ECE 110: Introduction to Electronics

Spring 2026

Official Description

Introduction to selected fundamental concepts and principles in electrical engineering. Emphasis on measurement, modeling, and analysis of circuits and electronics while introducing numerous applications. Includes sub-discipline topics of electrical and computer engineering, for example, electromagnetics, control, signal processing, microelectronics, communications, and scientific computing basics. Lab work incorporates sensors and motors into an autonomous moving vehicle, designed and constructed to perform tasks jointly determined by the instructors and students. *Class Schedule Information*: Students must register for one lab and one lecture section. *Course Director*: J. K. Schuh

Course Websites

https://canvas.illinois.edu

Technology

Required: Computer to view and print (or markup) PDFs, view video lectures, and operate components from the ECE110 Electronics Kit. Record and submit short video segments for some laboratory assignments. Ability to complete online PrairieLearn exercises and exams. Hand-written exercises will be required (except for explicit DRES accommodations). Exam proctoring via the Computer-Based Testing Facility *may* require the use of a Zoom-connected smartphone.

Recommended: A video option during Zoom interactions for increased community building.

Required Course Materials

- **Lecture Handouts** available online on Canvas.
- **Laboratory Manuals** available online on Canvas
- **ECE 110 Electronics Kit** ordered from ECE Supply Center
- **ECE 110 Class Notes** Textbook available online on Canvas

Optional Course Materials

- **Recommended:** Arduino or RedBoard (for self-selected activities), wire stripper, soldering iron. Lecture handout hardcopy from IUB.

Lecture Schedule

All lectures are on Mondays and Wednesdays, beginning January 21, 2026. All times are Central Times.

AL1

Professor Jonathon Schuh. 11-11:50am ECEB 2017. Email: schuh4@illinois.edu.

AL2

Professor Chris Schmitz. 10-10:50 am ECEB 1002. Email: cdschmit@illinois.edu

AL3

Professor Cunjiang Yu. 2-2:50pm ECEB 1002. Email: cunjiang@illinois.edu

AL4

Professor Victoria Shao. 3-3:50pm ECEB 1002. Email: yangshao@illinois.edu

Lecture Attendance Policy

Engagement is significantly enhanced through the live interaction and group activities will be pursued by some instructors during the lecture sessions. Regular attendance has been seen to raise grades and create better interactions during in-lecture exercises. **Lecture attendance is worth 1% of the final grade. You must attend 80% of the total lectures to receive this. Attending less than 80% of the lectures will earn a pro-rated percentage of the lecture credit (Attendance/(80% of Lectures)*1%).**

Lecture attendance is given by responding to in-class questions. Students MUST answer questions to get attendance credit.

NOTE: Students MUST attend the lecture that they are registered for to receive lecture attendance credit.

Students are expected to attend lectures and attendance will be taken using iClickers. Lecture attendance is 1% of your overall final grade. Students must attend 80% of the lectures throughout the semester to earn this 1%. Attendance less than 80% will result in a pro-rated amount of the 1% of the final grade. It is an academic integrity violation to assist a student in gaining unearned attendance points. Doing so can jeopardize your earning of 1% of your final grade and may be met with an academic integrity violation.

To get lecture attendance credit, students must answer questions during the in-class discussion polls. Simply checking for attendance or marking "I'm here" is not sufficient to receive

attendance credit. If you have an issue answering questions during class with your iClicker (or other course interaction mechanism), you must tell your instructor immediately after class. Communicating issues to the instructor more than one hour after the end of class may result in not getting lecture attendance for that day's lecture.

You can use the iClicker remotes for your attendance. If you'd like to use the app, you will need to purchase a subscription. The free option only lasts for about 2 weeks, so if you only use that you'd only get lecture attendance credit for the first 2 weeks.

Laboratory Meeting Schedule

Start: January 26 (Monday)

End: May 6 (Wednesday)

Exclusive Dates: Teams will not meet during the last partial week of the semester. There are no classes or lab meetings during Spring Break.

