Revised Syllabus for Honors Contracts

Course Information

- **ENGR 13000: Transforming Ideas to Innovations I&II**
- **CRN: 27862**
- **Meeting time(s)**: 11:30 AM to 1:20 PM
- **Location**: MF – B098, W – B061
- **Instructional Modality:** Face-to-Face
- **Course credit hours: 4**
- **Prerequisites:** Enrollment in this course requires prior admission to First-Year Engineering and advance preparation in math, science, engineering and/or computer science. This advanced preparation could be in relevant Advanced Placement (AP) courses, participation in engineering programs (e.g. PLTW, STEP, and immersive engineering outreach programs) or potentially passing an eligibility assessment. Students must be co-enrolled in either Physics 172 and/or Chem 116.

Instructor(s) Contact Information

- **Instructor:** Dr. Sean Brophy (he/him)
- **Office Location:** ARMS 1217
- **Office Phone Number:** 496-3316
- **Purdue Email Address:** sbrophy@purdue.edu
- **Help Sessions:** See Brightspace for latest updates
- **Instructional Team:** See Brightspace for list of Graduate TAs and Peer TAs.
- **Graduate TA**: Hector E Rodriguez-Simmonds (he/him) (hers@purdue.edu)

Seeking assistance: You have several methods for getting assistance from the instructional team. The instructor and graduate assistant will be monitoring emails from 8 a.m. to 5 p.m. daily and we will respond within 24 hours. We will use Discord to support our learning community's communications with each other. The instructional team will monitor the Discord in the questions text channels and direct messages.
Please feel free to email the instructor to coordinate a visit to office hours outside the normal office hours-time frame. When you email, please include ENGR 130 in the subject line which will increase our ability to notice the message.

Course Description

The official course description from the university catalog*:* This introductory course to engineering teaches skills in managing complex problems related to design, systems analysis with computational tools, and academic professional development. Through multiple experiences, students will learn effective methods to design and analyze behaviors of complex engineered systems with an eye for innovation. These experiences will help them develop their skills in teaming, project management, logical reasoning, sustainability, coupled with oral, written and visual communication for multiple audiences. This course also develops students' ability to build computational tools (e.g., Python, MATLAB and Excel) to analyze the performance of systems using fundamental concepts associated with physical science and data science (e.g. mathematical modeling, data processing, numerical modeling, statistics). Professional identity development is critical to preparing students for making an informed decision in their choice of major and the development of

professional skills to succeed in that major. Therefore, the course includes learning experiences to help them gather and process information about all the engineering academic pathways they could choose at Purdue.

Learning Resources, Technology & Texts

REQUIRED TEXTBOOK and Materials:

There is no required textbook to be purchased in this course. Important reading assignments will be available online or distributed to students in class during the course. Students are required to purchase:

1. Engineering Computation Pad (or package)
2. Programming Lecture Book – Purdue University (Digital version available on BrightSpace)

OTHER REFERENCE MATERIALS:

These materials are recommended references:

1. National Academy of Engineering, "Grand Challenges for Engineering", available at http://www.engineeringchallenges.org/, last accessed 08/2022.
2. Programming references:
   - Programming in Python 3, 2nd Edition (Digital version available on Brightspace)
     Author: Summerfield
     Publisher: Addison Wesley
     ISBN 978-0-321-68056-3
3. Python website – python.org is a great resource to learn details about various commands and functions.

Hardware

Students will need a laptop during class to participate in programming activities and interactive classroom session.

Software Tools

You will use the following software in ENGR 13000.

- **Brightspace:** You will use Brightspace to access course materials for ENGR 13000 for your respective section. The ENGR 13000 teaching team will communicate with you primarily via Brightspace outside of class. Within Brightspace, you will have access to course announcements, schedules, assignments, practice exams, grades, feedback, and course resources.
  - ***Preferred browser:*** Information Technology at Purdue (ITaP) recommends Google Chrome or Mozilla Firefox when accessing Brightspace. If you are using another browser or a mobile device, you may be unable to access some Brightspace content.
  - ***Times:*** All times listed in Brightspace, such as assignment due times, are West Lafayette, Indiana times (ET - Eastern Time).
- **Gradescope:** You will submit homework assignments and exams to Gradescope for grading. You will need to submit handwritten assignments as a PDF generated from images or scanners. There are many phone apps that will convert images take with the phone to PDF. A list of options will be available on Brightspace.
- **CATME:** You will use CATME to submit information used for Team Formation and Peer & Team Evaluations (Link to CATME).

