

COURSE TITLE: ENGR 201 Electrical Fundamentals: DC Circuits

CREDITS: 4 **CRN:** 20163 or 20164

INSTRUCTOR: Brian Reed, Ph.D.

EMAIL: reedb@linnbenton.edu (best method of contact)

OFFICE: IA-204

PHONE: 541-917-4622

CLASS MEETING TIMES:

This Fall term the ENGR 201 courses are being offered as 'hybrid', with the following schedule:

- **Monday** and **Wednesday:** Recorded lecture video / activities for you to work on based on your own schedule.
- **Thursday:** In-person lab meeting in IA-215.
 - CRN 20163 meets from 12:00-1:50 PM
 - CRN 20164 meets from 2:00-3:50 PM
- **Friday:** In-person class (all CRNs) meeting in IA-215 2:00-3:50 PM

STUDENT HOURS (VIRTUAL)

Time set aside I will be available for help related to the class, advising, and general help.

To be determined based on class survey sent out the first week of the term

*And by appointment though ZOOM (contact via email to schedule)

INSTRUCTOR WEBSITE:

Go to www.linnbenton.edu. Click **MyLB**, click **Instructor Websites**, click [Reed, Brian](#).

Course Description:

Covers fundamentals of circuit analysis, including node and mesh analysis, superposition, and Thevenin and Norton's Theorem. Introduces op-amps, capacitors and inductors.

Prerequisite(s):

Prerequisite: MTH 251 Differential Calculus with a grade of C or better.

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. State and apply Ohm's Law and Kirchhoff's Laws to both series and parallel circuits and the relationships between voltage and current, power and energy as applied to delta-wye transformations as well as voltage and current division.
2. Apply Ohm's Law and Kirchhoff's Laws using mesh and nodal analysis techniques to analyze DC circuits.
3. State Thevenin's theorem and Norton's theorem and apply them to DC circuit analysis including the use of both voltage and current dependent equivalent voltage sources and the use of both voltage and current dependent equivalent current sources.

4. Apply nodal analysis to analyze circuits involving operational amplifiers in DC circuits. State and apply the relationships between voltage and current involving inductive and capacitive components for steady state DC circuits.
5. Apply basic software tools to analyze DC circuits.

Suggested Optional Text*:

Alexander, Charles. K., Fundamentals of Electric Circuits, (3rd, 4th, 5th, 6th, or 7th Edition), McGraw-Hill.

***This text will be required for ENGR 202 & ENGR 203.** If you will be continuing the series, it would be a good idea to get the book for this course as well. Copies of the text are on reserve in the library and can be checked out for two hours at a time. Given the extra challenge of remote instruction, I strongly urge you to get the textbook.

Course Topics:

- Chapter 1: Basic Concepts
- Chapter 2: Basic Laws
- Chapter 3: Methods of Analysis
- Chapter 4: Circuit Theorems
- Chapter 5: Operational Amplifiers
- Chapter 6: Capacitors and Inductors

For a detailed schedule of the class see my instructor website or [click here](#).

Exams:

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|---|---|
| Friday, Oct. 22 nd st | Midterm I: Subject coverage to be announced in class |
| Friday, Nov. 12 th | Midterm II: Subject coverage to be announced in class |
| Wednesday, Dec. 8 th | Final Exam: Comprehensive (3:00-4:50 PM in IA-215) |

For exams you may bring a handwritten note card for your own use, details will be provided in class. I will provide a table on common integrals when relevant.

Homework:

Homework problem sets are linked on the course schedule page and will be turned in via email by 11:59 PM on the due date. Homework should be scanned in as a pdf and emailed to me. You should also CC yourself on the email as means of confirming that it was sent successfully.

Homework may be turned in for partial credit up to one day late, but may not be accepted after the solutions are posted unless previously arranged with the instructor. Solutions to the homework problems will be posted on the class schedule two days after the homework is due. Each problem will be checked for a reasonable attempt at solving, and be graded not only the solution, *but the effective communication of the solution process.*

Laboratory:

There are two sections of lab for this course:

- Thursdays 12:00-1:50 PM in IA-215 (**For CRN 20163**)
- Thursdays 2:00-3:50 PM in IA-215 (**For CRN 20164**)

It is important that you attend the lab section for which you are registered. If for some reason you

cannot make your scheduled lab time you must contact me before attending another lab section.