Classroom: ECEB 1001, enter through ECEB 1005.

Lab Director: Professor Schuh

Students will be assigned to teams of 4 which are required to meet in addition to in the physical lab space. Teams will be assigned randomly and no requests for specific teammates will be accommodated.

Laboratory Attendance Policy

With the few explicit exceptions listed before, laboratory attendance is mandatory each week. If you have an unavoidable medical or personal emergency, contact your lab partners and your TA (not your lecture instructor) *in advance* or as soon as possible to make alternate arrangements. You and your lab team are responsible for meeting for activities outside of the regular laboratory meetings.

NOTE: Contacting your lab TA AFTER your lab has started is an unexcused absence.

Lab Assignments

Pre-Lab assignments sometimes have a written component submitted in pdf format and often have an "individual" video component to be submitted in mp4 format. All pre-lab assignments are to be submitted before the deadline which is the start time of your weekly lab meeting. **On individual submissions, you cannot submit materials completed as a team or you will**

receive not only a zero on that assignment, but also an academic integrity violation which will result in further reduction of your course grade.

Post-lab assignments are due one (1) week after the lab. For example: if your starts at 9:00am on September 10, the lab report will be due by 8:59am on September 17. This gives ample time to make up the lab if you have an excused absence (see below). **Late labs will not be accepted.**

Excused Lab Absence

To get "excused" from lab, you will need to contact your TAs *before* the lab session has begun to provide them with the information regarding your absence. **Contacting your lab TA after your lab has begun is an unexcused absence.** Your TA contact information may be found on our Canvas course page. If possible, join your team via Zoom to complete the work in real time. If not possible, meet with your team as soon as possible and generate a plan for your involvement in the completion of the team submission. With that plan agreed upon by your teammates *and* the TAs you may be excused from the lab upon the completion of the material. The TAs will determine if any penalty is appropriate.

Unexcused Lab Absence

Any time your TA is unaware that you will miss all or part of a lab, that absence is likely to be considered "unexcused." Know that 20% of that assignment can still be earned (and, in fact, *must* be completed due to the cumulative nature of the lab). Complete the work alone or with team assistance before the assignment is due.

Homework

Homework problems are on-line through PrairieLearn and GradeScope. When you submit answers in PrairieLearn, they are graded immediately (computer-graded). GradeScope will require human grading. There is no partial credit for homework completed after the deadline. **Students will not be reminded about due dates. Students will have to add themselves to Gradescope with the entry code given on Canvas.** You should work regularly and in an organized manner. It is recommended that you begin a homework set immediately following the lecture covering that material.

NOTE: Gradescope homework solutions must be handwritten. Typed solutions will receive 0 credit. Assume that any number given in the homework has AT LEAST 3 sig figs. Always report numbers to AT LEAST 3 sig figs.

Homework Deadline

All homework will be due on Thursdays at 11:59pm Central Time unless otherwise stated. This applies for both the PrairieLearn and Gradescope Assignments.

Homework Policies

There are two portions to the weekly homework assignments. PrairieLearn.org will provide a computer-graded assignment that is due strictly by 11:59pm Central Time each Thursday of the semester (with three exceptions: the first week of class, the Thursday during Fall Break, and Reading Day, which is explained later). GradeScope.com will provide a shorter assignment technically due at the same time, but with a couple hours added to assist in case of submission difficulty. **Students will have to add themselves to Gradescope using the entry code given on Canvas.**

There is no assignment in the first week. There is no assignment *due* during fall or spring break, although there will be an assignment posted. The final assignment of the semester is due date is Wednesday at 11:59pm (to avoid any assignment due on Reading Day).

Late assignments are not accepted for any reason.

DRES Accommodations: Some students will have DRES accommodations that suggest homework may be reasonably extended due to emergency situations. **These requests will be considered but only approved if it is clear you also did due diligence in working ahead**. Most problems in the assignments are on topics covered in the previous week. **If you do not make reasonable progress on the assignment well ahead of the due date, your request for late-submission will be rejected.**

I started the course after Homework 1 was due: Joining the course late does not alter the due dates. Please take advantage of extra credit opportunities to earn back any lost points. See "Section Review" assignments below.

