Project 1 – Lite*
Instrumented Beakman’s Motor
*Reduced Scope due to Cancelled Class

Work in teams of 4 for the projects. Read ahead and divide the work among the team members. One or two members should start on the report on the very first day, keeping track of what is required for the report.

Beakman’s Motor (shown on the TV show Beakman’s World) makes a very interesting little project. We use this motor in the ECSE course Fields and Waves I because it involves some fundamental electromagnetic concepts. It has also been used in Mechatronics because it is a simple example of a complex electromechanical system. There is some excellent background information and some construction hints at the sites listed on the Experiment and Project Links page under Project 1. It is possible to specify several project goals for this motor, depending on its application. Here, you are asked to make the motor go faster and demonstrate reliable speed measurements.

Materials Required:

- One D-Cell Battery
- One Wide Rubber Band
- Two Large Paper Clips
- One or Two Circular Ceramic Magnets (or equivalent)
- Magnet Wire (the kind with enamel insulation) - reuse the Experiment 3 transformer wire
- One PVC Tube (or paper tube), the pipe used for Exp 3 works
- Fine Sandpaper and wood block or rubber mat for sanding surface (Don't sand on the table tops.)

In the appendix of this handout we have included a list of what we expect from you for this project. This includes a basic task list, a list of the required appendices for your report, and a description of the report format. Please follow these requirements carefully. Projects do not have the same checklist procedure as experiments. However, you will note that you must obtain signatures when you demo your motor for a TA or instructor.

Part A - Background and Theory

The basic principles of motor operation are quite simple. Each time the coil spins through a single revolution, the commutator turns the current on for half of the cycle and off for half of the cycle. While the current is on, the coil becomes an electromagnet. This magnet is either attracted to, or repelled by, a permanent magnet attached to the battery that powers the motor. By properly orienting the commutator, the coil is given a little push each time it goes by the magnet and it will continue to spin. While this description is adequate to explain generally how the motor works, it is not so useful for actually designing a motor.
A better model involves the forces between current-carrying wires and magnetic fields. A current carrying wire experiences a force due to a magnetic field in a direction perpendicular to both the wire and the field, as shown in Figure 2 above. In the most fundamental terms, we express this force as \( \mathbf{f} = \mathbf{J} \times \mathbf{B} \), where \( \mathbf{f} \) is the force density, \( \mathbf{J} \) is the current density in the wire (\( \mathbf{J} \) is \( \mathbf{I} \) divided by the area of the wire) and \( \mathbf{B} \) is the magnetic field. Most simply, this expression can be written as \( \mathbf{F} = I \mathbf{L} \times \mathbf{B} = ILB \sin \alpha \), where \( \mathbf{I} \) is the current, \( \mathbf{L} \) is the length of the wire (This can be expressed as a vector by multiplying it by the unit vector in the direction of the current flow), and \( \alpha \) is the angle between the wire and the magnetic field. There is quite a good discussion of the principles behind the DC motor on the links page under the title “Principles behind the DC motor” from MICROMO Electronics in Clearwater, FL. (The figure above comes from this web site.) It will be useful to read over this material to see how to optimize your motor designs. Where would the magnet be located in the figure showing the forces?

In this experiment, you will build a simple motor coil, attach it to a power source, and make it spin. You will make a simple commutator (that turns the electromagnet on and off) by sanding off only half of one of the motor leads. As the motor spins, the commutator forces the coil to appear alternately like an open circuit and a wire (with resistance and inductance). When the sanded portion of the lead is in contact with the cradle, the coil looks like an inductor, the current flows through the coil, and this creates the electromagnet. At this time, it interacts with the stationary magnet on the battery. When the un-sanded portion of the motor lead is in contact with the cradle, the coil looks like an open circuit, the current is off, and the coil no longer acts as an electromagnet. What forces are still acting on the coil when the current is off? What would happen to the coil if the current was always flowing?

This circuit seems simple: a coil, a switch (the commutator), and a power source. However, there are many factors that influence how the coil spins. The coil itself is an inductor and a resistor. As you know, its properties depend on the type of wire used, the diameter of the coil, and the number of turns. In addition, the connection wires used (if any), the paper clips and the battery itself all have some resistance. Other factors also influence your motor. Energy lost to air drag and coil wobble will look like resistance to the circuit. Also, as the coil spins past the magnet, a small current will be induced in the coil. This current will be in the opposite direction to the applied current. Depending on the relative size of the resistances and inductances, the net effect of all this will either look like an inductance or like a resistance.