- **Python:** You will use Python Version 3.8 or newer. Anaconda is the recommend option to install Python along with the necessary development tools and libraries for scientific computing. Anaconda is free and open-source. It continues to grow and will be a valuable resource for you in the future. Instructions for how to complete this install are on Brightspace at the start of the Python modules.
- **Mu:** Mu is a development environment we will use to develop code for a microcontroller. The basic system can be downloaded from https://codewith.mu/en/ . We will also use a specific mixed version of the mu editor to program the robotics hardware we will be using for our projects.
- Micro Python Editor [online]: The online development system https://python.microbit.org/v/beta provides a basic editor for the micro:bit which is compatible for Mac, Unix and Windows. Special instruction will be provided for importing additional libraries for the rapid prototyping system.
- **MATLAB:** You will use version 2020a or newer. Purdue has arranged for a licensing agreement with Mathworks to provide students with access throughout the semester. More details will be provided when we begin using MATLAB. If you would like to have your own version you can use after this course, then consider purchasing either the MATLAB Student version ($49) or the MATLAB and Simulink Student Suite ($99) via the MathWorks Store.
- **Software Remote:** Alternate access to MATLAB (Link to Software Remote).
- **MS Office:** Word, Excel, and PowerPoint. Purdue provides students to a free version of Microsoft 360. See https://www.itap.purdue.edu/services/microsoft-office-365.html for more information.
- **Adobe**: PDF. Many documents will be shared in pdf format and assignment will need to be turned in as PDFs. You will need to obtain a method for reading PDFs and creating PDF of your assignments.

Learning Outcomes

This course introduces students to engineering professions through multidisciplinary, socially relevant content and action. Students will learn how to develop approaches for understanding engineered systems coupled with generating and exploring creative ideas and alternative designs. Students will learn concepts related to design, creativity, innovation, engineering fundamentals, computational modeling and problem-solving methodologies. Through multiple experiences, they will learn effective methods to design and analyze behaviors of complex engineering systems with an eye for innovation. These experiences will develop their skills in teaming, project management, logical reasoning, sustainability, plus oral, written and visual communication. This course also develops students' ability to build computational tools (by programming with Python, MATLAB and Excel) to analyze the performance of systems using fundamental concepts associated with physical science and data science (e.g., mathematical modeling, data processing, numerical modeling, statistics).

Successful completion of this course will enable students to:

1. Plan and implement systematic design processes using formal project management and design tools such as work breakdown structures, timelines, functional block diagrams, and functional requirements to efficiently design innovative products and systems.
2. Generate analytical and/or computational models of complex systems into functional components to explain, predict and/or control the behaviors of the system.
3. Develop, test and refine devices and systems to achieve multiple technical requirements and present quantitative evidence that demonstrate achievement of these requirements.
4. Investigate engineering problems to reach evidence-based conclusions, drawing upon one or more sources of information and data interpretation skills including data gathering, data cleaning, regression, and statistics.

5. Apply mathematical and scientific knowledge and methods to model and analyze systems.
6. Apply fundamental engineering skills and knowledge involving estimation, spatial reasoning, graphical representation, units, dimensions, significant digits, and the problem presentation method associated with successful solutions to engineering challenges.
7. Apply knowledge regarding effective team roles, norms, and stages of development to work alongside individuals with diverse backgrounds and accomplish engineering tasks
8. Demonstrate professional communications skills in the areas of technical writing, oral presentations, and interpersonal communication to produce evidence-based engineering reports. These reports will convey engineering findings and evidence using written, verbal, and graphical methods to effectively support the audience's comprehension of the major message.
9. Generate programming-language-independent system charts and flow diagrams embodying those algorithms for data processing, knowledge generation and system modeling.
10. Translate algorithms into computational models using basic programming constructs like functions, data types, conditional and repetition structures.
11. Use multiple programming environments to implement algorithms using basic programming constructs of several languages (e.g. Python, MATLAB (and Excel)) while following coding best practices such that the resulting code is effective, well-documented, and error-free.
12. You will discuss the engineering education course sequence and options at Purdue, explain and compare engineering job functions and roles, and use this information to prepare a first draft of a personal course of study for academic and career success.
13. Employ academic and career success strategies including managing your personal learning approach, using time management techniques, and seeking opportunities for self-improvement to thoughtfully pursue course activities and the course.
14. Consider and apply engineering ethics, including social, safety, and sustainability issues into instances of engineering thinking and engineering problem solving.
15. Articulate career goals and a plan of action to achieve those goals.