I submitted the wrong document before the deadline and the correct document after: The staff should not have to do any sleuthing to determine your intended submission and your actual time-of-completion. The TAs are instructed to grade assignments submitted to GradeScope as GradeScope sees fit.

Three optional "**Section Review**" assignments will enable you to earn back points lost to PrairieLearn. Therefore, these problems are a very valuable asset for earning maximum credit in the course. There is no penalty for choosing not to complete the Section Review problems, you just do not reap the benefits.

All three section reviews total to more than 300 points of extra credit. It is highly recommended that students do these Section Reviews.

Office Hours Schedule

Start: Monday January 26.

End: Wednesday May 6.

Exception: Breaks

Office hours will be in ECEB 1005 and online. See the schedule on Canvas for exact days, times, and rooms.

Questions or concerns? You may go to any office hours that fit in your schedule.

You must show your attempt in written form to receive office hour assistance on a specific problem!

Office hours contact: schuh4@illinois.edu

Lab Office Hours

Typically Saturdays 12-3pm. See Canvas for exact times.

Quizzes (Confirmed Dates!)

Quiz 0

Start Date: January 19, 2026

End Date: January 21, 2026

Quiz 0 is an opportunity for you to get used to using the CBTF. It does not count towards your final grade, but students will get 50 extra credit homework points for taking Quiz 0.

Quiz 1

Start Date: February 23, 2026

End Date: February 25, 2026

Quiz 2

Start Date: March 30, 2026

End Date: April 1, 2026

Quiz 3

Start Date: Apri 27, 2026

End Date: April 29, 2026

This course uses the College of Engineering Computer-Based Testing Facility (CBTF) for its quizzes and exams: https://cbtf.engr.illinois.edu.

Students will need to login to https://cbtf.engr.illinois.edu/sched which will cause the CBTF to automatically find your roster affiliation to courses. You should then receive reminder emails when new exams become available to reserve. Please login at the start of the semester, even if you cannot make a reservation for any quiz yet.

The student instructions section of https://cbtf.engr.illinois.edu/ should be reviewed. It has guides for the CBTF policies, what to do if an exam is missed, how to get support, etc.

The policies of the CBTF are the policies of this course, and academic integrity infractions related to the CBTF are infractions in this course.

If you have accommodations identified by the Division of Rehabilitation-Education Services (DRES) for exams, please take your Letter of Accommodation (LOA) to the CBTF proctors in person before you make your first exam reservation. The proctors will advise you as to whether the CBTF provides your accommodations or whether you will need to make other arrangements with your instructor.

Any problem with testing in the CBTF **must** be reported to CBTF staff at the time the problem occurs. If you do not inform a proctor of a problem during the test then you **forfeit** all rights to redress.

Second Chance Testing

We are offering second-chance testing following the quizzes. This opportunity to boost weak quiz scores will only be given to students who have already demonstrated commitment to the material through their _achieving a minimum of 75% on the corresponding section review_. More information will be provided through the course website.

Quiz retries are the week immediately after the quiz. See the course calendar for more information.

Review Sessions

HKN (Eta Kappa Nu Honor Society) typically offers reviews prior to the quizzes and final exam for ECE 110. These will be announced through the course announcements.

Missed Exam Policy

Midterm Quizzes are arranged over a three-day period with one late-day option. In Fall 2025, we have quizzes schedule Monday-Wednesday with a Thursday late day. Understand that a student who schedules near the end of the period also accepts responsibility when a short-term issue causes a problem in keeping that scheduled exam. **To be clear, in this situation, the exam is not rescheduled beyond Thursday. If the student cannot take the exam on the late day (Thursday), then the regular second chance test weighting policy will be used with a 0 on the quiz and the new score on the retry exam.**

Any issues with illness, injury, or any emergency must be relayed to your lecture instructor as soon as possible and in advance of the scheduled exam time. Not every issue presents an excused absence. Different situations have different paths to a solution that provide the student with the largest number of options possible for learning the material and showing that mastery through a strong semester grade. In each case, we ask that the student always take immediate action and accept responsibility for their scheduling choices.

