Welcome to ENGR 102 Design Engineering and Problem Solving!

Foundations of Engineering and Computer Science

Course Overview

Description: Explore foundational engineering concepts such as design principles, usability, problem solving, computational thinking, and logic. Gain knowledge of Computer Science (CS) & Software Engineering through overviews and Boolean algebra operations using truth tables, digital circuit diagrams, and introductory Python. Boost your teamwork, communication, and technical writing skills by developing and testing software and researching CS topics in a group, and start building skills to find a job.

Credits: 3

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Prerequisites: None (part of ENGR 100/102/103 sequence)

Instructor name: Eric L. Vogel

Instructor email: eric.vogel@oregonstate.edu

NON-CS ENGINEERING STUDENTS: A SPECIAL NOTE FROM THE INSTRUCTOR

As the course description indicates, these Ecampus sections of ENGR 102 cover two types of topics:

1. General engineering principles that are relevant for all engineering majors
2. Technical topics that are most relevant for future CS majors

If you are not a CS major, you may prefer a more general set of topics that are more directly applicable to your intended major; see the Engineering+ site for ENGR 102 on-campus sections with less of a computer science focus. If you have no alternative but to take this Ecampus course, and the computer science topics are outside your comfort zone, plan to spend extra time and effort to understand them. And you may need to reach out to the course teaching assistants or the instructor to help you find your personal Rosetta Stone that unlocks those topics for you.

That effort may seem necessary only to complete the course, but it will actually benefit you in unexpected ways once you start your career in your chosen field. Virtually every project in industry is carried out by an engineering team that includes software engineers. Even though these topics may not be directly applicable to your career goals, they will help you understand the issues that software engineers face, and the things they consider and contribute to the engineering design process and to solving complex engineering problems.

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk online.

Learning Resources

This course does not have a required textbook. Reading assignments will be provided in the form of lectures, articles online through OSU’s library, and other online resources.

Measurable Student Learning Outcomes

At the completion of this course, students will be able to:

1. Demonstrate effective team practices while designing solutions to engineering problems.
2. Identify project deliverables and create a work plan for an engineering design project as a team including concept generation, evaluation, and brainstorming. Be able to articulate limitations related to social or structural inequities such as: racial, cultural, gender, socioeconomic and accessibility.
3. Define convergent and divergent thinking and demonstrate their role in a relevant team design project.
4. Use engineering judgement to identify errors and uncertainties in a solution and diagnose their causes.
5. Communicate technical concepts effectively through written, oral, digital or visual presentation. Develop an awareness and identify communication strategies for a wide range of audiences.
6. Identify and use relevant computational tools to solve an engineering problem.
7. Articulate goals for academic, personal, and professional achievement, including major selection, by generating a resume or digital portfolio.

Course Content and Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due Wed</th>
<th>Due Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem Solving</td>
<td>Discussion 1: Introductions and Computer Science Experience</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Data</td>
<td>Discussion 2: Current Issue Commentary</td>
<td>Quiz 1: Weeks 1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise 1: Truth Table Practice</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Logic</td>
<td>Discussion 3: Boolean Algebra Practice</td>
<td>Homework 1: Circuit Emulation (Three Ways)</td>
</tr>
<tr>
<td>4</td>
<td>Functions</td>
<td>Discussion 4: Homework 2 Practice</td>
<td>Quiz 2: Weeks 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise 2: Test Table Practice</td>
<td></td>
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<tr>
<td>5</td>
<td>Software Engineering</td>
<td>Discussion 5: Decision Trees</td>
<td>Homework 2: Circuit Emulation (Four Ways)</td>
</tr>
<tr>
<td>6</td>
<td>Usability Engineering</td>
<td>Discussion 6: Design In Real Life (IRL)</td>
<td>Quiz 3: Weeks 5-6</td>
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<tr>
<td></td>
<td></td>
<td>Exercise 3: Homework 3 Preparation (Group Exercise) *</td>
<td></td>
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<tr>
<td>7</td>
<td>Soft Skills for Engineers</td>
<td>Discussion 7: Job Search Aid Draft</td>
<td>Homework 3: Z-Score Python Script (Group Homework) *</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Homework 3: Z-Score Project Report (Individual Homework)</td>
</tr>
<tr>
<td>8</td>
<td>Computer Hardware &amp; Software</td>
<td>Discussion 8: Open Source in Society</td>
<td>Quiz 4: Weeks 7-8</td>
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<tr>
<td></td>
<td></td>
<td>Exercise 4: Job Search Aid</td>
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</tr>
<tr>
<td>9</td>
<td>Computer Science at Oregon State University</td>
<td>Discussion 9: Final Project Brainstorming</td>
<td>Homework 4: Command-Line Puzzle</td>
</tr>
<tr>
<td>10</td>
<td>Research</td>
<td>Discussion 10: Final Project Check-In</td>
<td>Quiz 5: Weeks 9-10</td>
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<tr>
<td></td>
<td></td>
<td>Final Project Proposal (Group Proposal) *</td>
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</tbody>
</table>

* Items shown in bold red are group projects.

