

# PHYD72H3 – Winter 2023

## Supervised Reading in Physics and Astrophysics

**Coordinator:** Dan Weaver  
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**Office:** SW 506F  
**Office Hours:** By appointment

### Course Description:

An individual study program chosen by the student with the advice of, and under the direction of a faculty member. A student may take advantage of this course either to specialize further in a field of interest or to explore interdisciplinary fields not available in the regular syllabus.

Supervisors can be physics or astronomy faculty members at any U of T campus.

### Prerequisites:

14.0 credits, cumulative GPA of at least 2.5, and permission from the coordinator.

### Exclusions:

PHY371H, PHY372H, PHY471H, PHY472H

### Enrolment

Enrolment in this course is different from other courses.

To enrol in a supervised study course, students must find a professor who will agree to supervise the course, and then follow the steps outlined below.

Step 1: Request the course on ACORN. Your status will be interim (INT). You will not be officially enrolled until you complete the remaining steps.

Step 2: Fill the Student section on a Supervised Study Form available at: <https://www.utoronto.ca/registrar/supervised-study-form>.

Step 3: Once you fill-in the Student section, contact your supervisor and provide them with the form. Your supervisor will complete their section and forward the form to the course coordinator for departmental approval.

Step 4: Once the project is approved at the departmental level, the form will be submitted to the Registrar's Office and your status on ACORN will be updated from interim (INT) to approved (APP).

## Course Evaluation

Written proposal:	20%
Progress report:	15%
Final report:	35%
Final presentation:	30%

The proposal and reports should be emailed directly to the supervisor. The course coordinator should be CC'ed on the email to enable them to keep a record of student progress and work.

Additional details about these evaluations are found later in this document.

Students are evaluated on a letter-grade basis. These grades will map onto the middle of the range used by University of Toronto Scarborough ([link](#)) as follows:

Grade	UTSC percentage range	Grade
A+	90 – 100%	95%
A	85 – 89%	87%
A-	80 – 84%	82%
B+	77 – 79%	78%
B	73 – 76%	75%
B-	70 – 72%	71%
C+	67 – 69%	68%
C	63 – 66%	65%
C-	60 – 62%	61%
D+	57 – 59%	58%
D	53 – 56%	55%
D-	50 – 52%	51%
F	0 – 49%	0, 25%, or 49%

### File name submission guideline (for all work)

Submit your proposal, progress, and final report files using the following naming convention:

PHYD72\_2023\_LASTNAME\_FIRSTNAME\_STUDENT#\_\*\*\*\*\*.PDF

where your name, student # are inserted, & \*\*\*\* is "proposal", "progress-report", or "final-report".

### **Course Expectations:**

Students should learn about all aspects of conducting the research from the supervisor. Students will be asked to submit work to the supervisor, i.e., the proposal, progress report, and final report. The course coordinator must also be sent a copy of this work for their records. The student will present their project to their supervisor, the course coordinator, as well as other faculty and students at the end of the term.

It should be clearly noted that the topic must not significantly overlap with other courses offered at the Department of Physical and Environmental Sciences and the depth must be appropriate to the D-level of the course.

UTSC regulations impose a limit of approximately six hours per week for the coursework. This aligns with a standard course that has three hours per week of class time plus a few hours for readings and homework.

### **Course organization:**

#### Meetings with supervisors

Students will meet regularly with their supervisor to discuss the reading project being undertaken. The frequency of these meetings is up to the student and supervisor. It is suggested that meetings should be weekly.

**There must be meetings a minimum of twice per month.**

While it may be agreed that a student is responsible for setting meeting times with the supervisor, the supervisor has a responsibility for ensuring meetings occur should a student fail to arrange regular meetings. If a student or supervisor has concerns about meetings, they should contact the course coordinator.

The student is responsible for participating fully in course research seminars (if any) and lab meetings (if any) and meeting all deadlines for reports and presentations.

#### Co-supervision

Time working on the reading course may be spent with postdoctoral and graduate students and research assistants in addition to the faculty supervisor. The responsibilities of these co-supervisors are to be specified in each case and with the agreement of all parties involved. However, the faculty member remains responsible for the formal approval and evaluation of the project.

### **Questions and email policy**

Students should consult their supervisor for their email policy. The course coordinator's email policy is to respond within two business days.

*Students must include PHYD72 in the email subject and provide their full name and student number in the message.*

## Course components

The research for the project should be conducted during the term of study.

