

College of Engineering and Architecture
Electrical Engineering and Computer Science
COURSE SYLLABUS

EECE404 Senior Design II

Instructor's full name: Charles Kim	CRN: 10788
Title: Senior Design II	Credit hours: 3 credits
Office location: LKD 3014	Class meeting days and hours: T 12:10 - 3 pm
Office/department phone: 202-806-4821	Classroom location: LKD3015
Office hours: MR 2 - 4	Semester and year: Spring 2021
Email address: ckim@howard.edu	Course website: www.mwftr.com/SD2021.html

COURSE DESCRIPTION

This course continues the EECE401 Senior Design I focused on completing the engineering design principles, “applying technical knowledge to meet people’s needs,” and the process of design to meet the needs. Students continue to participate in team activities and learn how to become an effective team member and an effective communicator by practice. Most of all, the main goal of this course is to convert the solution design in to reality: project solution implementation. Therefore, additional emphasis is placed on project management with risk assessment and agile development. Progress will be checked through progress presentations. The culmination of these courses is the final project presentation and demonstration with public audience invited.

Prerequisites or Co-requisites
EECE401 Senior Design I

Course Goals

1. Conversion of solution design in to reality
2. Team playing in group project environment
3. Project Management and Agile Development
4. Technical communication
5. Socially responsible engineering

Learning Objectives: Upon completion of the course, students attain

1. (ABET Outcome 2) Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
2. (ABET Outcome 3) Ability to communicate effectively with a range of audiences
3. (ABET Outcome 4) Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
4. (ABET Outcome 5) Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Instructional Methods

1. On-line lecture and class community collaboration and discussion
2. Out-of-class team works and weekly meetings
3. Class Presentations
4. Public Presentations

TEXTBOOKS AND OTHER RESOURCES

Required: Vern Johnson and Reid Bailey, *Becoming a Technical Professional*, Kendal/Hunt Publishing Co. 3rd Edition. ISBN 13:978-0-7575-2765-4.

Supplementary: (a) Salt and Rothery, *Design for Electrical and Computer Engineers*, Wiley publication. (b) Ford and Coulston, *Design for Electrical and Computer Engineering*, McGraw-Hill.

COURSE OUTLINE

- I. Project Implementation Planning
- II. Agile Project Management
- III. Progress Reporting & Presentation
- IV. Engineering Ethics
- V. Citizen Engineering and Socially Responsible Engineering
- VI. Technical Communication - Oral and Written

COURSE REQUIREMENTS *(What must students do to fulfill the objectives?)*

1. Class Attendance
2. Active Participation
3. Weekly Team Meeting
4. Solution Design Implementation
5. Writing Project Report
6. Final Project Demonstration and Presentation

7. Academic Integrity

The “Academic Code of Conduct” in the [H-Book](#) prohibits cheating, plagiarism, and copyright infringement. Penalties for violations range from a “0” for the assignment or exam to an “F” in the course or suspension. See CETLA’s [Plagiarism](#) webpage for more information about plagiarism as well as ways to avoid it. Please note that in this course I reserve the right to check your work using a plagiarism detector such as Turnitin or Blackboard’s Safe Assign.

8. Manuscript Conventions *(including required citation format)*

“Writing Matters” Statement

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website,

COURSE POLICIES

1. Grading

Computation of Final Course Grade

Assignment (individual)	10 %
Team Participation (Group discussion, wiki, blog, etc) Statistics (individual).....	10%
Essay (individual - Socially Responsible Engineering)	10%
Team Activities (Weekly Meetings) + Assignments + Progress Reporting.....	40%
Team Final Project Report +Presentation + Demonstration.....	30%

Grading Criteria

Final individual grade = (individual score) + (team score) *(peer evaluation point)

Incomplete Grades and Withdrawals

A grade of Incomplete (I) is given only if you have fulfilled most of the course requirements prior to the Registrar's withdrawal deadline [April 8, 2021] and an emergency prevents you from completing the course. Such an emergency must be documented by your dean or advisor. However, if you have not completed most of the coursework, make sure you withdraw before the deadline; otherwise, I will have to enter the grade you have earned thus far. Please note that if you receive an Incomplete, you can complete only the coursework you missed, and you must complete that work by the end of the following semester, in accordance with University policy.

Lateness

If you cannot submit homework on time because of an emergency, you should document the emergency. (For instance, submit a doctor's note.) If you experience computer-related problems, you should request a note from a technical assistant or, if Blackboard is not working, immediately e-mail helpdesk@howard.edu and "cc" me to document your problem.

Missed Exams or Classwork

If you miss a quiz or other classwork because of an emergency, you should submit a documented excuse as explained above. Then I will determine whether to excuse you from the assignment or permit you to make up the missed work.

2. Class Participation

Attendance, Tardiness, and Class Participation

You are expected to attend classes regularly and promptly. If you are absent or tardy, you will miss not only valuable instruction but possibly credit as well. In either case, you are responsible for finding out from your classmates what was discussed, assigned, or distributed in class.

Electronic Devices

You are expected to conduct yourself during class time in a professional and respectful manner. Therefore, unless I instruct otherwise, please turn your cellphone off or put it on "vibrate" during class. Also, please refrain from surfing the Web, emailing, texting, tweeting, and engaging in other distracting activities during class time. If you engage in such activities, you will be required to turn off the device or leave the classroom, forfeiting class participation points.