U.S. holidays this term (no office hours; instructors, GTAs, and ULAs will not be working):

- Independence Day Tue 04-Jul

Grading

Letter Grade Floors/Ceilings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Floor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>A-</td>
<td>88</td>
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<tr>
<td>B+</td>
<td>85</td>
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<tr>
<td>B</td>
<td>80</td>
</tr>
<tr>
<td>B-</td>
<td>78</td>
</tr>
<tr>
<td>C+</td>
<td>75</td>
</tr>
<tr>
<td>C</td>
<td>70 (see Note below)</td>
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<tr>
<td>C-</td>
<td>68</td>
</tr>
<tr>
<td>D+</td>
<td>65</td>
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<tr>
<td>D</td>
<td>60</td>
</tr>
<tr>
<td>D-</td>
<td>58</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**Note:** C is the minimum passing grade for required courses in the College of Engineering. In this course, this means at least 70%.

**Distribution of Points by Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Pts each</th>
<th>Qty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeworks</td>
<td>8</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Quizzes</td>
<td>6</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Discussions</td>
<td>1.5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Exercises</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Final Project Proposal</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Final Project Poster</td>
<td>12</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Note:** since everyone must get 100% on the Syllabus quiz to unlock the remaining course materials, its score is not included in the total points for the course.

You should expect that each Exercise or Homework will be graded before the next Homework or Exercise is due, respectively, so you can incorporate the feedback from your grader into your subsequent assignments.

**Course Policies**
Student Conduct

<table>
<thead>
<tr>
<th>Allowed</th>
<th>NOT allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing your work to an instructor or TA, or sharing report drafts with your discussion group.</td>
<td>Giving your work to a (current or future) student so they can copy it.</td>
</tr>
<tr>
<td>Discussing strategies and concepts with classmates.</td>
<td>Submitting someone else's work as your own or claiming their work as yours.</td>
</tr>
<tr>
<td>Submitting incomplete work before the deadline with a note saying you are going to resubmit.</td>
<td>Asking for an extension after missing the deadline for an assignment (except in unavoidable emergencies).</td>
</tr>
<tr>
<td>Asking too many questions by email, in Teams, or on the class message board.</td>
<td>Not understanding what you need to do, not asking for help, and then asking what you can do after it's too late.</td>
</tr>
<tr>
<td>Disagreeing with someone on the message board.</td>
<td>Name-calling, stalking, or counter-productive comments.</td>
</tr>
<tr>
<td>Discussing the assigned reading or quiz questions in Teams, on Ed Discussion, or in your Canvas discussion group.</td>
<td>Sharing the quiz questions or answers publicly or outside of a class communication medium.</td>
</tr>
</tbody>
</table>

Late Work Policy

You must submit all assignments before the due date. We do not accept submissions if the deadline is missed. If you do not submit before the due date, you will receive no credit.

However, we do have a "revision grace period" policy for Homeworks 1, 2, 3 and 4. If you are unable to complete a Homework to your satisfaction before the due date — for any reason — you may notify the TA (via a Canvas comment along with the original on-time submission) that you plan to submit a revision. All you need to say is "Revision grace period"; you do not need to state a reason or apologize for taking advantage of this policy. You may then submit a revision within 3 days.

Special note: Discussion posts, Exercises, Quizzes, and the final (Final Project Proposal and Final Project Poster) are not eligible for late revisions.

If you 1) submit a partial fulfillment of the requirements before the due date, 2) include a comment for the TA when you submit your first attempt, and then 3) resubmit a revised version of your work within 3 days, your grade will reflect your final submission only without incurring penalties. If you do not resubmit within 3 days, your grade will reflect your original (potentially incomplete) submission.