Each lab report will be graded on conformance with specific criteria, which will be reviewed during the first week's lab session. Lab reports are due for grading at the beginning of the next lab, with dates indicated on the course schedule. *Late lab reports will lose a half a point per day for each day the report is late.* Links to the experimental procedures can be found on the course schedule, and should be reviewed carefully before coming to lab.

For laboratory reports it is expected that you will work as a team to gather data and discuss your findings, but that unless specified as a group report, each group member will prepare their own reports, create their own documents (including figures/schematics/graphs), perform their own calculations, and discuss their conclusions in their own words.

Grading:

Labs	6 x 20	120 pts.
Homework (best 9 of 10)	9 x 10	90 pts.
Midterms	2 x 40	80 pts.
Final Exam		100 pts.
Total		390 pts.

90-100% A, 80-89.9% B, 70-79.9% C, 60-69.9% D, < 59.9% F

Expectations:

I expect that my students will be involved in the class even though some of it is being delivered remotely. This includes **dedicating time to class material regularly throughout the week** and staying current with the topics being covered.

Be prepared, having done the reading ahead of time, asking questions in class, etc. Because we are still partially 'asynchronous' it will be challenging to make sure everyone is on the same page and working through things at the same pace. I won't be able to get immediate feedback from you, and it will be harder for me to sense when people are getting stuck.

I ask that you be proactive in reaching out for help when you need it and that you work with this material every day so it doesn't pile up on you. This material is challenging, and it takes some time to digest. I'll expect you to read your textbook and work problems as well as follow along with the lectures. You cannot learn this effectively just by watching videos or looking at examples. Doing this remotely will be a challenge, but we can make this work!

COVID information for in-person class time:

As you know, the Covid virus has taken a serious toll on area hospitals. As a result, there is a state-wide requirement that all students and faculty wear masks when on campus, including when in class. You can read more details about [LBCC's Covid policies](#) here.

Because I care about your health, my family's and our class community, I will be upholding the

requirement that all students wear a mask over their nose and mouth during our class. I appreciate your support in advance as this will enable us to have a safe class together this fall and focus on learning. If you don't wish to wear a mask, please talk with an advisor in the advising center to help you switch to online or virtual classes. Anyone not wearing a mask over the nose and mouth will be required to leave the class. Free paper masks will be available on campus in case you forget yours.

How to be successful in this class:

- Even though this term classes are mostly being delivered remotely, make a school schedule and stick to it!
- Be prepared for class by reading the assigned materials promptly when asked. Class lectures will be richer for you when you have background information about the subject.
- Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and as a class member.
- When confused, challenged, frustrated or having an “aha” moment, contact the instructor during their ‘virtual’ student hours or via email.
- Don’t hesitate to ask questions, whether during ‘virtual’ office hours or through email.
- Be engaged! You will get out of this class what you put into it. This may be a challenge with the hybrid format adopted this term. Your instructors are here to help you succeed, stay connected with them!

Course Evaluations:

Student feedback is important to improve this course and to help the instructor know how to adjust teaching methods. Your feedback is taken seriously and does impact future versions of the course. The Student Evaluations of Teaching (SETs) are anonymous, and links to the form will be emailed to you sometime after the 5th week of the class. The process takes approximately 10 minutes and I encourage you take this opportunity to provide constructive feedback on the class. Thank you in advance for your input!

Academic Integrity:

It is understandable that you will discuss your homework and other assignments with your classmates and that is fine, but you are expected to write up your own results, whether it is on paper or using a spreadsheet or other program.

The use of online platforms such as Chegg for any exams or quizzes is considered cheating and will be taken seriously. I assume that you are ethical and honest. However, if there is an incident of academic dishonesty, which includes providing your work to another student inappropriately, you will receive a score of zero for that assignment/test and the incident will be reported to the college administration for possible further disciplinary action. If there is a second offense or if it is determined that the misconduct extends to multiple assignments, you may receive a grade of F for the course and the incident will be reported to the college administration with a recommendation for disciplinary action.