**Background Information:**

- Check the info on the Links by Experiment page, especially “Principles behind the DC motor” from MICROMO. This is a good example of the excellent background information provided by manufacturers.
- Excellent instructions on motor building by Jose Pino.
- Watch the videos on the “Project 1” playlist on the YouTube channel, especially the three videos on “Beakman Motor Design” which build on the DC motor link above.
- Watch at least 2 or 3 of the videos on the “Beakman’s Motor Background” playlist on the YouTube channel.
- The “Beakman’s Motor Video” is fun and a little informative.
Part B - Building your Initial Design

B-1. Building a Motor

The projects in this course typically involve building an initial design that we give you, improving the design, and comparing the initial and final results. For the initial design in this project, you will build a motor using the instructions in a video clip from an old television series, called “Beakman’s World”. Try to build this first motor with characteristics that match the motor in the video as closely as possible. When assembled, it should look much like the motor pictured in Figure 1. Here are some basic instructions:

1. Take about 3 feet of 24 -28 gauge magnet wire from your Experiment 3 transformer.
2. Wind it around a tube. Leave 2” leads.
3. Sand the coating off of one lead completely.
4. Sand the coating off one side of the other lead. (This is your motor commutator.)
5. Bend the paper clips into cradles and attach them to the battery with the rubber band.
6. Place two or three magnets on the battery.
7. Add your motor coil and make it spin.

If it doesn’t work, make sure your sanding job is complete and the motor is well balanced. Note: In the past, essentially all D-Cell batteries were built with magnetic steel cases so that magnets will stick to them without any additional support. However, many inexpensive batteries now have plastic cases. If you are using such a battery, you will have to find a way to attach the magnet. Also, the steel battery case enhances the magnetic field produced by the magnet. Motors will go faster when you use a battery with a steel case.

B-2. Measuring the Frequency

By monitoring the current to or voltage across the coil, the frequency of the motor can be determined. This is based on the hypothesis that the commutator connects the coil to the battery once each revolution causing the measured voltage to drop. Place the oscilloscope leads across the coil (one on each paper clip). Your parts kit contains alligator clips to make this connection easier. The best way to use them is to make what is called a clip lead by attaching a wire (25-40cm long) to the alligator clip. Strip the insulation off each end of the wire. Feed one end of the wire into the cylindrical end (as shown below), then out through one of the two small holes just before the screw. Wrap the wire end around the screw post and then tighten the screw to hold the wire in place and make a good connection. Then you will have a very useful connector for attaching wires without a protoboard.

Note that your motor will be spinning very slowly compared to most electrical signals. You will need to adjust the scope time and voltage scales to correctly display the signal. To do this, you will need to estimate its speed. Think of how many rotations per second your motor seems to spin at and set the time (horizontal) scale accordingly. When the ‘scope is adjusted correctly, you should see a sequence of square pulses, that may look something like Figure 3 below taken with a Mobile Studio ‘scope. The voltage (vertical) scale should be chosen so you can clearly see both the zero reference voltage and the battery voltage.
Figure 3. Poor data sample (note inconsistent period indicated by the red arrows).

When we extract some information from data we have collected, it is very important that we establish the reliability of the data. For a measurement like the one you are asked to make here, the way we do this is to look carefully at the data and see what story it is telling us, based on the circuit diagram and what we know about how the motor turns.

Note that the maximum voltage in Figure 3 is the open circuit voltage of around 1.5V. This is the voltage of your battery. When the motor spins to the point where the coating has been sanded off, contact is created, the coil is connected to the battery, and the voltage drops. The internal resistance of the battery $R_{bat}$ and the impedance of the coil $Z_{coil}$ form a voltage divider (as shown at the right) so only part of the battery voltage appears across the coil. Recall that the coil has both inductance and resistance but probably only one of the two parameters is necessary to characterize the coil you build for your motor. As the motor turns more, the contact goes away, the coil looks like an open circuit again, and the voltage goes back up to 1.5V. If your voltage ends up between -1.5V and 0, switch the polarity of the leads on the paper clips.

The data above would not be considered to be very good because of the irregularity of the pulses. In order to get better data, you will want to make sure your leads are sanded very well and that your motor is well balanced. These improvements should give you data that looks more like Figure 4, where you can see that the regular groups of pulses more clearly in the second version of the plot in Figure 5.