COURSE EXPECTATIONS:

Code of Conduct - Students are expected to:

- Be an active problem solver, contributor, and discussant in class. Be prepared and accountable for class by reading the assigned material ahead of time and be able to answer questions related to this material.
- Be held accountable for the material that is, or is not, explicitly discussed in class.
- Have a public presence in the class.
- Attend class because of a community expectation to learn from each other.
- Be cooperative with your team and work with them, not compete against them.
- Learn interdependently with your team and your peers.
- Learn to be accountable to your team and have your team accountable to you.
- Be prepared to meet with your team outside of class to complete assignments.
- Rely on your peers, as well as the instructional team, to learn the course material.

COURSE FORMAT AND ACTIVITIES

This course has been designed to facilitate student learning via the following:

- ENGR 13000 follows a flipped classroom model. Before class, you will watch custom-developed online modules (videos) related to course topics. In class, we will review the topics and you will work on activities in teams or pairs related to the day's topics.
- Class sessions will be provided in-person at the scheduled day and time, three days per week. A typical class session will involve these common steps:
    - **Meet at the designated room on the scheduled day**. We will be sitting with assigned teams.
    - **The start time** for class will be 11:30 AM ET. Please arrive on time and connect with your team.
    - **Class sessions** will begin with an instructor lead discussion to answer questions, introduce/review big ideas and start the in-class learning activities to be done with your teams. (Teams will be formed by the end of the first week. For the first few sessions students will be randomly assigned to a team).
    - **Questions** can be asked by raising your hand in class or posting questions in the Discord #classroom text channel.
    - **In-class Activities**: Once team assignments begin; you and your team are expected to work collaboratively on the in-class assignments. Once the assignment is complete, your team can use the remaining time to work on team projects and assignments.
    - **Reflections**: After each class, students will complete a short reflection survey. The survey is a way for the instructional team to receive feedback and monitor participation.
- The instructional team will be available during class time, so you can obtain help with understanding course topics and assignments from the various members of the teaching team. Outside of class time, discussion boards and Discord will be used for communication. Instructors and GTA's are also available via email. Allow 24 hours for response on weekdays.
- See the course schedule in Brightspace for details on meeting days and time and topics for each class session.

Assignments

This course provides learners with multiple assignments to acquire, and practice, the fundamental engineering skills they will need at Purdue and in their professional practice. These assignments include weekly homework problem sets, projects, quizzes and exams. Gradescope will be the primary submission method for the homework and projects. Quizzes will be managed with both Gradescope and Brightspace. Pre-class quizzes will be administered on-line in Brightspace. Quizzes and Exams will be in-class. Please read the homework assignment carefully to insure you know where to submit items.

Grading Scale

COURSE GRADE COMPUTATION:

These course deliverables are a combination of both individual and team performance.

Measures of Individual Performance (target to be >= 70%)

Team Performance	
Project 1 - Team Building	2%
Project 2 - Python Model	10%
Project 3 - Innovation Project	13%
Activities/Design Challenges/Labs	2%

Individual Performance	
Project 4 - Individual Project*	10%
Pre-Class Exercises	3%

Quizzes (Drop the lowest)	10%
Exam 1, Exam 2, Exam 3	25%
Engineering Your Career EYC**	S/U
Homework Assignments	15%
Engagement/Participation	5%
Total	100%

* Project 4 has multiple parts, and all must be completed on time to receive credit.
** "Engineering Your Career" is required for all students. See assignment below for more details.