If you aren’t sure if something is allowed or not in your classes, just ask your instructor.

Drop/Withdraw Policy: If you are withdrawing from the class you must file a Schedule Change Form with Registration or use WebRunner. If you formally drop the class **by Monday of the second week of the term**, you will receive a tuition refund. If you withdraw after the Monday of the second week of instruction through the seventh week a ‘W’ will show up on your transcript. No withdrawals are allowed after the end of the seventh week. An instructor may not assign a “W” grade.

If you received financial aid or veteran’s benefits, PLEASE talk with associates at the appropriate office to determine what effects on eligibility dropping a course will have. Don’t jeopardize your eligibility!! You can contact the Financial Aid Office by calling (541) 917-4850 or by visiting the Financial Aid Office in Takena Hall.

If you stop attending the course without formally withdrawing you will continue to accumulate grades (zeroes for all assignments not turned in) and will receive the grade assigned by the instructor. You will also be held accountable for all charges on your account.

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu , or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Nondiscrimination and Non-Harassment: Linn-Benton Community College is committed to providing an atmosphere that encourages individuals to realize their potential. We embrace diversity and inclusion of all persons. The college prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, or age in any area, activity or operation of the college. In addition, the college complies with related federal, state, and local laws (Civil Rights, Disability & Rehabilitation Acts, Veterans Acts).

LBCC is committed to providing equal opportunity in all of its programs, policies, procedures, and practices, and the college shall promote equal opportunity and treatment through application of this policy and other college efforts designed for that purpose. For further information see Administrative Rule No. 1015-01 at <http://po.linnbenton.edu/BPsandARs/>

Center for Accessibility Resources:

You should meet with your instructor during the first week of class if

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you believe you may need accommodation services, please contact the Center for Accessibility Resources (541) 917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations.

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Students Rights, Responsibilities, and Conduct Policy:

LBCC students have rights: the right to free speech, the right to assemble, the right of a free press, etc. LBCC students also have responsibilities to their community: the responsibility to participate and engage in class, the responsibility to advocate for their needs (ask for help), the responsibility to support a respectful teaching and learning environment, the responsibility to treat all persons with respect, the responsibility to be truthful and honest in all work and communications, and the responsibility to follow staff directions, local, state, and federal laws. Rights and responsibilities balance together to create the best learning environment. For example, while you have free speech in the café or courtyard, in class the instructor decides whose turn it is to talk and what the topics for conversation will be. Students are free to believe what they believe, but instructors may require students to learn and recite concepts, principles, or theories for a class even if the student does not believe those concepts. You play a role in creating a positive community at LBCC. Please review your rights and responsibilities at this link: www.linnbenton.edu/go/studentrights.

If you believe a student is violating your rights, ask to be treated with respect. If that does not resolve the situation, report to Associate Dean Dr. Lynne Cox, Takena 107. If you believe a faculty member or LBCC employee is violating your rights, please report to Human Resources, Scott Rolen, CC-108.

In cases of immediate danger, report to Public Safety, Red Cedar Hall (RCH-119), 541-926-6855. (We encourage all students to enter this Public Safety phone number into their cell phone.)

Personal Empowerment Through Self-Awareness:

LBCC is launching a new training called “Personal Empowerment Through Self-Awareness.” This training is an online video series on dating, sexual consent, and on preventing sexual violence or partner violence. Every student has a right and healthy learning climate. Every new student is required by federal law to complete this training to learn how to safeguard yourself and others from sexual assault. We ask students to watch for email notification and to ensure that they complete this new training. (For example, do you know the number one date rape drug? It’s not what you think! Check out the training.) This online series reviews federal and Oregon law and is designed for your safety. The training will also direct you how to report dating, sexual, or partner violence to LBCC officials.

Note: The instructor reserves the right to make changes to the course syllabus and schedule.