### Written proposal

The proposal is the first major component of the independent reading course. This document should:

- Describe the topic and the motivation for the topic.
  - Why is this a good topic for study? What is its significance?
- Articulate how the proposed topic connects, builds on, and differs from, other courses you have taken.
- Identify the specific question(s) the project will answer or explore.
- Set out benchmarks for accomplishing the intended work, e.g., set out an expected timeline for the term.
- Identify anticipated challenges and a strategy for overcoming them. Ensure the plan is achievable.
- **Be clear about the outcomes of the project: what are the goals and objectives?**

The document should be clear, concise, and focus on the major themes. 3 – 5 pages should suffice. Use 12 point font, single line spacing, and 2 cm page margins.

**Due on the last day of January.**

### Progress update

A short progress update must be emailed to the supervisor (copy the course coordinator). This update should be a minimum of half a page long and a maximum of one page.

This update should include:

- the goal of the project,
- brief summary of the work done so far,
- expected challenges, and
- a general plan for the next month.

The progress update will be an opportunity for students to reflect on their progress and challenges, prompt feedback from the supervisor, and update the course coordinator.

**Due on the last day of February.**

*Please note that supervisors can take the quality and content of the progress update into account when determining the progress grade but may also consider other factors.*

## Final report

Student must produce a substantive written report containing significant analysis and interpretation of a previously approved topic.

The report shall be 5 – 10 pages and use 12 point font, single line spacing, and 2 cm page margins. This length includes figures and excludes references or appendices. Latex is preferred. If using Word, please submit final files as a PDF.

The Centre for Teaching and Learning (CTL) has a writing centre with resources and staff to assist in your report writing skills. It is strongly advised that you make use of this service.

The supervising faculty member is responsible for reading the proposal and drafts of the final report, giving timely and constructive feedback, and submitting the final grade for the course coordinator.

An electronic (PDF format) copy must be given to both the supervisor and course coordinator. A printed copy may be requested as well. The report grade will be determined by consensus between by the supervisor and the course coordinator.

### The final report is due on April 07.

#### Tips:

- All writing benefits immensely from having someone read it and offer comments. This can be your supervisor, a post-doc or grad student, or a friend.
- **Editing and re-writing is critical to good writing.** Ensure you leave sufficient time to write a draft, get comments from others, and carefully re-read and edit the work.
- All figures must have captions and axis labels. All tables must have captions.
- References must be properly cited and formatted. If unsure, talk to the library or your supervisor.
- Re-check that you have fully expressed the different parts of your report and that it is well organized, e.g.: introduction, a description of methods used, results, discussion, and conclusions.
- An abstract is required. Writing a short (~one paragraph) summary of your work can be helpful in identifying the core idea/result/story.
- Proofread to check spelling and grammar!

## Final presentation

Every student will present their work to other students and members of the physics and astronomy faculty at the end of course. At least one faculty member other than the supervisor should be present and be able to provide feedback to the supervisor that may be taken into account when assigning a grade for the presentation.

**These presentations will be structured as an oral exam and held [between April 10 and 12](#).**

Presentations are to be a minimum of 10 minutes and a maximum of 15 minutes long. This presentation time limit will be strictly enforced. There will be up to 10 minutes for questions.

A practice session for the final presentations will be scheduled by the course coordinator.

The presentation grade will be determined by consensus between the supervisor and the course coordinator. It will take into consideration feedback from other faculty members.

Students are strongly encouraged to actively participate in other students' presentations by listening and asking questions during the Q&A. A student who demonstrates engagement by asking quality questions during others' talks can be awarded additional points on their presentation grade.

### Tips:

- What is the story? There should be a beginning (e.g., motivation for doing the reading), middle (analysis), and end (conclusions).
- Context: situate your work – how does your topic fit within the broader discipline?
- Equations: do not simply define each term individually. Explain what the equation physically means, how the terms related to the physical system being described/studied, which are most important, and how this connects to the research topic and question(s).
- **Rehearsing is key to effective presentations.** This is true of novices and experts alike.
  - Being a good speaker/presenter is a skill that is developed through deliberate practice and effort.
- Do. Not. Simply. Read. Your. Slides.
- Eye contact with your audience is important for engagement.
- Dress professionally. Practice to be a leading researcher in your field at a conference.

When using figures on slides, make sure that the axes labels and scales can be read by your audience. A common mistake is to have labels that are too small to read. For this reason, you likely want to save two copies of your figures when creating them: one for a report (small font) and one for presentations (larger font).

## **Relevant U of T Policies**

### **Academic Integrity**

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Details: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

### **Accessibility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the *AccessAbility* Services as soon as possible.

*AccessAbility* Services staff (located in Room AA142) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability.utsc@utoronto.ca](mailto:ability.utsc@utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.