Please note that if nothing is submitted by the deadline, Canvas will put an automatic 0 in the gradebook for that assessment. Graders will skip grading Homeworks that have a 0 put in already. For eligible Homeworks, if you submit something (anything) before the deadline, then Canvas won't put that 0 in and your grader will see your submission. They will check for a comment to see if you are planning to use the revision period, and if so then they will hold off on grading your work until the revision period ends. So if you want an extension, submit something before the deadline, or you'll get a 0 that won't change.

Exceptions may be made at the instructor’s discretion for documented emergencies e.g. hospitalization, or extraordinary extenuating circumstances (e.g. your country loses internet).

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. Discussions are due on Wednesdays, however you will benefit more from them if your make your first post earlier.

Proctored Exams

There will be no exams in this course.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 85% of the points possible (in other words, usually everything but the final project). If you are having any difficulty that might prevent you from completing the coursework, please don’t wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
Expectations for Student Conduct

Student conduct is governed by the university’s policies, as explained in the Student Conduct Code (https://beav.es/codeofconduct). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

AI Chatbot Policy

The policy for this course is as follows:

1. You ARE allowed to use ChatGPT, Google Bard, Bing AI, or similar AI chatbots as you would a library resource. For example, you can use ChatGPT to find solutions for errors the same way you would use Stackoverflow or other Internet resources, or to understand and improve software you are developing.

2. You ARE allowed to use AI chatbots to verify algorithms. You will learn more if you develop your algorithms yourself and use a chatbot to verify them, rather than taking the shortcut of simply (for example) asking ChatGPT to generate the algorithms for you. In fact, you'll learn more about both the problem you are trying to solve and the critical thinking skills that AI cannot replace. In your career, there are guaranteed to be problems for which AI cannot propose algorithms or solutions. If you have not developed the critical thinking skills to develop solution algorithms on your own, you will be unable to deliver the value your employer expects from a practicing engineer.

3. You ARE allowed to use AI chatbots for small snippets of code, as you would by using online reference like Reddit or a language-specific website that helps engineers understand how to implement certain tasks in different programming languages. In industry, you must be careful that small snippets obtained regardless of the source do not introduce software license restrictions or the possibility of copyright, trademark, trade secret, or confidentiality agreement violations that could put your company at great legal peril. That's why you should be cautiously selective about the number and size of code snippets you include in commercial products, whether they come from programming websites or an AI chatbot. It is wiser and safer to adapt the principles demonstrated in those snippets to your own code, and to the context in which the snippets need to run in the software system you are helping develop, rather than simply pasting something into your code verbatim. Practicing this kind of appropriate use as a student will help establish a foundation for behaviors in your career that will be consistent with your employer's code of ethics.

4. You ARE allowed to use chatbots in manners similar to the above for generating written reports or other creative elements that are not related to code. These uses come with the same possibilities of not learning to think, write, or be creative on your own, and as a result being less able to fulfill employer expectations for high-quality written documents or uniquely creative non-code-related work products.

While you are allowed to use AI chatbots as described above, they are not a panacea. You should never blindly submit something based on AI chatbots without using critical thinking and good judgment to assess the correctness and validity of their results. You won't get proper credit for work based on incorrect or invalid output from these (or any!) sources. (Assessing validity is a wise practice for any tool or source of information you use. Just as you would ignore an Internet source if you determined that the information it provided was wrong, it's no different to apply that same level of discernment to the output of AI chatbots.) And abdicating your creative thought processes to any tool won't necessarily grow your abilities to think creatively, unless you shift your creative focus to other areas. So be thoughtful and judicious about how much you use these or any tools as a replacement for your work rather than a just as a supplement to it.

If you are unsure if your intended use of an AI chatbot matches any of the above purposes, send me an email explaining your planned use, and I will give you feedback on whether or not I would consider this to be an allowable use both in the course and in industry.

5. You ARE NOT allowed to use AI chatbots to simply write your software for you, or write your documents for you. Just as you have tools to generate code and documents, we instructors have tools to identify code and documents that were generated. Any student that submits generated responses will be subject to an Academic Integrity violation. Here's why:

Our goal at OSU is to prepare you for a career in industry, where you will be expected to solve problems through critical thinking, and adhere to industry norms for high-integrity, ethical behavior. You will not be expected to let a tool do all your work for you, without you yourself understanding the engineering problem solving process, recognizing whether what you are asking it to do is within its capability, applying it in an appropriate manner, and then being able to assess if its results are credible and reliable enough to be trusted as the basis for making business-critical decisions.