**We ask that the student always take immediate action and accept responsibility for their scheduling choices.**

Retry exams are provided in the same three-day-plus-late-day structure. As this is an exceptional course add-on, any retry exam that cannot be taken in the allocated four-day period through the in-person CBTF is merely forfeited as it will not be re-offered.

Unexcused Missed Exam

An exam missed without a preemptive email to the instructor and/or without a valid reason will result in a 0 on that quiz, but there is still hope to improve your "adjusted score." The retry quiz may be first <u>earned</u> (Section Problems) and then <u>executed</u> with the normal weighting policy applied to the 0 on the quiz and the new score on the retry exam.

Action Item for Student: Do the relevant section review problems right away and be well-prepared for the Retry Quiz.

Action Item for Instructor: None.

Excused Missed Exam

It is in the student's power to consider taking the exam as early as Monday to avoid issues regarding a sudden, short-term illness, injury, or other emergency that may derail plans for a later exam. If an emergency does occur, we can consider utilizing the late-day option. All quizzes will be administered through CBTF; no online quizzes with the instructor will be offered.

Action Item for Student: After contacting your instructor, **visit the CBTF (in-person) to see a proctor** as soon as you are well to reschedule your quiz. Either you (if possible) or your instructor will need to **delete your original scheduled exam seat to obtain a seat on the late day**. **If you still cannot take the exam on the late day, it is a 0 on the attempt and the regular quiz retry weighting will be used, provided the student has achieved the necessary requirements for the quiz retry.**

Action Item for Instructor: Assist student if any issues.

Final Exam

The details of the final exam are often unknown prior to the start of the semester. It may be given synchronously in (one of) two 3-hour time slots or it may be scheduled asynchronously in the CBTF across a multi-day period.

In the asynchronous situation, the policy is like the midterm exam policy. You are encouraged to schedule early and short-term illness for students scheduled for the latter time slots will not be considered valid reasons for missing the exam, although the instructor may still work to see if an online accommodation can be made. If not, you might receive a zero on your final exam.

In the synchronous situation, students will be assigned to an exam in one of the available time slots. It will be up to the course coordinator to determine if a valid conflict is necessary to take the conflict slot (but typically, there is no need for a valid conflict). Clearly, scheduling in the earliest time slot provides you with more flexibility if issues arise. If you are unable to schedule in the first time slot and fall ill during the second time slot, contact your course coordinator right away to discuss any options.

We will not know the final exam schedule until later in the semester. Per the student code, **I can require you to stay on campus through the end of the final examination period**. So, **DO NOT BUY ANY PLANE TICKETS UNTIL YOU HEAR WHEN THE FINAL EXAM WILL BE HELD!** Per the student code, personal travel is **NOT** a valid reason to request a conflict exam. The only valid reasons are:

1. You have two scheduled exams at the exact same day and time.
2. You have more than two consecutive exams. For example, an exam at 8am and an exam at 1:30pm means a student can't take an exam at 7pm that same night. However, an exam at 8am, an exam at 1:30pm, and an exam the next day at 8am does not meet this criterion.
3. A national or state professional exam scheduled for the same day and time.
4. Approval from Dean Bashir for a conflict.
5. Religious Observances on the day of the final exam (must notify me (schuh4@illinois.edu) within 1 week of receiving this email).

If your personal travel conflicts with the scheduled final exam time, you will need to take an Incomplete (I) and make up the final exam in the next semester within the first 8 weeks of the next semester (Fall, make up in Spring; Spring, make up in Fall).

AGAIN, PERSONAL TRAVEL IS NOT A VALID REASON TO REQUEST A CONFLICT EXAM!!

