

**STUDY GUIDE**

**Orientation to Capstone Project in Energy Engineering  
(ENG 573—ESN )**

Fall 2024

**Prof. Leon Liebenberg**



*This project, co-sponsored by the Student Sustainability Committee and involving students from ENG 573 (ESN), helps the University of Illinois at Urbana-Champaign save approximately \$45,000 annually on its energy bill while reducing the campus's carbon footprint. The geothermal energy is utilized to cool the Campus Instructional Facility during the hot months and to heat the building during the cold months, effectively using "free" geothermal energy.*

## COURSE ORGANIZATION



**Instructor:** Prof. Leon Liebenberg, Energy and Sustainability Engineering, Department of Nuclear, Plasma & Radiological Engineering, 121 Talbot Laboratory, 104 S. Wright St., Urbana 61801

E-mail: [leonl@illinois.edu](mailto:leonl@illinois.edu) Tel: (217) 300-5496

**Lectures:** The course will be presented in room 106B6 Engineering Hall on Mondays between 4:00 and 4:50 p.m. Lectures will be recorded and placed on the course's Canvas site. Students who have registered to take the course asynchronously may join the class online; all other students must participate in-person in every lecture.

**Course Organization:** You are expected to adhere strictly to the syllabus, complete the readings, and meet all assignment deadlines. The instructor will not provide reminders for course deliverables; it is your responsibility to manage and complete these tasks independently. As a master's level course, it requires you to develop proficiency in independent work and demonstrate mastery of the learned concepts. This course is therefore self-directed with minimal guidance from the instructor and teaching assistant.

**Course webpage (Canvas):** <https://canvas.illinois.edu/courses/51312>

If you have difficulties accessing Canvas, then please contact [consult@illinois.edu](mailto:consult@illinois.edu), *not* the instructors, *nor* the teaching assistant.

**Instructor's office hours:** Professor Liebenberg's office hours will be held online-only via Zoom on Thursdays from 11:00 a.m. to 11:50 a.m. (excluding holidays).

<https://illinois.zoom.us/j/89833760805?pwd=K1gvL1RLLeDB5bjBYNVFqYisrOFJTdz09>

Meeting ID: 898 3376 0805

Password: 511839

If these office hours are inconvenient for you, please email Professor Liebenberg detailing your difficulty and attaching any relevant information, such as calculations.

**Your queries:** You may submit queries or questions anytime via *Piazza*. Students are encouraged to view their classmates' questions and to participate in course discussions on *Piazza*.

Sign up at: <https://piazza.com/illinois/fall2024/eng573esn>

Private questions should be directed using the "Private" option on *Piazza*, else the whole class will see your query / request. The course assistant or the instructor will respond to your questions as soon as they can. The course assistant and the instructor will attempt to address your queries promptly from Mondays to Fridays (9 a.m. – 5 p.m.) and less promptly after these hours or over weekends. No questions will be taken during holidays.

**Course Assistant:** The course assistant (CA) will grade all your assignments and assist with certain class activities. You will be able to chat online (via *Piazza* or via email) with your CA, **Ms. Alka Sathyan**.



*Alka Sathyan*, [alkas2@illinois.edu](mailto:alkas2@illinois.edu)

## COURSE OVERVIEW

**Course Overview:** This 1-credit-hour master's course in energy engineering is designed to enhance professional skills through individual and team-based projects. The course focuses on developing writing, communication, and team-working skills by critiquing journal papers, presenting research findings, and creating and submitting funding proposals for sustainability projects.

### Course Duration

- **Length:** 14 Weeks
- **Format:** Weekly Lectures (in-person and online, recorded), Team meetings, and Presentations.

### Learning Objectives

1. **Develop Writing Skills:** Critique and annotate a recent journal paper in energy engineering, understanding its goals, methodology, contributions, and validity.
2. **Develop Communication Skills:** Present the chosen paper and critique to a non-specialist audience using a PowerPoint presentation.
3. **Develop Team Working and Engineering Skills:** Form teams to research and create a funding proposal for a sustainability project, including a class presentation and a formal proposal submission.

### Grading Breakdown

- Individual Paper Critique and Annotation: 40%
- Individual PowerPoint Presentation: 10%
- Team Project Presentation: 10%
- Team Funding Proposal Submission: 20%
- Class Participation: 20%

### Readings and Resources

- **Recommended Reading:** Selected papers and resources provided during lectures.
- **Additional Resources:** Access to academic databases and proposal guidelines, where appropriate.

