

PHYS 445W: Materials and Quantum Physics Lab

The purpose of this course is to experimentally explore the physics of materials and quantum systems, to learn how to use sophisticated laboratory instruments, and to communicate your results in journal-paper-style written reports and a conference-style talk.

LEARNING GOALS

- **Explore the physics of materials and quantum systems:** Through experiment, students explore advanced physics topics such as hyperfine structure, Bell inequalities, and quantum cryptography.
- **Develop skill with sophisticated laboratory instruments:** Students learn how to use sophisticated instruments such as an atomic force microscope and a pulsed nuclear magnetic resonance apparatus.
- **Communicate to learn.** Students use communication as a form of inquiry, invention, and reflection.
- **Communicate flexibly.** Students communicate effectively for specified audiences in more than one mode, such as written, oral, and graphical modes.

You will write lab reports for your first three modules. The lab reports will be written in the style of a journal paper. The target audience is a hypothetical editor or reviewer. For the fourth module, you will give a brief (10 minute) presentation, similar to a talk at a physics conference.

You may rewrite each lab report as many times as you want until May 5. Please give me a week to read rough drafts. I will grade all work submitted by May 5. Otherwise, there is no late penalty.

Every draft of your lab reports is “**low stakes**” because the grade may be replaced by a better grade on any subsequent drafts you choose to submit! It typically takes 3-5 drafts to get a perfect score.

Every lab report will include **all** of the following modes of communication:

- written text
- tables of data
- schematic diagrams
- graphs

Grades are determined as follows:

75 points Three lab reports (25 points each)

25 points Presentation (with slides) about the module you didn't write up

You will choose four of six available projects:

Quantum entanglement: Shine violet light through a beta barium borate crystal to create pairs of entangled infrared photons, and demonstrate a violation of a Bell inequality. This apparatus was funded in part by a grant from the [Reichert Foundation](#).

Quantum optics analogies: Investigate the quantum eraser and quantum cryptography. For simplicity, laser beams are used instead of single photons.

Pulsed NMR: Explore the physics underlying MRI.

AFM: Use an atomic force microscope to investigate the structure of a CD, DVD, and Blu-Ray disc. May the atomic force be with you.

Optical pumping: Investigate hyperfine and Zeeman interactions in rubidium.

LabVIEW: Acquire basic proficiency in sophisticated interfacing software used in many research labs. Record the IV curve of a diode, and derive the ideal diode equation.

Please do not hesitate to contact me (jbrody@emory.edu) if you'd like help understanding any experimental principles or procedures. That's why I'm here.

INTRODUCTION

Jan. 13: Module overview. Electronics tutorial (part 1).

Jan. 15: Module selection. Electronics tutorial (part 2).

MODULE 1

Jan. 20, 22, 27, 29; Feb. 2, 4

MODULE 2

Feb. 9, 11, 16, 18, 23, 25

MODULE 3

Mar. 2, 4, 17, 19, 24, 26

MODULE 4

Mar. 31; Apr. 2, 7, 9, 14, 16

STUDENT PRESENTATIONS

Apr. 21, 23

Guidelines for Writing Lab Reports

Your lab report should be clearly written and correct. It will probably consist of five or six sections.

1. The abstract is a single short paragraph that summarizes the report. It gives the main objectives and conclusions of the experiment. **Specific, quantitative results** must be included. Many readers of scientific papers read only the abstracts and the figure captions before deciding whether the whole paper is worth reading. The abstract is sometimes in the present tense, never the future tense. I've often written my abstract by copying the **conclusion** section, rephrasing it a little, and adding an introductory sentence in front.
2. Introduction. This section introduces all the theory that the reader will need to understand the subsequent sections. Any equations that you'll use are given here with qualitative descriptions. Define all variables! If you like, you may **briefly** discuss the historical background and importance of the experiment.
3. Procedure. This section contains a description of the experimental process. In principle, someone should be able to reproduce your experiment after reading this section. The procedure, unlike the lab manual, is **always in first or third person**, never second person. (**Incorrect:** Turn on the laser. **Correct:** We turned on the laser. **Correct** but less clear: The laser was turned on.)
4. Results. This section is for your experimental data tables and all other unprocessed data collected during the experiment. (The text **must** refer to every table and

figure. Example: "Figure 1 shows....") I tend to combine this section with the subsequent section and call it "Results and discussion."

5. Analysis and discussion. In this section, the theory from the introduction is applied to your own data. Manipulation of the data from the results section is presented here. Graphs showing functional relationships among experimental parameters are usually the best way to present your findings. It is frequently desirable to show theoretical curves and experimental data values on the same plot.
6. Conclusion. What do you want the reader to remember about your report? What results or insights are you proud of? How can you clearly and concisely summarize what you've learned? If appropriate, comment on the limitations of your findings, or suggest future work.

Your lab report will be graded with the following in mind:

Understanding: Do you correctly explain the physics underlying the experiment?

Completeness: Have you left out anything?

Clarity: Is your report clear and to the point? Define variables as you introduce them. **Remember that units are very important.** Include units in the axis labels of graphs and the headings of tables.