Examination Policy

Academic integrity must be maintained throughout the semester. The website https://cbtf.engr.illinois.edu/index.html documents the CBTF for students as well as special instructions for DRES accommodations. If you have an unavoidable medical or personal emergency, the course director may be able to allow for a conflict. To be eligible, you must notify your lecture instructor (not a TA) immediately, and you must document your absence as best you can.

Getting Help!

For general assistance with the undergraduate curriculum, visit the *ECE Department Advising Office* in the administrative suite room 2120 ECEB (for academic advice), the Center for Academic Resources in Engineering 4th floor of Grainger Library (CARE, for engineering-course-related help), or the campus's *Counseling Center* (for time management, study skills, test taking skills, and confidential personal counseling). For assistance in ECE110 specifically, please see your instructor or the course director.

- **Instructors, TAs, undergraduate Course Aides:** See office hours.
- **Tutoring:** Watch for announcements from class or check with IEEE/HKN, Tau Beta Pi, Women in Engineering (WIE), Women in Electrical and Computer Engineering (WECE) as

well as the Center for Academic Resources in Engineering (CARE) located in Grainger Library. Tutoring can also be arranged. Please contact the course director, Prof. Jonathon Schuh schuh4@illinois.edu.

- **ECE Advising Office:** For any questions that arise or just for someone to talk to, email ece-advisor@illinois.edu. Prof. Schmitz is also an Undergraduate Academic Advisor and can be found at cdschmit@illinois.edu.
- In an emergency, you can leave a message for Prof. Schuh at (217) 300-7091.

Homework Review

Throughout the semester, we will have "Homework Review" on Zoom. They will be after the homework has been submitted and will be a review of that weeks homework. Students are encouraged to attend as many sessions as they would like. Attendance is not required; these are just open opportunities for you to use to help review the homework material.

Disability Accommodations

To determine if you qualify for 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 contract DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or email a message to disability@uiuc.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.

The Office of Minority Student Affairs

The Office of Minority Student Affairs' (OMSA) Tutoring and Academic Services will return to delivering services in person with some online availability. The OMSA offers free tutoring and academic services. Matched tutoring, online self-paced workshops and academic skills consultations are among the services featured in the OMSA's Academic Services Center (ASC) located at 1103 W. Oregon, Suite E, Urbana, Il. OMSA's services are designed to help students achieve in college. The level of rigor at the University of Illinois is different than in high school or community college. No matter how you performed before attending Illinois, there is always room to hone your study skills.

- To learn more about their tutoring services and to sign up for a tutor, visithttps://www.omsa.illinois.edu/programs/tutoring/tutoring/.

- To learn more about their academic skills consultations and to request a consultation, visithttps://tutortrac.omsa.illinois.edu/TracWeb40/Default.html.

- To learn more about the self-paced workshops and to take advantage of their self-paced workshops, visit https://www.omsa.illinois.edu/programs/tutoring/workshops/.

You are encouraged to make the most of your tutoring and workshop session(s) by:

- Requesting a tutor at the beginning of the term.

- Come to each of your tutoring or workshop sessions prepared. Preparation includes having your textbooks, notes, and specific questions concerning the material. The more you prepare, the more you will get out of the session.

- Tutors do not serve as a substitute for our instructional faculty. They will not "lecture" or "re-teach." They will provide strategies to help you improve your approach to mastering your course content. Tutoring is not a substitute for missed classes. If you miss class, make sure you get notes from a classmate and meet with your professor during office hours.

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.

Other information about resources and reporting is available here: wecare.illinois.edu.

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.

Use of Generative AI Technology

Generative AI, such as ChatGPT, Bard, and Microsoft Copilot/Bing Chat, can answer questions and generate text, images, and other media. The appropriate use of generative AI varies from course to course. **In ECE 110, Generative AI CANNOT be used on ANY submitted assignments. To enforce this, homework and individual lab reports MUST be handwritten**. Weekly team reports may be typed.