**Guest presentations:** Other professors and senior graduate students will occasionally visit the class, and guest speakers from the Technology Entrepreneur Center and the Student Sustainability Committee may also participate in some of the lectures.

## COURSE SCHEDULE

### Week 1 (Aug. 26): Introduction and Paper Selection

- **Lecture:** Course objectives, expectations, and grading criteria.
- **Activity:** Overview of project topics and guidelines for selecting a journal paper.
- **Assignment:** Select and submit the PDF of the chosen journal paper. (Due Week 2)

### Week 2 (Sep. 2): Initial Critique and Annotating (individual)

- **Lecture:** Techniques for critiquing academic papers and annotating key concepts.
- **Activity:** Workshop on annotating papers and drafting initial critiques.
- **Assignment:** Submit annotated paper draft and initial critique. (Due Week 3)

### Week 3 (Sep. 9): Refining Critique and Summary (individual)

- **Lecture:** Structuring a detailed critique and effective writing techniques.
- **Activity:** Peer review of critique drafts and refinement.
- **Assignment:** Revise critique based on feedback. (Due Week 4)

**Week 4 (Sep. 16): Developing Your Presentation (individual)**

- **Lecture:** Designing and structuring effective PowerPoint presentations for technical content.
- **Activity:** Create and refine the first presentation based on the annotated paper and critique.
- **Assignment:** Submit PowerPoint file for the first presentation. (Due Week 5)

**Week 5 (Sep. 23): First Presentation (individual)**

- **Activity:** Deliver first presentation to the class. Peer and instructor evaluations.
- **Assignment:** Review feedback and prepare the summary document for non-specialists. (Due Week 6)

**Week 6 (Sep. 30): Team Formation and Project Topic Selection (teams)**

- **Lecture:** Overview of teamwork and project topics.
- **Activity:** Form teams and discuss project ideas.
- **Assignment:** Submit team members and project topic selection. (Due Week 7)

**Week 7 (Oct. 7): Writing and Revising the Summary Document (individual)**

- **Lecture:** Techniques for summarizing technical content for non-specialists.
- **Activity:** Draft and refine summary document.
- **Assignment:** Submit draft summary document. (Due Week 8)

**Week 8 (Oct. 14): Peer Review of Summary Documents (class)**

- **Lecture:** Effective feedback techniques and strategies for document revision.
- **Activity:** Exchange and review summary drafts with peers.
- **Assignment:** Submit marked summary document with peer feedback. (Due Week 9)

**Week 9 (Oct 21): Finalizing Summary Document (individual)**

- **Lecture:** Revising documents based on peer feedback and preparing final submissions.
- **Activity:** Revise and finalize summary document.
- **Assignment:** Submit final revised summary document. (Due Week 10)

**Week 10 (Oct. 28): Research and Proposal Development (teams)**

- **Lecture:** Guidelines for writing a successful funding proposal.
- **Activity:** Teams conduct research and begin drafting proposals.
- **Assignment:** Draft proposal and prepare for presentation. (Due Week 11)

**Week 11 (Nov. 4): Project Proposal Presentation (teams)**

- **Lecture:** Presentation techniques and feedback strategies.
- **Activity:** Teams present their project proposals to the class.
- **Assignment:** Submit PowerPoint file for project presentation. (Due Week 12)

**Week 12 (Nov. 11): Proposal Refinement and Submission (teams)**

- **Lecture:** Finalizing proposals based on class feedback.
- **Activity:** Teams refine and finalize their funding proposals.
- **Assignment:** Submit final funding proposal to the Student Sustainability Committee (SSC) and upload receipt notice on Canvas. (Due Week 13)

**Week 13 (Nov. 18): Course Wrap-Up and Final Discussions (class)**

- **Activity:** Final presentations of project proposals and wrap-up discussion.

- **Assignment:** Submit any remaining documentation and reflect on the course experience.

**Nov. 23 – Dec. 1: THANKSGIVING BREAK (no class)**

**Week 14 (Dec. 2): Project Presentations**

- **Activity:** Review of course objectives and feedback session. Teams present their projects in short PowerPoint presentations.

**Week 15 (Dec. 9): Project Presentations**

- **Activity:** Review of course objectives and feedback session. Teams present their projects in short PowerPoint presentations.

