEWTON S LAWS FRICTION CIRCULAR MOTION DRAG FORCES GRAVITATION AND NEWTON S6 SYNTHESIS WORK AND ENERGY CONSERVATION OF ENERGY LINEAR MOMENTUM ROTATIONAL MOTION ANGULAR MOMENTUM GENERAL ROTATION STATIC EQUILIBRIUM ELASTICITY AND FRACTURE FLUIDS OSCILLATIONS WAVE MOTION SOUND TEMPERATURE THERMAL EXPANSION AND THE IDEAL GAS LAW KINETIC THEORY OF GASES HEAT AND THE FIRST LAW OF THERMODYNAMICS SECOND LAW OF THERMODYNAMICS ELECTRIC CHARGE AND ELECTRIC FIELD GAUSS S LAW ELECTRIC POTENTIAL CAPACITANCE DIELECTRICS ELECTRIC ENERGY STORAGE ELECTRIC CURRENTS AND RESISTANCE DC CIRCUITS MAGNETISM SOURCES OF MAGNETIC FIELD ELECTROMAGNETIC INDUCTION AND FARADAY S LAW INDUCTANCE ELECTROMAGNETIC OSCILLATIONS AND AC CIRCUITS MAXWELL S EQUATIONS AND ELECTROMAGNETIC WAVES LIGHT REFLECTION AND REFRACTION LENSES AND OPTICAL INSTRUMENTS THE WAVE NATURE OF LIGHT INTERFERENCE DIFFRACTION AND POLARIZATION SPECIAL THEORY OF RELATIVITY EARLY QUANTUM THEORY AND MODELS OF THE ATOM QUANTUM MECHANICS QUANTUM MECHANICS OF ATOMS MOLECULES AND SOLIDS

NUCLEAR PHYSICS AND RADIOACTIVITY NUCLEAR ENERGY EFFECTS AND USES OF RADIATION ELEMENTARY PARTICLES ASTROPHYSICS AND COSMOLOGY Market Description This book is written for readers interested in learning the basics of physics **Conference on the Introductory Physics Course** Robert Resnick, 1997 This collection of papers from educators around the world explores the state of the art in teaching physics Marking the retirement of Robert Resnick from RPI a conference was held on teaching physics This book contains the complete papers from a conference marking the retirement of Robert Resnick from RPI and offers a grand tour of the field **Education for Innovation**, 2008-01-01 In Education for Innovation Implications for India China and America distinguished thought leaders explore cutting edge questions such as Can inventiveness and ingenuity be taught and nurtured in schools and colleges What are the most effective educational strategies to promote these abilities How are vibrant economies driven by innovation What is the relationship between education for innovation and national competitiveness or economic development Focusing on the Worlds three most populous countries and largest economies this book provides a forum for international experts to address a range of critically important issues related to higher education and its role in creating innovative societies A wide diversity of educators policymakers and corporate representatives who are dependent on innovation as the well spring of their success will benefit from the perspectives provided by this volume The contributors critical analyses will be of value to higher education faculty and administrators government officials interested in innovation education policy and national economic and workforce development CEOs and other officials from the online education community and high tech corporate industries Recent focus in all three countries on higher education as a resource for national economic advancement makes the book especially timely **Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles** Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and

practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation *Fundamentals of Physics* David Halliday,Robert Resnick,Jearl Walker,2010-03-15 This book arms engineers with the tools to apply key physics concepts in the field A number of the key figures in the new edition are revised to provide a more inviting and informative treatment The figures are broken into component parts with supporting commentary so that they can more readily see the key ideas Material from The Flying Circus is incorporated into the chapter opener puzzlers sample problems examples and end of chapter problems to make the subject more engaging Checkpoints enable them to check their understanding of a question with some reasoning based on the narrative or sample problem they just read Sample Problems also demonstrate how engineers can solve problems with reasoned solutions INCLUDES PARTS 1 4 PART 5 IN FUNDAMENTALS OF PHYSICS

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**Education Research** Michael Eric Burnside,2002 **2005 Physics Education Research Conference** Paula Heron,Laura McCullough,Jeffrey Marx,2006-03-08 The papers included in these proceedings have been peer reviewed The 2005 Physics Education Research Conference covered a broad spectrum of current research directions including student learning of specific topics student attitudes and the effectiveness of various teaching methods The emphasis was on undergraduate instruction The theme of this conference was Connecting Physics Education Research Teacher Education at All Levels K 20

Engaging Large Classes Christine A. Stanley,M. Erin Porter,2002 Large classes have become a fact of life in colleges and universities across America even as academic funding has decreased class enrollments have continued to rise Although students teachers and administrators are often concerned by the potentially negative impact of uneven teacher to student ratios large classes also offer many potential advantages that are less recognized and not always maximized In Engaging Large Classes the authors demonstrate that large classes can be just as stimulating and rewarding as smaller classes Written by experienced teachers of large classes across a wide range of disciplines and institutions this book provides faculty members and administrators with instructional strategies and advice on how to enhance large class settings This book summarizes many of the core issues related to successfully teaching large classes including An honest review of the advantages and disadvantages of large classes Advice on how to design plan manage and fairly assess large classes The universality of large class issues across disciplines from classroom management to working with teaching assistants Strategies for using classroom technology active learning and collaborative learning Seventeen detailed examples of large classes from a range of higher education institutions The authors not only present an overview of research on teaching large classes they also equip readers with helpful insight into the mechanics of large class pedagogy This book has the potential to change the way academia views the reality of teaching large classes    **2006 Physics Education Research Conference**  
Laura McCullough,Paula Heron,Leon Hsu,2007-03-05 Syracuse New York 26 27 July 2006

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web may 24 2017 doree schmidt as eliate in david ives s the school for lies at the shakespeare theatre company s lansburgh theatre from may 30 through july 2 tony powell until the middle of the 19th

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web jun 7 2017 the school for lies is the fourth french collaboration between playwright david ives and director michael

kahn ives calls his mix of translating and adapting french works translaptation despite significant evidence that he usually has his way with words

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web tony award nominee david ives and stc artistic director michael kahn reunite in this uproarious update of one of the greatest masterpieces of french comedy

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web 2 days ago lies of p s version takes a lot of liberty in its much more gory and depressing version of the classic tale but it s got some nice nods to its inspiration including an untrustworthy cat and

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web aug 13 2017 based on moliere s misanthrope david ives school for lies honors the french 17 the century practice of writing in verse but uses contemporary language while maintaining the molière play s original setting of paris in 1666

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web david ives s new work the school for lies is a deliciously off color tribute to molière s the misanthrope written in the rhyming couplets and iambic pentameter of modern vernacular

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web sep 7 2012 a traveler from england known for his own coruscating wit and acidic misanthropy frank turns celimene s world upside down taking on her suitors matching her barb for barb and teaching her how

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web the school for lies transforms molière's 17th century classic *les misanthrope* into a modern satire crafted in vicious couplets and outrageous gags creating a baroque comedy of manners brimming with contemporary slang etc's production will be the premiere of ives's newly updated version of the adaptation inspired by recent events and

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