Course Syllabus

Course Information
Introduction to ECSE Analysis ECSE 1010 Section 0102
RPI Fall 2016 4 cr
Studio MR 12:00PM-1:50PM Lally 102
Studio MR 4:00PM-5:50PM Troy 2018
Course Website: http://intro-ece.org
Prerequisites or Other Requirements: None

Instructors
Professor Kenneth Connor connor@rpi.edu
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Professor Jeffrey Braunstein braunj4@rpi.edu
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Teaching Assistant(s)
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Course Description
The overall goal of this course is to help EE and CSE students build a broad
analysis skill set so that through experimentation, simulation and the application
of science, mathematics and engineering fundamentals, they can develop useful
systems models that enable engineered solutions addressing a broad array of
societal needs.

Course Text(s)
None

Supplemental Reference
See http://intro-ece.org
Course Goals / Objectives
Develop basic experimental techniques and SPICE-based simulation techniques for circuits and electronics
Introduce the purpose of the core courses in EE and CSE and prepare for the first major assignments in each course.
Develop basic competency in the use of MATLAB or similar tools for data display, analysis and simulation of basic analog and digital circuits.
Develop a broad functional understanding of basic analog and digital circuits.
Explore approaches to making simple modifications of existing electronic projects to expand their application to specific purposes.

Course Content
Instruments and Protoboards
Analog Discovery
Ideal vs Real Circuit Models
Energy Storage Elements
Charging Capacitors and PWM
Capacitive and Inductive Circuits: Filters and Energy Revisited
Diodes
The Exponential Function
Phase
Phasors
MATLAB
MATLAB and Data
Transistors
Amps and Transformers
Building a Transformer
Digital Electronics
Software Control of Hardware
MATLAB Control of Hardware
Projects

Student Learning Outcomes
1. Experimental Methodology: Students will be able to build and make reliable time-dependent measurements of simple analog and digital circuits, exporting data to display and analysis tools (e.g. Excel, MATLAB), and demonstrate understanding of results by describing key data features and comparing with simulation and analysis. Extract useful information from component datasheets.
2. Simulation Methodology: Students will be able to create circuit simulations using a commercial SPICE program and produce reliable voltage and current plots (functions of both time and frequency), exporting simulated data to display and analysis tools and demonstrate understanding of results by describing key data features and comparing with experiment and analysis.
3. Mathematics and Analytic Methodology: Students will be able to apply pre-college circuit knowledge to real circuits, analyze simple circuits based on
voltage dividers and inverting/non-inverting op-amps, apply phasor analysis to simple combinations of R, L and C components and apply all analysis skills to demonstrate understanding of experimental and simulated data for simple circuits. Apply the basic matrix arithmetic used in circuit analysis, circuit simulation and in the display and analysis of data using tools like Excel and MATLAB.

4. Design Methodology: Students will be able to modify existing circuit designs for specific applications and fully characterize the operation of the circuit using experimental, simulation and analytic methods.

**Course Assessment Measures**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Learning Outcome #s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>3 Per Term</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Project</td>
<td>2 Per Term</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Quiz</td>
<td>Daily Except for Exam Days</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Problem Sets</td>
<td>1 for Each Experiment</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Experiment</td>
<td>Daily except for Exam and Project Days</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>

**Grading Criteria**

- Quizzes 35%
- Experiments 25%
- Problem Sets 15%
- Attendance 10%
- Project 10%
- Participation 5%

**Attendance Policy**

Attendance is required and part of the course grade because students are expected to work together in class.

**Other Course Policies**

See course website: http://intro-ece.org

**Academic Integrity**

Student-teacher relationships are built on trust. For example, students must trust that teachers have made appropriate decisions about the structure and content of the courses they teach, and teachers must trust that the assignments that students turn in are their own. Acts that violate this trust undermine the educational process. The Rensselaer Handbook of Student Rights and Responsibilities and The Graduate Student Supplement define various forms of Academic Dishonesty and you should make yourself familiar with these. In this class, all assignments
that are turned in for a grade must represent the student’s own work. In cases where help was received, or teamwork was allowed, a notation on the assignment should indicate your collaboration.

Submission of any assignment that is in violation of this policy will result in a penalty of

If you have any question concerning this policy before submitting an assignment, please ask for clarification.