**SUBMISSION REQUIREMENTS**

1. **Paper PDF:** The selected journal paper.
2. **Annotated Paper Draft:** Annotated version of the selected paper.
3. **First Presentation PPT:** PowerPoint file for the first presentation.
4. **Draft Summary Document:** Initial draft of the summary document.
5. **Marked Summary Document:** Summary document with peer feedback.
6. **Revised Summary Document:** Final revised summary document.
7. **Project Topic Selection:** Confirmation of chosen project topic.
8. **Project Presentation PPT:** PowerPoint file for project presentation.
9. **Final Funding Proposal:** Final version of the funding proposal and SSC receipt notice.

**GRADING CRITERIA**

- **Individual Paper Critique and Annotation (40 Points)**
  - Paper Selection & Annotation: 15 points
  - Critique Quality: 15 points
  - Summary Document: 10 points
- **Individual PowerPoint Presentation (10 Points)**
  - First Presentation: 5 points
  - Second Presentation: 5 points
- **Team Project Presentation (10 Points)**
  - Presentation Quality: 10 points
- **Funding Proposal Submission (20 Points)**
  - Proposal Quality: 15 points
  - SSC Submission and Receipt: 5 points
- **Class Participation (20 Points)**
  - Attendance and Engagement: 10 points
  - Peer Grading Participation: 10 points

## COURSE POLICIES

**Late work:** *Mini-project deliverables must be submitted on time so that the peer feedback process works properly.*

There is no possibility of submitting a mini-project late, nor is there the possibility of providing you with make-up assignments. Any late assignment or non-submission is awarded 0%.

There are *no* submission extensions for mini-project deliverables.

Late quizzes will receive a 0% grade. (Students will have around 5 days to complete a quiz and solutions will be posted when the submission deadline lapses.)

No-penalty extensions to the due date for quizzes will however be considered by the instructor, *but only if the student sends advance notice* by email to the instructor, except for an emergency. The *only* valid reasons for missing a quiz submission deadline are:

- a. student illness or accidental injury;
- b. serious illness, serious injury, or death in the student's direct family;
- c. birth of a child for which the student is identified as a parent on the birth certificate;
- d. required duty in the U.S. military (active-duty, reserve, or in a National Guard unit activated by the President or a governor), required service in a foreign military organization acting in concert with the United States, or service under provisions of the Volunteer Emergency Worker Job Protection Act;
- e. participation in, or travel to, an obligatory AFROTC, NROTC, or ROTC event;
- f. participation in, or travel to, varsity or DRES-sanctioned athletic events (excluding fencing, bowling, and other club sports);
- g. participation in, or travel to, an organized extracurricular activity sanctioned by the College of Engineering or one of its departments, for which a full-time or emeritus faculty member of the College of Engineering attests that the student's participation is essential;
- h. observance of a religious holiday;
- i. any excuse allowed by the UIUC for students participating in online learning.

If the student was so seriously ill or injured as to be unable to communicate their intentions to the instructor prior to the beginning submission deadline, the advance notification requirement will be waived if the student subsequently provides satisfactory documentation of such incapacitation.

In those cases where advance notification of lateness or non-submission has been provided, or where such notice has been waived according to the provisions of the second sentence of the above paragraph, late submissions of non-submissions will be classified as unexcused unless the student provides satisfactory after-the-fact documentation, as indicated below.

For illness or injury of the student, a satisfactory letter stating that the student was medically unfit to complete the quiz by the submission deadline must be provided by an appropriate medical practitioner (C.N.P., D.D.S., D.M.D., D.O., D.P.M., M.D., O.D., or P.A.) after the quiz submission deadline. *Medical bills, prescriptions, e-mail or letters from friends or relatives, letters from naturopaths, chiropractors, psychologists, and mental health counselors, "visit slips" from McKinley Health Center, and records of calls to McKinley Health Center's Dial-a-Nurse program (with or without endorsement by an "emergency dean" in the Office of the Dean of Students) are among the types of documentation that will not be accepted.*

For serious illness, serious injury, or death in the student's family, the student's relationship to the ill, injured, or deceased party must be established, along with documentation of the illness, injury, or death.

For birth of a student's child, a photocopy of an original birth certificate, showing the student as a parent, is required.

