**ENGINEERING 191 SYLLABUS**  
**ORIENTATION TO ENGINEERING**

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<tr>
<th>Semester:</th>
<th>Fall 2018</th>
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<tbody>
<tr>
<td>Number of Credit Hours:</td>
<td>1</td>
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<tr>
<td>Description:</td>
<td>The purpose of this course is to provide freshman students in the College of Engineering and Mineral Resources with information and tools for making a successful transition from high school to college. The course will also help you identify the major that best fits your career interests.</td>
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<tr>
<td>Prerequisite:</td>
<td>Enrollment in the Statler College of Engineering and Mineral Resources</td>
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| Instructor: | Dr. Jack Byrd  
Email: jabyrd@mix.wvu.edu  
Phone: (304) 293-3612  
Office: 341 MRB |
| Course goals: | 1. To provide students with tools and strategies for being successful college students.  
2. To help students select a major that best fits their career.  
3. To help students understand what they need to do to prepare for an engineering career. |
| University Welcome: | Students are required to attend the University Welcome. This event serves as the official welcome for new students at WVU. Students must keep the schedule received as proof of attendance and submit it to the ELC with a printed copy of their schedule. |

| Student Learning Objectives: | Set and communicate expectations about higher education  
Students will be able to articulate and appreciate the purpose(s) of:  
- The educational experience, university, and of applicable disciplines, faculty expectations, and academic integrity.  
- The GEC requirements to attain a degree at WVU.  
Provide opportunities for students to develop an understanding of critical thinking and analysis skills  
Students will:  
- Be able to define and demonstrate an understanding of critical thinking and analysis skills necessary for academic success.  
- Apply critical analysis skill knowledge to conduct basic library research that includes scholarly sources. |
### Promote metacognition

Students will:
- Be able to adopt a learning style conducive to individual success and identify their individual style.
- Develop and apply academic success strategies based on their individual learning style (i.e., note taking, test preparation, study skills, attendance, etc.) to be successful in college.
- Develop and employ time management and priority setting strategies that work for them and will demonstrate the strategies throughout this course.

### Engage in career planning, major and career exploration

Students will:
- Demonstrate an understanding of the major selection and career planning processes.
- Select a major that fits their career interests and be able to articulate the requirements for their major.
- Demonstrate an understanding of the components and importance of the advising process and plan an academic schedule for the upcoming semester.
- Be able to develop and explain the importance of their academic/career alternatives and develop plans to acquire the credentials needed for a significant career.
- Describe ethical practices expected of a person seeking a technical career.

### Promote diversity, inclusion, and a global perspective.

Students will:
- Relate how diverse backgrounds and experiences provide for an optimal educational experience.
- Be able to participate in cross-cultural experiences, add to their body of knowledge, and develop an understanding of the relationship between those events, their lives, and career interests.
- Be able to explain the importance of a global perspective for personal and career success in the modern world.
- Develop an understanding of study abroad opportunities, including those within their disciplines.
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<tr>
<th>Course Topics:</th>
<th>Week 1  Looking Ahead</th>
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<td>Lesson Objectives:</td>
<td>Review of the course content.</td>
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<td>Think about what an engineering degree can mean for your future.</td>
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<td>Prepare personal background statement and career vision.</td>
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Week 2  Facing College Realities
Lesson Objectives:
- Assess academic and personal challenges that you will have in college.
- Be able to respond to those challenges.
- Demonstrate the maturity you need to be successful.

Week 3  Effective Study Practices
Lesson Objectives:
- Use simple practices to improve academic skills.

Week 4  Thinking About Career Decision/Department Presentation
Lesson Objectives:
- Understand the process of getting into a major.
- Obtain information on one major.
- Assess this major as a possible career fit.

Week 5  Departmental Presentations
Lesson Objectives:
- Obtain information on two different majors.
- Assess these majors as a possible career fit.

Week 6  Advising (I)
Lesson Objectives:
- Identify courses to be taken the next semester.
- Identify what needs to be done to register for classes.

Week 7  Departmental Presentations
Lesson Objectives:
- Obtain information on two different majors.
- Assess these majors as a possible career fit.
Week 8  Departmental Presentations
Lesson Objectives:
▪ Obtain information on two different majors.
▪ Assess these majors as a possible career fit.