You may use generative AI in ECE 110 for the following:
·   Revising *your own* text for spelling and grammar
·   Creating study aids (e.g., flashcards) for quizzes or exams
·   Testing and practicing your knowledge of course topics
·   Conducting basic research on the course and related topics

NOTE: The use of Generative AI on any submitted assignment is considered an academic integrity violation. If Generative AI is used on a team assignment, the ENTIRE team will receive an academic integrity violation. If your name is on a paper that used Generative AI, we will assume that you approved its use by adding your name to the assignment.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at https://odos.illinois.edu/community-of-care/resources/students/religious-observances/ to request appropriate accommodations. **This should be done in the first two weeks of classes.**

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.

Grading Policy

Course grades will be based on **both** lecture and lab performance with these weights:

- Three quizzes (10% each x 3 = 30%)
- Final exam (25%)
- Homework (14%)
- Lecture Attendance (1%)
- Laboratory (30%)

The final exam carries added significance as your lowest quiz score will be automatically replaced by your final exam score in the final grade calculation only when the result would improve your grade.

Grading Cutoffs

- A+   >97
- A   93-97
- A-   90-93
- B+   87-90
- B   83-87
- B-   80-83
- C+   77-80
- C   73-77
- C-   70-73
- D+   67-70
- D   63-67
- D-   60-63
- F   <60

Important Lecture/Lab Policy

A failing grade will be given to any student who does not score at least 50% in both the <u>lab</u> and in <u>quiz + final exam + homework+attendance</u>, separately.

Occasionally, we hope to produce an ***estimated course letter grade*** for each student, based on the hour exams, homework problems to date, and an assumed high lab grade. **This estimate predicts your final letter grade *optimistically* if you continue the same level of effort throughout the remainder of the semester.** If you receive a low letter grade after the first quiz, you should take action to diagnose the reasons for your performance; instructors are there to help. Students who ignore weak academic performance on exams usually earn poor grades in ECE 110; Students who

address deficiencies in academic performance early usually do better in the remainder of ECE 110 and in later semesters.

ECE 110 Course Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January 18	19 MLK No Class	20	21 Lecture 1	22	23	24
25	26 Week 2 Labs Start Lecture 2	21	28 Lecture 3	29	30	31
February 1	2 Week 3 Lecture 4	3	4 Lecture 5	5 HW 1 due HW 2 due GS and PL 11:59 pm	6 Homework Review	7
8	9 Week 4 Lecture 6	10	11 Lecture 7	12 HW 3 due GS and PL 11:59 pm Quiz 1 Signup Open	13	14
15	16 Week 5 Lecture 8	17	18 Lecture 9	19 HW 4 due GS and PL 11:59 pm Quiz 1 Retry Signup Open	20 Homework Review	21
22	23 Week 6 Quiz 1 Lecture 10	24 Quiz 1	25 Quiz 1 Lecture 11	26 HW 5 due GS and PL 11:59 pm	27	28
March 1 Section 1 Review due 11:59 pm	2 Week 7 Quiz 1 Retry Lecture 12	3 Quiz 1 Retry	4 Quiz 1 Retry Lecture 13	5 HW 6 due GS and PL 11:59 pm	6 Homework Review	7
8	9 Week 8 Lecture 14	10	11 Lecture 15	12 HW 7 due GS and PL 11:59 pm Quiz 2 Signup Open	13	14 Spring Break
15 Spring Break	16 Week 9 Spring Break	17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	21 Spring Break