For military duty, copies of valid military orders are required.

For participation in or travel to varsity or DRES-sanctioned athletic events or AFROTC/NROTC/ROTC events, a satisfactory letter from the Division of Intercollegiate Athletics, DRES, or the commanding officer of the detachment is required.

For participation in, or travel to, an organized extracurricular activity sanctioned by the College of Engineering or one of its departments, a satisfactory letter from the faculty sponsor is required.

**Independent work:** You may collaborate with your classmates to figure out the necessary concepts and approaches, *but you must solve the problems independently.* See *Academic integrity* on page 13 of this study guide.

**Communication etiquette:** We welcome communications concerning possible errors, or constructive suggestions about the materials. Please do not contact us to request increases in your assigned grade, outside of errors in grading. All class communications will use your UI NetID email; do not use any alternate such as gmail.

If you believe that an assignment has been incorrectly graded, communicate this with the instructor within 5 working days after the assignment has been handed back to you. After that period, your assignment will not be regraded, and your grade will remain unchanged.

**Most Valuable Players (MVPs):** As mentioned, you should state all your queries via Piazza, not via email. Piazza is configured to allow any student to post anonymously to their classmates whenever they prefer. In each discussion thread, different anonymous posters are automatically differentiated with pseudonyms to avoid confusion. The instructor invites you all to help answer your classmate’s Piazza questions. The course assistant and the instructor will keep track of each time a student suitably answers a fellow student’s Piazza question. At the end of the semester, we will tally all the results to see which students consistently and significantly helped their fellow classmates the most. Those winning students will each receive a bump of 1% in their final grade! Those winning students will also win the “Most Valuable Player” certificates that will be awarded at the end of the semester. We encourage the students in our class to make the most of this opportunity. This helps you to learn from each other’s understanding of the course and increase your grades! And, as you answer the questions posted by your fellow classmates, you will realize that it also betters your own understanding of any concept.

*Note:* When the course assistant or instructor award “good post” awards on Piazza, which will eventually be tallied to give us the MVPs, they will use the following criteria:

- Does the question or the answer clarify a technical (not class-administrative) issue which was vague or confusing in the class instructional materials (lecture announcements and syllabus)?
- Does the question or the answer demonstrate unique and thoughtful engagement with the course material?
- Is one student going out of their way to clarify something from the lecture to another student?
- Does reading what the student wrote make you excited to learn more about the energy systems?
- Other: (New justification which we can apply retroactively).

**Final grade**

Letter grades assigned at semester’s end are based on composite numerical scores, weighted as previously described. The instructor has no predetermined “target” grade distribution and the distribution can vary significantly from semester to semester. Also, there is no “curving” of grades in this class.

Note that grades will be automatically rounded-up to the nearest whole number. For example, if you have a final grade of 93.2%, the grade becomes 93%; if you have a final grade of 93.6%, it becomes 94%.

***Letter grades at semester’s end***

Grade meaning	Refined letter scale	Numerical scale of marks
Excellent	A+	97 to 100
	A	94 to <97
	A-	90 to <94
Good	B+	87 to <90
	B	84 to <87
	B-	80 to <84
Adequate	C+	77 to <80
	C	74 to <77
	C-	70 to <74
Marginal	D+	67 to <70
	D	64 to <67
	D-	60 to <64
Inadequate	F	<60

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Skeptics argue that abatement technologies such as carbon capture and storage, or CCS, are expensive boondoggles that aren't nearly as effective in reducing emissions as proponents say and give energy giants an excuse to continue producing fossil fuels. Overreliance on CCS to counteract fossil-fuel emissions is dangerous, the Paris-based International Energy Agency warned in a November report, potentially requiring an "inconceivable" 32 billion metric tons of carbon captured at a cost of more than \$3.5 trillion a year until 2050 if current oil and gas consumption trends continue.

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*BKV compressor units process carbon dioxide in Bridgeport, Texas, before it is injected into a well. Denver-based BKV says that by the 2030s it will store millions of tons of climate-warming carbon dioxide in wells deep underground to eliminate or offset all the emissions generated from manufacturing and using its gas. Image credit: The Wall Street Journal.*



## Course Objectives

Students will be asked to demonstrate their knowledge of the material covered in ENG 571 through their mastery of the following course objectives:

- Learning the scientific and engineering fundamentals, as well as elements of policy and economics needed to develop energy systems and infrastructure that are sustainable in terms of resources, security, and environmental impact.