Week 9  Departmental Presentations
Lesson Objectives:
▪ Obtain information on two different majors.
▪ Assess these majors as a possible career fit.

Week 10  Advising (II)
Lesson Objectives:
▪ Review the critical academic regulations.

Week 11  Career Development
Lesson Objectives:
▪ Review what students need to do to be competitive in their career search.

Week 12  Ethical Practices
Lesson Objectives:
▪ Use ethical principles to resolve situations typically experienced by students.

Week 13  Thinking About the Future
Lesson Objectives:
▪ Explore the future of technology and technology careers.

Week 14  Additional Information
Lesson Objectives:
▪ Explore issues that students need to know about for the end of the semester

Week 15  Course Wrap Up
Lesson Objectives:
▪ Discuss post-semester actions.
COURSE REQUIREMENTS

- You must complete the Title IX Training

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<th>Grading Policy:</th>
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<tr>
<td>1. Homework– Due at the beginning of class each week. (33%)</td>
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<td>2. Class Attendance - (You will be expected to attend every class.) See class attendance policy attached. (33%)</td>
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<td>3. Academic Enrichment/Collegiate Engagement. See the policies for these. (33%)</td>
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<th>Final Grade Determination:</th>
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<td>A</td>
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<tr>
<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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ACADEMIC INTEGRITY

In taking this course, it is assumed you aspire to a professional career in which you will lead people and manage resources. As a result, your personal integrity is an integral component of your preparation for such a career. Therefore, I will require that you adhere to the academic guidelines specified in the University Catalog and at the following website: [http://www.arc.wvu.edu/admissions/integrity.html](http://www.arc.wvu.edu/admissions/integrity.html)

If you have any questions, please do not hesitate to contact me.

CLASS ATTENDANCE POLICY

You are expected to be in class each week. You will receive 10 points for each class you attend. Class attendance makes up 33% of your grade.

WVU INCLUSIVITY STATEMENT

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see [http://diversity.wvu.edu](http://diversity.wvu.edu).
The Benjamin M. Statler College of Engineering and Mineral Resources is committed to student success. Academic Enrichment opportunities are the result of student suggestions and are designed to help students get off to a good start in college. Students who get off to a good start, typically, do well in college. Student feedback indicates that students want more help in Math, Chemistry, Physics, and Engineering courses, students need more structure to develop good study skills, and students learn as much from other students out of class as they do from faculty in class.

Academic Enrichment offers academic assistance in the following subjects:

- Chemistry (110 and 115);
- Physics (111);
- Math (MATH 126A/B/C, 128, 129, 153, 154, 155, and 156); and
- Engineering (ENGR 100, 101, 102, and 199).

Students can track their Academic Enrichment completion each time they login at the EVCLC and within SSC Campus (wvu.campus.eab.com). ALL disputes MUST be handled with your professor by the Friday of the following week.

Students may meet the Academic Enrichment requirement by:

- Spending at least 2 hours (120 minutes, no partial credit) each week working on homework or studying at the Engineering Learning Center (ELC) in G111 of the Engineering Sciences Building. This learning center will be staffed with upper level students to help you five days a week:
  - Monday – Thursday: 8:30 AM – 8:00 PM
  - Friday: 8:30 AM – 4:00 PM

- Students wishing to earn Academic Enrichment outside of the CVCLC can visit any approved learning center across campus. For a list of approved study locations, please visit: http://retention.wvu.edu/tutoring

The Eugene V. Cilento Learning Center is staffed by upper level students engineering undergraduate or graduate student tutors who help students with any questions they may have while working on homework or studying for a class. These tutors also help students review for major exams. Academic Enrichment time is open to all engineering students, but is required (and is a component for a grade) for those students taking ENGR 100, 101, 102, 199, and MAE 102.

Students are required to attend Academic Enrichment and are required to bring work with them. If students have no homework, they can bring a textbook and read ahead for courses, or bring additional problems to rework. Students will not be allowed to stay in the EVCLC if they are not working. Students may not read leisure books, play video games, watch movies, or sleep.

Time spent in FEP laboratories is not considered Academic Enrichment, but instead a requirement of a course.