COURSE GRADE COMPUTATION NOTES:

This course will make extensive use of student teams. As such, homework, and project grades may reflect some combination, in part or, of student's individual effort and teamwork. Quiz and Exam grades will, in their entirety, represent student's individual understanding of the course material. Your final course grade will consist of at least 70% of your own individual contributions. You are reminded that learning team accountability (your accountability to the team and the team's accountability to you) is an essential element of this course. As such, the course instructor reserves the right to use: materials submitted by your team to reflect your individual effort in the form of a grade; materials submitted by individuals to reflect your team's effort in the form of a grade; materials randomly collected by individuals to reflect your team's effort in the form of a grade; the weakest material submitted by individuals to reflect your team's effort in the form of a grade; or materials submitted by pairs of team members to reflect your individual or team effort in the form of a grade.

The following grading scale will be used to determine student's semester course grade:

$90\% \leq A < 100\%$, $80\% \leq B < 90\%$, $70\% \leq C < 80\%$, $60\% \leq D < 70\%$, and $F < 60\%$

Students are, in the minimum, guaranteed a letter grade for the course that corresponds to their course grade percentage as determined by the course grade computation (see above).

Consistent with the policies described below, please be aware that failure to pass the "Engineering Your Career" (EYC) assignment will result in your course letter grade being lowered or receiving a letter grade of F if it is not turned in, regardless of your current numeric score.

EXAMS AND QUIZZES

Three types of assessments are used in this course.

- Pre-Class Activities review the material from the pre-class videos and reference materials. Each activity has a short quiz collection of questions to test your understanding. You will have unlimited attempts to answer these questions. The lowest 2 quiz scores will be dropeed.
- Check for Understanding (CFU) quizzes assess how well students learned information provided in class and designed to be completed in about 20 minutes. The quiz content will draw heavily from the pre-class quiz and in-class materials. The lowest CFU score will be dropped.
- Exams assess students' ability to perform the learning outcomes learned during the prior weeks. There will be three exams. Each exam is cumulative.

CONCERNS ABOUT GRADING

If you have concerns about how an assignment was graded, send an email to your graduate teaching assistant (GTA) with a detailed description of the concern within **seven days** after the graded assignment was revealed in Brightspace. Your email **must** include your name, ENGR 130, team number, the assignment name, and a clear, detailed description of your concern about the grading. See the more detailed "Grade Redress" process in the Course Documents Folder on BrightSpace.

ENGINEERING YOUR CAREER (EYC) Assignment:

The Engineering Your Career (EYC) assignments will help a new engineering student develop an informed decision about which major they will pursue at Purdue. Students in their major will describe, and refine, their plan of action toward graduation and career development. The assignment will consist of a report presenting the results of their research into at least three of their top choices of major they are considering. This research will include their personal reflection of their career goals and the key knowledge and skills they find necessary to achieve this goal. They must explicitly define the general pathway through courses in these schools and how these schools will help them achieve their goals. Students will need to participate in various learning activities to learn more about the school (e.g. view videos provided by school and attending open house functions offered by the schools). These experiences could include videos from the various schools, guest lectures, or outreach events at the various schools. Other opportunities could include University and College of Engineering (CoE) sponsored events.

Attendance Policy

ATTENDANCE (Engagement/Participation):

As shown in the Course Expectations, you are expected to attend ALL classes. Classes will be delivered in person on the schedule days and times. Attendances is expected for both personal learning and for peer learning. Participation in these events will be part of the Engagement portion of the grade.

In keeping with the Class Attendance and Absence Reporting Policy (see http://www.purdue.edu/odos/services/classabsence.php), only your instructor can excuse you from classes or course responsibilities; no one else has this authority. For this course, excusable absences are limited to: documented illness; extended absences as documented by the Office of the Dean of Students; or Purdue sponsored events (e.g., conferences, academic club activities, varsity athletics, etc.) that do not conflict with an exam. Other situations (e.g., interviews, religious observances, personal events, etc.) may be excused at the discretion of your instructor. Be aware that having grounds for an excusable absence does not necessarily guarantee that you will obtain instructor permission to miss class or course responsibilities.