## The Energy and Sustainability Engineering (EaSE) graduate certificate

ENG 471 and ENG 571 are the core courses in the EaSE graduate certificate (or “microcredential”). If you are enrolled in any M.S. or Ph.D. degree program, consider adding the certificate to your credentials: EaSE.Illinois.edu. Enquiries may be directed to Ms. Amy McCullough: [amccul2@illinois.edu](mailto:amccul2@illinois.edu)

## Guiding “big picture” questions for ENG 571

When he founded the Energy and Sustainability Engineering program at UIUC, *Professor John Abelson* generated some superb guiding “big picture” questions for ENG 571. As you go through the topics of ENG 571, Professor Abelson’s questions will help you to form an understanding of the interconnected challenges and opportunities in the energy and sustainability fields and will stimulate you to ask probing questions.

There are many ways to frame these questions. As a starting point, Professor Abelson proposes the following:

**Stakeholders:** What groups of people, or regions of the world, are directly affected by a given issue? Or indirectly affected?

**Time scale:** How soon does this issue become critical enough to motivate a major stakeholder? Can changes in human activity be implemented in time to avoid or offset major consequences?

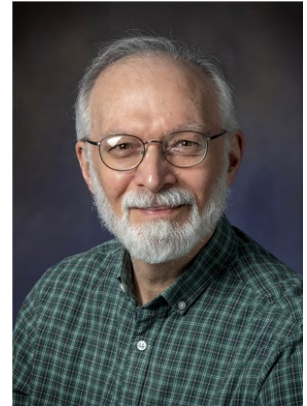
**Solutions:** Do there exist technologies or approaches that can make a substantial reduction in impact for this issue? If technologies are available, what are the challenges to implementation – scale-up, economic, policy, social acceptance, other?

If not currently available, can new technologies be developed soon enough that the anticipation of future availability can be used in current planning decisions? Here, one may include plausible incremental improvements (e.g., improved efficiency or cost reductions), but not breakthroughs, which are (by definition) unknown.

*And we should not expect miracles.* There are always fundamental (thermodynamic) and practical (engineering) limits to what is possible. Good technology may reach 50 % of the fundamental limit, and a great one 75% of the limit. Never believe a claim that obviously exceeds this.

**Physical scale:** Can the proposed technology be employed *at scale*, meaning enough units, soon enough to make an impact? This involves ramping up the *manufacturing supply chain*. In some cases, such as the fabrication of modular (compact) nuclear power plants, a supply chain does not yet exist and must be created!

Note that systems with major infrastructure investment – fossil energy, for example – *require decades to change*. That is because, from an investment point of view, CEOs prefer to use existing systems until they need physical replacement, rather than to invest in new systems earlier than otherwise needed. Only in a few cases (e.g., replacing incandescent light bulbs) is the saving from a new technology (compact fluorescent or LED bulbs) so great that early retirement makes economic sense.



*Professor John Abelson,  
Department of Materials  
Science and Engineering,  
founder of the Energy and  
Sustainability Engineering  
program at UIUC.*

*The above is not good news from a sustainability perspective but is a reality that must be dealt with.*

**Fundamental tradeoffs:** For a given situation – e.g., heating a home or driving a vehicle – *there does not exist a solution that simultaneously maximizes all benefits and minimizes costs and consequences.* (If there were, we would already be using it!)

Typically, we can lower environmental impact by investing in a more efficient system. An immediate question is whether we have (or want to spend) more money on capital costs. Also, the efficiency gain may, or may not, lower the net costs over the lifetime of the system, particularly if calculated using economic “discounting.”

And there is always a minimum impact that cannot be reduced (unless we lower total demand for that technology). For example, if we insulate a house to enormous levels, the energy required to manufacture *surplus* insulation becomes greater than the energy saved by its use. Or if we reduce the fuel consumption of an automobile by changing the materials of construction to reduce the mass, above some level of improvement the energy needed to manufacture the lightweight materials is greater than the energy saved through their use. Also, it can be much more difficult – or impossible – to recycle advanced materials at the end of life of the auto.

**Ecosystem services:** Human activity – economic activity – cannot occur without impact on the earth and its ecosystem. Farming, logging, animal husbandry, etc., are examples of economic activity that derive from “ecosystem services.” Mining, a crucial economic activity, also draws resources from the earth, but not from the active ecosystem; however, mining activity has ecosystem consequences.