3. Communication

The best way to reach me is to email or Slack me. However, if you need to discuss a confidential matter, you may call my office, visit during my office hours, or make an appointment. However, please note that I check the collaboration platform, voicemail, and email only during business hours (M-F 9am – 5pm). If I receive a message, I will try to respond within 24 hours or the next business day.

SUPPORT SERVICES

1. American Disabilities Act (ADA)

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact [Special Student Services](#) (202-238-2420) as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the first week of classes.

2. Statement on Interpersonal Violence

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues, all Responsible Employees, which includes faculty, are required to share this information with the University Title IX Office (202-806-2550). Students can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202 806-7647) or University Counseling Services (202 806-6870). For more information about these services, please go to www.CampusSafetyFirst.Howard.Edu.

2. Center for Academic Excellence

The Center for Academic Excellence provides tutors to assist undergraduates with a variety of General Education subjects. To request a tutor, go to <http://undergraduatestudies.howard.edu/cae/tutor-clearinghouse>. The center also provides academic counselors and student success workshops to help you stay in school and excel.

3. Program for Academic Support Services (PASS)

The Graduate School's PASS program offers courses for international graduate students and other graduate students who need to improve their English writing skills. To seek assistance, go to <http://www.gs.howard.edu/pass/default.html>.

4. Writing Center [FOR ENGLISH, WAC, OR WRITING MATTERS COURSES]

For assistance with your writing, you may visit the English Department's Writing Center online or in Locke Hall (Room 100)—with or without a referral. At the Center you will find tutors and software to help you with a variety of problems—from lack of organization to lack of subject-verb agreement. However, the tutors will not proofread or edit for you. Instead, the tutors will do the following: identify your writing problems, teach you how to solve those problems, and evaluate your progress. To schedule an appointment on campus, go to <http://www.coas.howard.edu/writingcenter>. To enroll in the online site, go to <http://www.cetla.howard.edu/wac/students.aspx>. Remember, however, that you can also find assistance on the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.

5. Blackboard

You are expected to use Blackboard throughout this course. Therefore, see **Blackboard FAQ for Students** at http://www.cetla.howard.edu/teaching_resources/blackboard/BBStudentsFAQ.html if you

need help navigating Blackboard. If you are unfamiliar with Blackboard, please complete the **hands-on orientation** described on the FAQs page and submit the confirmation page to me during the first week of classes.

6. Technical Support

If you encounter technical problems with your email, Blackboard, Bison Web, or some other University-wide technology, go to <http://itsupport.howard.edu> to open a ticket or email helpdesk@howard.edu. For information about computer labs, software distribution, IT security, printing, and other IT topics, see the **service catalogue** (http://www.howard.edu/technology/services/service_catalogue.html) on the website of Enterprise Technology Services (ETS). Also, for online learning resources, click the **e-Learning tab** when you log into Blackboard.

7. University Libraries

Go to <http://library.howard.edu/StudentLibraryInfo> to find out how to access resources and services at the Howard University Libraries. Be sure to check the “Research Help” portal at <http://library.howard.edu/searchportals>, and find out how to use the [Summon](#) search engine, the [RefWorks](#) bibliography manager, and [Ask a Librarian](#) to “chat” with a reference librarian.

OTHER COURSE-SPECIFIC POLICIES

1. Privacy

Video or Audio Recording

You are not permitted to record any of our classes without my written permission. If I authorize you to record a class, you may not distribute or disseminate the recording. If the Dean of Special Student Services has approved your request to record to accommodate a disability, I will require at least a week's notice to consider or prepare. Be advised that your voice or image may be recorded incidentally and shared with other persons interested in accessing the recording for educational purposes.

Student Writing

To build a learning community, I may ask students to read and critique one another's work. Not only can peer review provide student authors with helpful feedback, but it can also help them develop a “critical eye” to evaluate their own work. Therefore, please be advised that your coursework may be shared (online or in the classroom) with your classmates to improve everyone's learning. In addition, to improve teaching and learning, I may share sample student work with HU faculty or, anonymously, with other HU classes unless I receive a written request from a student to withhold his or her work. On the other hand, if I wish to publish student work, I will solicit permission from students via an Informed Consent Form. If you are asked, rest assured that your response will not affect your grade.

COURSE SCHEDULE (subject to change)

<i>Date</i>	<i>Topic</i>	<i>Assignment</i>
Week 1	Kick-off meeting	
Week 2	Project Implementation planning	Project implementation plan
Week 3	Agile Project Management	Agile Worksheet
Week 4	Progress Reporting and Presentation	
Week 5	Engineering Ethics	Ethics Lab

Week 6	Progress Report I - part 1	
Week 7	Progress Report I - part 2	
Week 8	Spring Break	
Week 9	Citizen Engineer	Essay of Socially Responsible Engineering
Week 10	Progress Presentation II - Part 1	
Week 11	Progress Presentation II - Part 2	
Week 12	Project Report, Presentation, and Demo	
Week 13	Final Project Presentation + Demo - part 1	Final Report
Week 14	Final Project Presentation + Demo - part 2	Final Report
Week 15		
Week 16		