In the case of foreseeable events (e.g., Purdue sanctioned events with known dates, scheduled medical procedures, etc.), students are expected to provide appropriate documentation of the event prior to its occurrence with sufficient time for the instructor to decide about the suitability of the absence. If the event is Purdue sanctioned, students should have a person in authority with respect to this event send a request to your instructor to excuse the absence. In general, the person in authority should be a member of the faculty, staff, or administration; however, requests from other persons will be considered on a case-by-case basis. Instructors reserve the right to decline to excuse an absence, with the understanding that such a decision must be consistent with the Purdue policy referenced above.

In all cases where a student is requesting an excused absence, the student is expected to make a good faith effort to notify the course instructor in a timely fashion (prior to a class is considered timely, after the fact is generally not). The instructor may request further documentation to corroborate your request. Once an absence is approved, you

will have one week to arrange with your GTA, through your course instructor, a means for making up any material you missed.

Please note: students having an excessive number of unexcused absences (defined as more than 10% of the regularly scheduled class meetings) will automatically be dropped one letter grade regardless of their class standing.

Course Schedule

See Brightspace for a detailed schedules of class topics, assignments, quizzes, exams and project deliverables. Purdue's academic calendar can be found at - https://www.purdue.edu/registrar/calendars/2021-22-Academic-Calendar.html

IMPORTANT DATES: (PROJECT DATES ARE TENTATIVE)

August 22 – Classes start

September 5 – Labor Day, no class
September 9 – Project 1 Demonstration
September 16 – Project 1 Executive Summary to be submitted electronically
September 21 – Exam 1
September 23 – Project 3 Proposal Due
October 12 – Exam 2
October 17 – Presentation - Project 2 Report 2 due

November 15 – Project 3 Tech Fair
November 19 – Project 3 Presentations
November 24 – Thanksgiving Break, no classes

November 30 – Exam 3
December 5,7– Project 4 Presentations
December 7 – Project 4 Report to be submitted electronically
December 7 – Last day of all Fall classes
December 11 -15 – Final Exam week

Classroom Guidance Regarding Protect Purdue

Students should be aware of Project Purdue Pledge and the responsibilities we all have to keep each other safe. Specific protocols for keeping the classroom environment safe will be discuss in class on the first day.

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and, as such, all members of the Purdue community must comply with the required health and safety guidelines. When on campus or in West Lafayette,

be sure to protect yourself, others at Purdue, and others in the community by following the safe health guidelines stipulated in the Protect Purdue Pledge. This includes:

- Maintain appropriate safe distancing, especially in classroom settings or the presence of older members of the community.
- Staying home if your feel ill or after exposure to someone who is ill or has tested positive for COVID-19. Further, be sure to contact the Protect Purdue Health Center (765-496-INFO).
    - If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center (765-496-4636), you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify your instructor via email so that arrangements can be made based on your situation.
- Wearing an appropriate face mask and other protective gear as directed by the university.
- Refraining from moving furniture unless directed to do so by your instructor.
- Avoiding shared use of personal items.
- Maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class.
- Following all safety directions from your instructor.
- Be positive, attentive, and helpful to anyone around who may need support.

Students who are not complying with these guidelines (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights and the Violent Behavior Policy under University Resources in Brightspace.

Academic Integrity

You are a member of the Purdue community—a community that values integrity. You are expected to be familiar with and to abide by the following university policies and procedures:

- Statement of Integrity and Code of Conduct
- Code of Honor

You are also expected to fulfill Purdue's student-created honor pledge:

"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do.
Accountable together – We are Purdue."

Academic dishonesty is defined by Purdue as "cheating, plagiarism, or knowingly furnishing false information to the University." Academic dishonesty includes, but is not limited to the following:

- Looking at another student's paper during a test

- Submitting homework obtained from another student
- Allowing someone else to do the work and then submitting it under your own name
- Helping someone else commit academic dishonesty, such as giving them homework to copy or allowing them to cheat from your test paper
- Copying word for word or lifting phrases or special terms from a source or reference without proper attribution (plagiarism)
- Allowing someone else to access your Purdue computer accounts or computer files

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While you may submit information anonymously, the more information you provide the greater the opportunity for the university to investigate the concern.