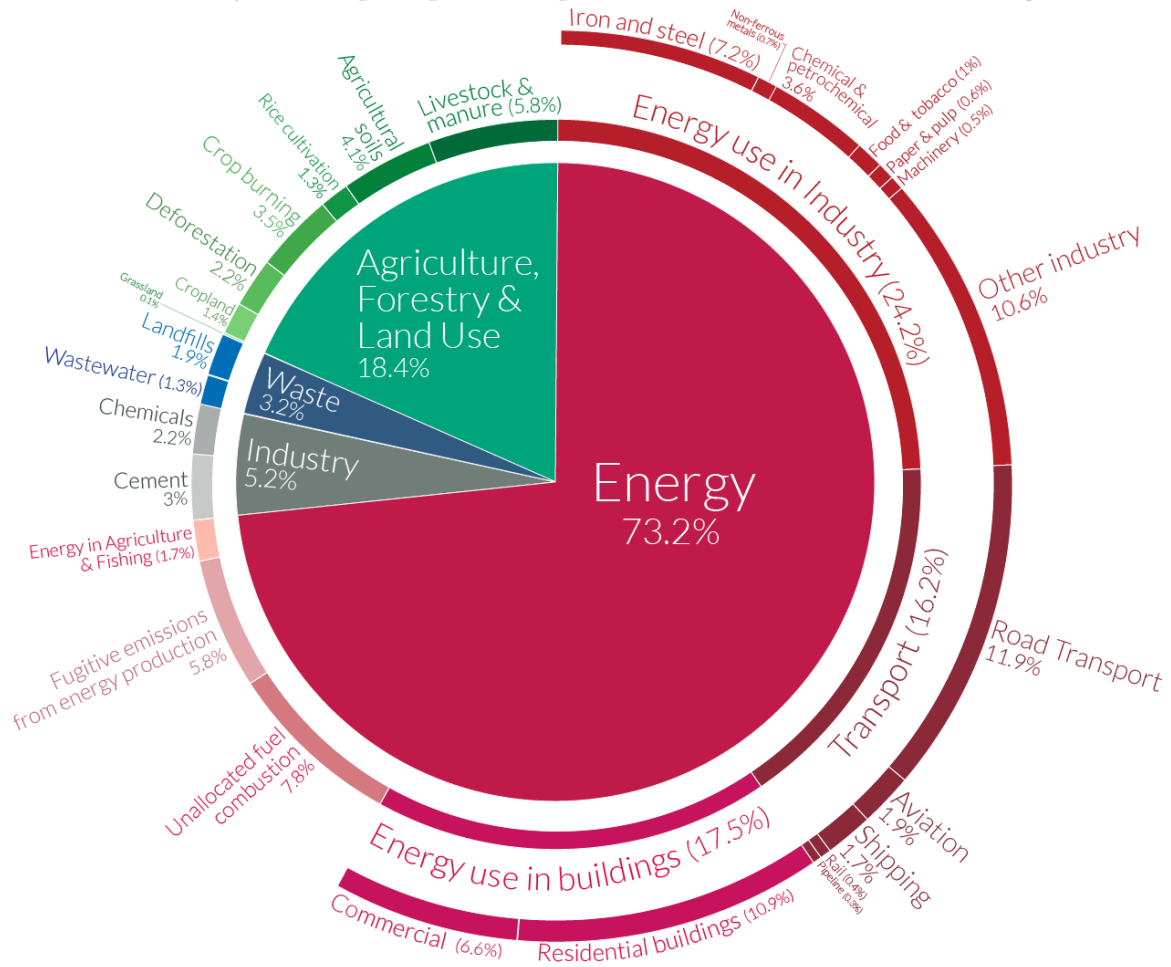
When does human economic activity trigger an ecosystem degradation from which recovery of important functions is difficult or impossible on intergenerational time scales?

At high levels of economic activity, the direct or secondary effects are large and the changes (damage) to the ecosystem are obvious. At very low levels, the effects of human activity may not be noticeable or significant compared with naturally occurring variations. At moderate levels, the ecosystem still functions, but operates in a new state that, although different from the original equilibrium, may not degrade rapidly. But ecosystems are very complex and interdependent, so the real impacts may not be clear in the short run.