If you want to start to use AI chatbots for the described allowed purposes so you understand the capabilities and limitations of these tools, that's good preparation for being in industry with a broad toolkit at your disposal, and behaviors that mimic industry best practices both technically and ethically. If you want to use AI chatbots to do your work for you so you can skate by at OSU with minimal thought and effort, you will limit your career opportunities to those that do not require the level of diligence, thoughtfulness, professionalism, integrity, and ethics that are the hallmarks of high-performing software engineers.

There is no question that the use of artificial intelligence and machine learning tools will continue to increase in the fields of software engineering and computer science. At their current stage of development, they are language models that can generate text based on input, and have been successfully able to generate code as well. However, they were not designed to be learning tools, or to understand the context or nuances of a particular software problem. And they are not the only tools or technologies you will need to use to develop software, so it is still important that you learn and develop a strong foundation in the fundamental principles and concepts of software development. This will enable you to understand and adapt to new technologies and tools as they emerge during your software career, and use them effectively and responsibly on behalf of your employer.

Communication & Where to Go for Help

Eric L. Vogel (instructor): eric.vogel@oregonstate.edu
I am available 12pm-3pm Arizona time weekdays. My preferred method of communication is to the above OSU email address; per university policy, this must be from your OSU email account. Please put [ENGR 102] in the subject line so your email won’t get lost, and use an email program rather than sending messages through Canvas. You can expect a response from me within one business day of when you email me.

Because my availability is limited, your first line of defense for getting assistance should be the teaching assistant office hours sessions. There are many such sessions throughout the week to try and accommodate your work schedules and time zones. If you have conflicts attending office hours, let me know so we can try and set up a session that fits your schedule.

I’m also available for consultation through Teams or Zoom by appointment, although there are far more opportunities each week to get timely help during teaching assistant office hours.

You can ask questions to the teaching assistants, your classmates, or me in these forums (my availability will determine my response time):

- Ed Discussions (a Q&A forum for help from other students, the teaching assistants, and the instructor — link in the Canvas nav bar.)
- Teams (a forum for more informal interaction with other students, and also for office hours — link in the Canvas nav bar.)

  1. To join us on Microsoft Teams, visit the link in the nav bar (https://teams.microsoft.com/)
  2. Login with your OSU ONID and password
  3. Join the ENGR 102 Team Channel using the Team Code zerybwa

When you email your teaching assistants or me, you should expect a response within one business day, and you can expect your assignments to be graded within five business days of the due date.

Help with this Course

**1st Priority:** Use the Ed Discussion board for questions about the course content, so that we can all benefit and learn together.

**2nd Priority:** Chat with teaching assistants during their office hours on Teams for help with Exercises and Homeworks.

**3rd Priority:** Post in the Teams general channel to chat about the course or connect with your fellow students, teaching assistants, and instructor.

For questions about grades or requests for extensions: email your instructor (teaching assistants cannot help with these).

Contact Information

Instructor contact information
Eric L. Vogel: eric.vogel@oregonstate.edu

Teaching assistant contact information
Shane Witsell: witsells@oregonstate.edu (GTA)
Shea Mcneely: mcneelsh@oregonstate.edu (ULA)
Alex Johnson: johnsa22@oregonstate.edu (ULA)

Teaching assistant office hours (scheduled times where they are available to answer your questions in real-time on Teams via video or chat):

<table>
<thead>
<tr>
<th>Day</th>
<th>All times Pacific</th>
<th>Teaching Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start</td>
<td>End</td>
</tr>
<tr>
<td>Monday</td>
<td>1:00 PM</td>
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<tr>
<td>Tuesday</td>
<td>11:00 AM</td>
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<td>Wednesday</td>
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<td>Friday</td>
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<td>7:00 PM</td>
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<tr>
<td>Saturday</td>
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<tr>
<td></td>
<td>4:00 PM</td>
<td>6:00 PM</td>
</tr>
</tbody>
</table>

You can meet or chat with any of the teaching assistants during these sessions if you have questions or need help with the course. Post your questions in the Teams General channel (for general questions) or send a chat message for questions about your work.

Help with University Life

For those of you who are new to OSU and the College of Engineering, there are many resources available to support you. Some of these are relevant to all students, and some (like walk-in services) are only really available to students on campus, but that includes Corvallis-area-based Ecampus.
students. Don't hesitate to take advantage of these resources, since they are funded by your fees and you are completely entitled to use them for your benefit!