In ENGR 13000, you will submit both individual and team assignments. While team assignments are understood to be the work of a team, individual assignments you submit **must be your own work**. For further information, refer to **Academic Integrity** under **Knowledge Base** on Brightspace.

The FYE instructional team may periodically check student work for various forms of academic dishonesty. This check is performed manually and via automated similarity checkers such as MOSS (Link to MOSS). If academic dishonesty occurs, consequences may include:

- A zero on the entire assignment or exam in question
- Forwarding your name to the Office of the Dean of Students
- A lowered or failing grade in the course

Please pay special attention to the following paragraph regarding teamwork (or working collaboratively with others). During this course, you will be working in teams and as such you are expected, and will be encouraged, to help each other. This is done because it has been shown that students learn more effectively while working together. Since course grades are not curved, there is no penalty for helping someone else. However, there is, at times, confusion over when it is OK to "collaborate with a teammate (or someone in the course)" and when collaborating with someone else turns into academic dishonesty.

When an assignment specifies that it is:

1. **ALL-CLASS Assignment** – you should feel comfortable talking to anyone in the course (and working side-by-side with them) about any aspect of an assignment from gaining conceptual insight to developing an appropriate model to specifying assumptions to writing out a solution. If the assignment was to develop some kind of computer tool model/solution, working side-by-side with other members of the course to gain conceptual insight, develop logic, outline syntax, and implement/debug said logic and syntax would be considered acceptable behavior. In such cases all individuals involved in the assignment should be appropriately acknowledged in the materials submitted.
2. **TEAM Assignment** – you should feel comfortable talking to anyone on your team (and working side-by-side with them) about any aspect of an assignment from gaining conceptual insight to developing an appropriate model to specifying assumptions to writing out a solution. If the assignment was to develop some kind of computer tool model/solution, working side-by-side with other members of your team to gain conceptual insight, develop logic, outline syntax, and implement/debug said logic and syntax would be considered acceptable behavior. In such cases all individuals involved in the assignment should be appropriately acknowledged in the materials submitted.

3. **INDIVIDUAL Assignment** – you should feel comfortable talking to anyone in the course about an assignment to gain conceptual insight only. Any act other than having a "conceptual conversation," even if mutually agreed upon, would be considered academic dishonesty. If the assignment was to develop some kind of computer tool model/solution, working with others to gain conceptual insight would be considered acceptable behavior. Any act other than having a "conceptual conversation" or "providing debugging insight," even if mutually agreed upon, would be considered academic dishonesty.

OTHER EXPECTATIONS, RULES, OR COMMENTS:

1. A "Failure to Follow Instructions" policy is in place, which penalizes you for repetitive or flagrant violations of assignment instructions. After two repetitive or flagrant violations of assignment instructions, your assignment will automatically be returned with a grade of zero (0) with no chance of redress.
2. Submission of course assignments is subject to the policies in the table below. All submissions must be made using the mechanism indicated in the assignment or course materials; submissions made via a different mechanism can be rejected at the discretion of the course instructor. In certain circumstances a GTA or course instructor can waive a given submission policy or mechanism **prior** to the submission; students are expected to contact the appropriate person immediately if they wish to request an exception to a certain policy. It is recommended that you confirm all electronic submissions have been successful to ensure that your work will be graded.

Deliverable Type	Policy
Quizzes and Exams (including programming files)	No late submissions accepted. Penalties at instructor or GTA discretion. Missed quizzes due to an excused absence must be made up within one week after the due date.
Homework Assignments	Flat 30% penalty if submitted within 24 hours of on time. No submissions accepted after 24 hours of on time.
Design Challenges / Lab	No late submissions accepted
Project Reports Project Presentations	5% of deliverable value for up to 15 minutes after the time due, **assessed at timestamp of GTA email receipt**. After 15 minutes, flat 30% penalty for submission up to 24 hours late. No submissions accepted after 24 hours.
Project Notebooks Project Design Spec Reviews	No late submissions accepted.
Kit inventory sheets Other not-for-credit Project deliverables	1% **OVERALL** project score penalty