# Global greenhouse gas emissions by sector



This is shown for the year 2016 – global greenhouse gas emissions were 49.4 billion tonnes CO<sub>2</sub>eq.



OurWorldinData.org – Research and data to make progress against the world's largest problems.  
 Source: Climate Watch, the World Resources Institute (2020). Licensed under CC-BY by the author Hannah Ritchie (2020).

## COURSE RULES

**Teamwork:** Effective teamwork requires empathy and respect. You should be willing and able to ‘bend’ your minds to recognize where others are coming from and what is important to them, and then to ‘blend’ with them, moving in a unified direction. You will learn techniques to be more receptive and connected, and to have greater influence whilst accommodating others. Rather than opposing or agreeing with other people, you will learn how to accept and acknowledge the other’s position until you can understand what is important about it. This requires a willingness to flex, bend, and search to understand someone else’s perspective. Once you understand their perspective, you can pivot and create an opening for that person to understand what is important to you.

Team members will communicate with each other using social media platforms of their own choosing. Historically, students enjoy collaborating using the following platforms: Discord, Zoom, Google Docs, WeChat, GroupMe, and Miro. You and your teammates should soon agree on your chosen method of online collaboration and then promptly get into that routine.

It is strongly suggested that teams use rotating team leaders. For instance, a student could be team leader for the first mini-project, followed by another student leading the next mini-project, and yet another team member leading the third mini-project. This will help ensure that no single person dominates the team’s actions.

Assigned team members will remain unchanged for the duration of the semester. Teams should however note that they must accommodate late-registered students into their teams, as directed by the instructor or TA. Teams may also have to negotiate lost team members as some students might drop the course. So, although ideal team sizes are 3 students, this number might become less (i.e., 2 students) or perhaps even more (i.e., 4 students) per team; in these cases, small teams might have to merge with other small teams and/or large teams might have to be split. The instructor and TAs will do their utmost to minimally disrupt existing teams. The full cooperation of every student is expected when forming or changing teams.

Grading the work of large teams and small teams: When grading the mini-projects of small teams (say, with two team members), we expect the same quality (and correctness) of work compared to larger teams (say with four team members); but, for smaller teams we of course do not expect the same quantity of work than that of a larger team. Conversely, we expect the same quality of work from a large team compared to anyone else; however, we expect a greater quantity of work from a larger team than a smaller team.

**Peer- and self-evaluations** will be done in the middle and at the end of the semester. The purpose of these brief evaluations is to check that all students are contributing fairly and substantially to team-based activities. These peer evaluations provide an opportunity for your fellow team members to reflect on how the team activities are progressing and to reflect on how team functioning might be improved. The aggregate scores of these peer evaluations will be *directly used to correct all project-related grades*. For instance, if a team member’s peers score his/her contribution to the team’s efforts as 3.5/5 (i.e., 70%), then the specific student’s *overall* mini-project grade will be adjusted by a 0.7 correction factor.

**Uncooperative team members:** In this engineering class, effective teamwork is paramount for successful collaboration and project completion. Students are encouraged to actively engage in open communication, share diverse perspectives, and contribute their unique skills to foster a collaborative and innovative environment. However, should any student fail to cooperate with their team or disrupt the collaborative process, appropriate measures will be taken, including intervention by the instructor, potential reassignment of team roles, and, if necessary, disciplinary actions in accordance with the class policies. This ensures a fair and conducive learning environment that promotes the development of both technical and interpersonal skills crucial for success in the field of engineering.

### **Academic integrity**

The highest academic integrity is expected. Academic violations will however be dealt with according to the UIUC Student Code, Article 1, Part 4. Violations will be reported to the College of Engineering. The recommended penalty will be either failure of the course, or dismissal for the M.Eng. program and separation from the College of Engineering or UIUC.