This is the exhaustive list. A subset is listed below:

**Mental/Physical Care:**
- Counseling & Psychological Services (CAPS)
- My Student Support Program
- OSU Assist: Mobile Crisis Response
- Student Health Services
- Survivor Care & Prevention (CAPE)

**Academic Resources:**
- Academic Success Center
- CoE IT Help Desk
- File Space on Engineering Servers
- Myoregonstate.edu
- Oregon State Page
- Study Spaces
- Valley Library
- Writing Center
- Educational Opportunities Program
- Disability Access Services
- Cultural Resource Centers
- Leadership Academy
- Ecampus Student Services
- Student Success Team

**Tutoring:**
- Engineering Tutoring
- The Mole Hole (Chemistry help)
- The Wormhole (Physics help)
- The Mathematics and Statistics Learning Center (MSLC)

**Jobs/Career:**
- Career Center
- Career Coach
- Ecampus Career Hub
- Job Shadow Program
- OSU Employment/Job Search
- Undergraduate Research Opportunities
Financial Aid:
- Basic Needs Center
- Financial Aid Office
- Scholarship Universe
- Scholarships
- Ecampus Financial Hardship Grant

Recreation:
- Adventure Leadership Institute (ALI)
- Recreational Sports
- Wellness Coaching
- Student Clubs

University Policies

Academic Calendar
All students are subject to the registration and refund deadlines as stated in the Academic Calendar: [https://registrar.oregonstate.edu/osu-academic-calendar](https://registrar.oregonstate.edu/osu-academic-calendar)

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Statement Regarding Religious Accommodation
Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the Religious Accommodation Process for Students.

Establishing a Positive Community
It is important you feel safe and welcome in this course. If somebody is making discriminatory comments against you, sexually harassing you, or excluding you in other ways, contact the instructor, your academic advisor, and/or report what happened at [studentlife.oregonstate.edu/studentconduct/reporting](http://studentlife.oregonstate.edu/studentconduct/reporting) so we can connect you with resources. Note: Most OSU employees, including faculty, may be required to report suspected sexual misconduct, domestic violence, or discrimination to the Office of Equal Opportunity and Access.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Academic Integrity
Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a tutorial on academic misconduct, and you can also refer to the [OSU Student Code of Conduct](https://library.oregonstate.edu/studentconduct) and [the Office of Student Conduct and Community](https://library.oregonstate.edu/studentconduct).
ECampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success.

ECampus students are always encouraged to discuss issues that impact your academic success with the Ecampus Success Team. Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

Other Ecampus Student Resources

For mental health:

Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, in the U.S. you can dial 988 to reach the National Suicide and Crisis Lifeline.

For financial hardship:

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

Code of Conduct

The Code of Student Conduct prohibits Academic Misconduct and defines it as:

Any action that misrepresents a student or group’s work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process.

To support understanding of what can be included in this definition, the Code further classifies and describes examples of Academic Misconduct, including cheating, plagiarism, assisting and others. See the Code of Student Conduct: https://beav.es/codeofconduct for details.

You are expected to do your own work and demonstrate academic integrity in every aspect of this course. Familiarize yourself with the standards set forth in the OSU Code of Student Conduct Section 4.2. You must only access sources and resources authorized by the instructor. You may not show your work to any other current or future students without the instructor’s authorization. Violations of these expectations or the Code of Student Conduct will be reported to the Office of Student Conduct and Community Standards. If there is any question about whether an act constitutes academic misconduct, it is your responsibility to seek clarification and approval from the instructor prior to acting.

Tutoring and Writing Assistance

The College of Engineering Peer Tutoring Program is a free academic support service staffed by trained engineering students. We offer one-on-one and group tutoring for a variety of classes, including prerequisite and technical coursework. Tutoring can be accessed via drop-ins virtually or in Johnson Hall. Access COE Tutoring from within your Canvas class by clicking on the COE Tutoring button in your course menu. Note that there is no tutoring specifically for ENGR 102. However, the computer science emphasis of this Ecampus course means that CS 161 tutors may able to help with general algorithmic and computational tasks, and possibly some programming principles as well.

The Oregon State Online Writing Suite is also available for students enrolled in Ecampus courses.

Turnitin

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit Academic Integrity for Students: Turnitin – What is it?

Student Learning Experience Survey

During Fall, Winter, and Spring term, the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID email. They may also log into the survey via MyOregonState. Survey results are extremely important and are used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity of written comments) and are not available to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Student Bill of Rights

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus: https://asosu.oregonstate.edu/advocacy/rights.