Ambiguity: **This is very important!** Think about ambiguity, and avoid it. Examples:

- "Inadequately focused, we could not see anything with the microscope." In this sentence, what (or who?) was inadequately focused?
- "In free space, he came up with a value of $c = 2.99796 \times 10^8$ m/s." In this sentence (from an actual lab report!), who (or what) is in free space?

Both examples above illustrate the common error of a **misplaced modifier**.

Poets want every word to mean as many things as possible; science writers want exactly the opposite. Every single sentence in your report should have only one possible interpretation.

Significant digits: Be reasonable. Do not show ten significant digits in your results unless there are ten significant digits in your raw data.

Uncertainties and error propagation: This is a sophisticated subject. A good introduction is <http://user.physics.unc.edu/~deardorf/uncertainty/UNCguide.html>, which also explains how the uncertainty determines the number of significant digits to use in the measured result. A more advanced treatment is <http://www.physics.umd.edu/courses/Phys261/F06/ErrorPropagation.pdf>.

Captions: Figure captions go **below** the figure. Table captions go **above** the table. (This is an arbitrary but universal rule; check any journal.) Only the first letter of each sentence is capitalized. The first sentence in a caption is typically a fragment, as in "Figure 1. The apparatus." Subsequent sentences, if there are any, are complete sentences.

Equations: Even sentences containing equations should be punctuated normally. Avoid sentence fragments. The format for equations is as follows:

We now will study the beloved Pythagorean Theorem,

$$a^2 + b^2 = c^2. \quad (1)$$

Equation (1) shows.... *(Notice the period in the previous line!)*

Spelling and grammar: Proofread.

Most common grammatical error: Run-on sentences (specifically, comma splices, which are common in informal writing but inappropriate in scientific papers).

INCORRECT: I love writing lab reports, I weep at the beauty of my work.

CORRECT: I love writing lab reports; I weep at the beauty of my work.

CORRECT: I love writing lab reports, and I weep at the beauty of my work.

CORRECT: I love writing lab reports. I weep at the beauty of my work.

Another common grammatical error: Not knowing the difference between "its" and "it's."

Accommodate your reader: Good scientific papers accommodate both the "lazy reader" and the "thorough reader":

- The "lazy reader" reads only the abstract and the figure captions. All the evidence that you've accomplished something interesting should appear in the abstract, figures, and figure captions. The abstract should stand on its own and make sense to someone who hasn't read the rest of the paper. Each figure with its caption should similarly make sense to someone who hasn't read the rest of the paper.
- The "thorough reader" (possibly a "lazy reader" impressed by your abstract and figures) wants to read a **continuous narrative** from start to finish. This reader will ignore your figures and tables until the text refers to them; you should guide your reader to each figure and table whenever you want your reader to look there.

Plagiarism: Plagiarism is a violation of the Emory Honor Code. You are expected to write your laboratory reports on your own. Any unique phrases lifted directly from any source, including the internet, must be enclosed in quotation marks with the source clearly identified. All sources that you studied to gain understanding while preparing to write your laboratory report, including links to the internet, should be listed at the end of your report under References. If you are ever in doubt, identify the source of your material. In particular, **be sure to cite the source of any graphics you download into your report**. I don't like to be bossy, but I'd like to help you avoid the mistakes made by former students. Therefore, just to be helpful, I'm providing a list of things that you may not do:

- You may not copy entire paragraphs from any source. In physics papers, we almost never quote exact text.

- You may not do a sentence-by-sentence paraphrase of any document. I know it's hard to come up with a unique explanation of a technical topic, but the idea is to understand it well enough to pull the sentences "out of your head" (or your notes).
- You may not use anyone else's data in lieu of data you're supposed to record yourself. You may, however, cite anyone else's data for purposes of discussion.
- If you don't show up in lab, you may not use your lab partner's data. Equivalently, you may not share your data with a so-called lab partner who doesn't show up in lab. If you can't come to lab due to quarantine, we'll find remote experiments for you to do.

Course policies:

- You may have one lab partner or work alone. To make sure you have adequate opportunity for hands-on lab experience, we avoid groups of 3 or more. (Exceptions are made for quantum entanglement because I promised the Reichert Foundation that every interested student could use the equipment.)
- You and your lab partner may share data, but you write separate lab reports.
- May 5 is the final deadline for all lab reports!

Writing Center: The Emory Writing Center (EWC) is open year-round to support writers (students, staff, and faculty) in Emory College, the Laney Graduate School, the School of Nursing, and the Medical Imaging Program. We offer one-on-one remote and in-person tutoring for writers working on a range of composition projects (essays, applications, reports, theses, etc.), at any stage of the writing process (from brainstorming to final revisions). Writing Center tutors work on idea development, structure, use of sources, style, grammar, and more. We are not a proofreading or editing service, but rather offer strategies and resources writers can use as they compose, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners (ELL); several tutors are trained ELL Specialists. The Writing Center is located in Callaway N111 and a maximum of two appointments are allowed each week. You can learn more about the Emory Writing Center and make an appointment on our website: <http://www.writingcenter.emory.edu>. Our opening day each semester is set one week after the add/drop/swap deadline, to allow for our tutors to finalize their schedules. Please review our policies before your first appointment, including our new policy on inclusivity and respect: <http://writingcenter.emory.edu/appointments/policies.html>.