22 Spring Break	23 Week 10 Lecture 16	24	25 Lecture 17	26 HW 8 due GS and PL 11:59 pm Quiz 2 Retry Signup Open	27 Homework Review	28
29	30 Week 11 Quiz 2 Lecture 18	31 Quiz 2	April 1 Quiz 2 Lecture 19	2 HW 9 due GS and PL 11:59 pm	3	4
5 Section 2 Review due 11:59 pm	6 Week 12 Quiz 2 Retry Lecture 20 Start Final Project	7 Quiz 2 Retry Start Final Project	8 Quiz 2 Retry Lecture 21 Start Final Project	9 HW 10 due GS and PL 11:59 pm Start Final Project	10 Homework Review Start Final Project	11
12	13 Week 13 Lecture 22	14	15 Lecture 23	16 HW 11 due GS and PL 11:59 pm Quiz 3 Signup Open	17	18
19	20 Week 14 Lecture 24	21	22 Lecture 25	23 HW 12 due 11:59pm Quiz 3 Retry Signup Open	24 Homework Review	25
26	27 Week 15 Quiz 3 Lecture 26 Final Project Q&A	28 Quiz 3 Final Project Q&A	29 Quiz 3 Lecture 27 Final Project Q&A	30 HW 13 due GS and PL 11:59 pm Final Project Q&A	May 1 Final Project Q&A	2
3 Section 3 Review due 11:59 pm	4 Week 16 Quiz 3 Retry Review 1	5 Quiz 3 Retry	6 Quiz 3 Retry Review 2 **HW 14 due GS and PL 11:59 pm** Final Report due 11:59 pm	7 Reading Day NO CLASS	8 Finals Begin	9

10	11	12	13	14	15	16
	Finals Week	Finals Week	Finals Week	Finals Week	Finals Week	

Thanks!

We welcome *your* suggestions to make *your* course better.

On the following pages you will find information about protecting yourself from life-threatening situations (Run-Hide-Fight) and from threats against your well-being (a disengaged teammate).

Run-Hide-Fight

It is important that we take time to prepare for a situation in which our safety could depend on our ability to react quickly.

Run

Leaving the area quickly is the best option if it is safe to do so.

- Take time now to learn the different ways to leave your building.

- Leave personal items behind.

- Assist those who need help, but consider whether doing so puts yourself at risk.

- Alert authorities of the emergency when it is safe to do so.

Please be aware of persons with disabilities who may need additional assistance in emergency situations.

Hide

When you can't or don't want to run, take shelter indoors.

- Take time now to learn the different ways to seek shelter in your building.

- If severe weather is imminent, proceed to the nearest indoor storm refuge area.

- If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.

Fight

You may need to fight to increase your chances of survival.

- Think about what kind of common items are in your area which you can use to defend yourself.

- Team up with others to fight if the situation allows.

- Mentally prepare yourself – you may be in a fight for your life.

Professional Development

Professional development of students is important to this course. The following storyline will be discussed in class.

The following Scenario comes from Santa Clara University's Markkula Center for Applied Ethics

Picking Up the Slack

Chloe Wilson

DISCLAIMER: All characters and scenarios in this post are fictional.

Greg and Natalie have been in business classes together since freshman year. While they're not close friends, they have always enjoyed each other's company in class and have been in the same social circle as they've moved from lower division courses to where they are now: senior capstone. Greg and a few of his friends invite Natalie to join their group at the start of the term, and they begin to work on their project.

Fairly quickly, though, Greg realizes that Natalie isn't pulling her weight. Any aspect of the project that's assigned to her has to be redone by other members of the group, she doesn't pay attention in meetings, and she consistently shows up late or hung over. Greg and his other groupmates think that Natalie needs to step it up and take this project seriously, but they ultimately agree it would be more trouble than it's worth to confront her about it. They decide to just push through and let her do her own thing. Natalie continues to participate marginally in discussions, planning, and writing, but makes it clear through her actions that their final presentation is not her biggest priority.

After Greg's group gives its final presentation, the members are asked to write an evaluation on their teammates that the professor will use to determine individual grades. When it comes to most of his teammates, Greg easily gives them all A's and B's for their participation and contributions to the project. However, when Greg comes to Natalie's evaluation, he is faced with a dilemma. It's their last big project before graduation, and if he were to evaluate her in a harsh way, it could negatively affect her cumulative GPA. He doesn't want to throw her under the bus; however, her apathy and poor work ethic put a huge burden on everyone else's shoulders, and

Greg had to personally sacrifice a lot of time and effort to make up for her mistakes or tasks that she left undone.

Is it worth giving her an honest evaluation, just so the professor will give her the grade she deserves? Or is giving her a bad evaluation petty and unnecessary, considering that they are all about to graduate and their group received an A, regardless of her performance?