3. When submitting course assignments electronically, note that only the final submission will be graded. You should include all relevant files in the final submission.
4. Hand-written work:
   - All hand-written homework will be submitted on engineering paper, scanned and uploaded to Gradescope.
   - All hand-written work will be submitted with your name, and your team number printed in the upper right-hand corner of your paper. In addition, you must sign your work below your name. Your signature signifies "*this is my work and I have a general understanding of all the information that is being submitted*."
   - When submitting a team hand-written homework, you should follow the same rules as stated above, except making sure to include the names of all the team members that participated. In the case of a team assignment, the signature of each individual below his/her name communicates "*I was an active*

participant in preparing this document and I have a general understanding of all the information that is being submitted." A late penalty will be assessed to a team assignment if submitted late because a team member fails to act responsibly, even if it was completed on time.

5. Computer Tool Assignments:
   - You need to follow the Code Standard associated with the particular computer tool to receive maximum credit.
   - Computer tool assignments will always be submitted using the appropriate header that includes your name, your team number, and your section ID.
   - You will always provide an electronic signature (signature: your full name). Your electronic signature on an individual homework assignment indicates, "*this is my work and I have not collaborated with other individuals (other than the teaching team) to obtain the final materials being submitted."* Your electronic signature on a team homework assignment indicates, "*I was an active participant in preparing the materials and I have a general understanding of all the information that is being submitted*."
   - A late penalty will be assessed to a team assignment submitted late because a team member fails to act responsibly, even if it was completed on time.
6. Copyrighted Material and Derivative Works:
   - Please note that almost all documents produced by the Instructional Staff are copyrighted and thus are subject to Purdue University's policies on the use of copyrighted materials. Please refer to Part 9 of the Purdue Student Miscellaneous Conduct regulations, which can be found at the following website: http://catalog.purdue.edu/content.php?catoid=8&navoid=8208#miscellaneous-conduct-regulations .
   - Course recordings are made available for students and should only be used for reviewing the content of the class. Course recordings may not be shared outside of ENGR 13000 and shall not be uploaded to any external sites.
   - All other works produced by the Instructional Staff are considered to be derivative works and thus subject to the policies outlined in Part 10 of the Purdue Student Miscellaneous Conduct regulations. In addition, notes taken by students in class are considered to be derivative works and subject to the same policies.

DIVERSITY AND INCLUSION STATEMENT:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

For additional information about diversity and nondiscrimination at Purdue, visit the following websites:

- Purdue nondiscrimination policy statement
- Purdue Division of Diversity & Inclusion

MENTAL HEALTH STATEMENT:

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

ACCESSIBILITY AND ACCOMMODATIONS STATEMENT:

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Emergency Preparation

Purdue University has an Integrated Emergency Management Plan (IEMP). This plan includes procedures, processes, and plans for responding to an emergency. Visit the Emergency Preparedness website for more information.

It is also important to be familiar with the following classroom emergency response procedures.

Emergency: For ANY emergency, call 911 (fire, medical emergency, etc.).

- ARMS B098: Phone is in the internal hallway by the printer.

Fire Alarm or Evacuation: Gather all critical personal belongings and exit the building using the stairs. Do not use the elevator.

- ARMS B098: Proceed up the stairs by B122 (away from Amelia's). Meet in the emergency assembly area in the grass between Civil Engineering and the Johnson Hall of Nursing.

Tornado: Stay in or go to the basement.

- ARMS B098: Stay in the classroom. Move away from any glass and sit on the floor.

Shelter in Place: This could occur due to tornado, accidental release of toxic chemicals, shots fired on campus, etc.

- ARMS B098: Stay in the classroom. Move to storage area (out of site) and sit on the floor. Teaching team will lock the doors.

Other situations: The course of action will depend upon the situation; FYE has an extensive emergency plan that will be put into action.

- **Recommendation:** Remain in the classroom and wait for further instructions.

Note: In any situation, follow instructions from emergency response personnel (police, fire department, etc.) when they are present.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Information about any changes will be available in Brightspace.

EMERGENCY PREPARATION

In the event of a major campus emergency, changes may be required to course requirements, deadlines, grading percentages, and the course calendar. Relevant changes to this course will be posted onto the course website. They may also be obtained by contacting your instructor and/or your graduate teaching assistant via email or phone. As always, you are expected to read your @purdue.edu email on a frequent basis.

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