### *Specific comments about academic integrity*

- All students are responsible to refrain from infractions of academic integrity, conduct that may lead to suspicion of such infractions, and conduct that aids other in such infractions. “I did not know” is not an excuse.
- The following are academic integrity infractions (<http://www.provost.illinois.edu/academicintegrity/students>):
  - ✓ Cheating: using or attempting to use unauthorized materials.
  - ✓ Plagiarism: representing the words, work, or ideas of another as your own.
  - ✓ Fabrication: falsification or invention of information, including citations.
  - ✓ Facilitating infractions of academic integrity, helping, or attempting to help another commit infraction.
  - ✓ Bribes, favors, and threats: actions intended to affect a grade or evaluation.
  - ✓ Academic interference: tampering, altering, or destroying educational material or depriving someone else of access to that material.
  - ✓ Note: All infractions are documented in the campus-wide FAIR database.
- If you have difficulty completing your classwork, you should consult the instructor by showing him evidence of your attempts to solve the specific problem/s. However, most lecture time has been set aside exactly for this type of activity; use it to your full advantage.
- Copying (in whole or in part) another student’s (or team’s) quiz, project work, or exam is not permitted. Copying solutions from web-based answer keys such as Chegg is an honor code violation.
- Be sure to follow the course and University’s regulations pertaining to the use of Artificial Intelligence (AI) tools such as Chat GPT, Bing, ChatSonic, or Jasper. When using AI tools, be sure to substantiate or validate all claims, findings, or insights by citing credible reference sources (such as peer-reviewed journal articles). Remember that AI is merely a probabilistic tool based on a massive database. It makes mistakes; do not make the mistake of merely copying answers from an AI tool. You will be sure to regret doing that.
- If you choose to discuss your work with a fellow student, it should be a discussion in which one teaches the other, or where both work to a mutual understanding. The discussion should however relate to general concepts and not address the specifics of the quiz questions.
- It is not acceptable to give a fellow student your completed project work or quiz or other assignment so that they can copy it. In such a case, both you and your fellow student will have committed an academic violation.
- It is also unacceptable to copy work from a student who completed the course previously.
- You should properly cite references and sources in your written reports. Cases of cheating or plagiarism will be handled severely.

Also, be wary to correctly use quotation marks for sentences or important data that did not originate with you. Further, paraphrasing should be kept to a minimum. When used, the paraphrased section should be specifically identified by citing the original source. It is not sufficient to simply provide a list of references but not indicate where a specific quotation or paraphrase was employed. In addition, all sources should be fully cited. As is done in scientific and engineering literature, you should briefly acknowledge in writing any significant discussions or interactions you had regarding the work you are reporting on.
- Ignorance of academic integrity or uncertainty regarding the instructor’s wishes are not justifiable reasons for academic violations. If you are uncertain of the instructor’s wishes or intentions, you should consult with him *before* acting.

## COLLEGE OF ENGINEERING STATEMENTS

**Sexual Misconduct Reporting Obligation:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential).

Other information about resources and reporting is available here: [wecare.illinois.edu](http://wecare.illinois.edu).

**Community of Care:** As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-ofcare/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at the Counseling Center (<https://counselingcenter.illinois.edu/>) or McKinley Health Center (<https://mckinley.illinois.edu/>).

**Mental Health:** Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois Urbana-Champaign offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services and specialized screenings which are covered through the Student Health Fee.

If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

**Academic Integrity:** The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

**Religious Observances:** The Religious Observance Accommodation Request form is available at <http://odos.illinois.edu/community-ofcare/resources/docs/Religious-ObservanceAccommodation-Request-Form.pdf>. Submit the form to the instructor and to the Office of the Dean of Students ([helpdean@illinois.edu](mailto:helpdean@illinois.edu)) by the end of the second week of the course; in the case of exams or assignments scheduled after this period, students should submit the form to the instructor and to the Office of the Dean of Students as soon as possible.

**Disability-Related Accommodations:** To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational

Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail [disability@illinois.edu](mailto:disability@illinois.edu) or go to <https://www.disability.illinois.edu>. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available that can help diagnosis a previously undiagnosed disability. You may access these by visiting the DRES website and selecting “Request an Academic Screening” at the bottom of the page.

**Family Educational Rights and Privacy Act (FERPA):** Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

**Inclusion:** The intent is to raise student and instructor awareness of the ongoing threat of bias and racism and of the need to take personal responsibility in creating an inclusive learning environment. The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along a number of dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs.

The College recognizes that we are learning together in the midst of the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable.

You can also report these behaviors to the Bias Assessment and Response Team (BART) (<https://bart.illinois.edu/>). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

**Emergency response recommendations** can be found at the following website:

<http://police.illinois.edu/emergency-preparedness/>. You are encouraged to review this website and the campus building floor plans website within the first 10 days of class.

<http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>

**Enjoy the course!**