

**From:** Stephen Tsui <[stsui@csusm.edu](mailto:stsui@csusm.edu)>  
**Date:** Wednesday, March 1, 2017 at 12:55 AM  
**To:** jjameson <[jjameson@csusm.edu](mailto:jjameson@csusm.edu)>  
**Subject:** RE: GE credit for Physics 357

Hello Julie,

Thanks for providing me feedback on my GE application. I have made some edits to the application and tweaked the syllabus just slightly. I think the most relevant thing to most of these issues is to attach the math review worksheet that is their first assignment. Hopefully, it demonstrates that only high school mathematics are necessary to get going, and I bring the students the rest of the way. To answer your questions directly:

**Could a student who passes Math 100 perform well in this course?**

Yes. In fact, most of the students who have thus far enrolled are human development majors.

**Will you teach them the math they need to succeed in this course?**

Absolutely. In the attached worksheet, you see that we start with basic algebra. I slowly build up sines, cosines, and logarithms, but notice that the students are not responsible for too much there. Mostly, they need to recognize the patterns. I have taught this class to approximately 150 primarily non-science post-bac students, and only a handful have failed.

**What depth of knowledge do they actually need to succeed in the course?**

Mathematically, most problems require the manipulation of a simple formula. It is more about recognizing what physical parameters are relevant from the information given than it is about mathematical mastery. In fact, most of the assignments are actually essays based off of text and scholarly articles.

**We know you are a rocking professor, but if another professor teaches the course, how can you guarantee they will get the students up to speed?**

You're absolutely too kind. The Physics Department has a healthy habit of sharing curriculum between the instructors, so other faculty will have access to all of my course materials and schedules.

**Generally have you had difficulties with your students struggling with the math when you teach this course?**

In the first week, yes. However, the students quickly learn that much of the math is used to describe concepts and that they are only responsible for very specific, prescriptive formulas when actually solving problems.

**One additional comment:**

**You describe an oral presentation in the GE form, but it is not on the syllabus (could you describe it on the syllabus).**

I do not recall writing about an oral presentation in the GE form, and a CTRL-F search did not show the word "oral" in the document. I did have oral communication as a SLO in the syllabus, but I interpreted that to mean classroom discussion and not necessarily a formal presentation.

I look forward to presenting my case to you on Thursday.

Thanks again for the help,  
Stephen

**From:** Julie Jameson  
**Sent:** Thursday, February 23, 2017 2:05 PM

**To:** Stephen Tsui <[stsui@csusm.edu](mailto:stsui@csusm.edu)>

**Subject:** GE credit for Physics 357

Hi Stephen,

I would love to talk to about the Physics 357 course. The committee discussed it for quite a while today and the main concern is that students (who are not in speech pathology) who choose to take the course will not perform well due to the difficult math concepts. I can stop by your office tomorrow after I teach to chat about how to address these concerns, if that would help (around 1:30pm).

Here are a few things to think about for our discussion:

Could a student who passes Math 100 perform well in this course?

Will you teach them the math they need to succeed in this course?

What depth of knowledge do they actually need to succeed in the course?

We know you are a rocking professor, but if another professor teaches the course, how can you guarantee they will get the students up to speed?

Generally have you had difficulties with your students struggling with the math when you teach this course?

One additional comment:

You describe an oral presentation in the GE form, but it is not on the syllabus (could you describe it on the syllabus).

If tomorrow doesn't work, we can do early next week. We are going to open our GEC meeting with your course next week, so I want to have information for them.

Best,

Julie

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