For your initial design, you may not be able to get data quite so regular. Adding springs (as described later) will improve this. If the spinning is sufficiently regular (usually not the case), the frequency measurement capability of the oscilloscope can be used to get the frequency. You can also calculate the frequency by hand. It is best to average over several pulses to get an accurate speed measurement. Use the entire displayed time (the full width of the oscilloscope signal) for the most reliable results.

To determine the frequency of the data in Figure 4, count the number of cycles shown and divide by the time. In Figure 4, there are a total of 7 cycles over 100milliseconds (10ms*10 divisions) for a frequency of 70Hz, which is a very good speed (way above average). Your speed is more likely to be near 10Hz.
Figure 4. Good data sample (note consistent frequency).
The figure is repeated below in Figure 5 with a regular square wave for comparison.

Figure 5. Good data sample repeated (note consistent frequency).
The regularity of the data is quite clear as is the periodicity. Note that the duty cycle is getting close to the ideal of 50%. The connections are not consistently good, however, since the springs used to get this data were quite weak.

It should be clear from this sample data that one of your most important tasks is to explain as much of the signals you collect as you can. The more you can explain, the more your results can be believed. Recall that this measurement is based on the hypothesis that the commutator will connect the coil to the battery once each revolution of the axle, which causes the voltage to drop. Count the voltage drops in a given time, divide by the time, and you have the frequency of revolution. Unfortunately, the coil can connect to the battery several times per revolution. Axle bounce is usually the most common cause for multiple connections (and multiple voltage drops) per revolution. Another problem is that the sparks that occur when the commutator switches will burn whatever organic
matter is on the axle (remnants of your last meal, oil from your skin, etc.) leaving deposits that at least impede maintaining good connections. You will need to make some physical observations and provide a plausible explanation when you demonstrate your motor to a TA or instructor. An essential part of your explanation must be based on how the circuit works, so you will need to have a complete circuit diagram for each of your motor designs.

**B-3. Circuit Simulation**

It is possible to simulate the motor using PSpice. You already know how to include batteries, resistors and inductors in a simulation. To do a very simple version of the motor, we also need a switch that opens and closes periodically. One option is to use two components: a voltage-controlled switch S found in the Analog library and a pulsed voltage source Vpulse found in the Source library. When the voltage across the input terminals of S is zero, the switch across the output terminals is open. When the voltage across the input terminals is 1V, the switch across the output is closed. Recall that PSpice does not like floating nodes due to true open circuits so S uses a resistor to model a switch. When it is open the value of the resistance ROFF is very large and while closed RON is small. Thus, the switch is really a voltage-controlled resistor.

The default value for ROFF is 1e6Ohms and for RON is 1Ohm. Because the resistances of the batteries and coil are also very small, the default value for RON must be changed. This is done using the spreadsheet that contains the parameters of the model. Double click on the part to open the spreadsheet. Look for the column for RON. Change the value to something smaller than the resistance of your coil. Here we will choose 1mOhm, but have no specific reason except that we do not want the contact resistance to have a noticeable effect in our relatively ideal simulation. We will return to this issue below.

A sample model circuit was drawn in Capture as shown. Again, the internal resistance of the battery R1 and the resistance of the coil R2 were chosen only to be sure that the simulation will run and not to represent typical values.

![Circuit Diagram](image)

Figure 6. Idealized Circuit Model for battery (blue box), coil (red box) and commutator (everything else).

For the simulation, a frequency of 10Hz was chosen along with a 30% duty cycle. Note that the resistance RON of the switch can be used to model the contact resistance of the commutator. You will have to estimate its value from the literature or from your measured data. You should also consider adding resistances for the paperclips, air drag or any other phenomena you think may be playing a significant role. If you think the only resistances that matter are the coil resistance and battery resistance, you need to provide an explanation. There are other phenomena not included in this ideal model. For example, as the coil rotates through the field of the permanent magnet, there will be a voltage induced called the Back EMF. This is a basic voltage generator configuration. Because the motors we build in this course do not go very fast, this term is quite small and can be neglected. However, it is significant in almost all commercial motors. When a transient simulation is run for this circuit, the following voltage signal is observed at point A (the battery output):
B-4. Determining the Characteristics of your Battery

Although batteries are designed to produce a particular voltage, the actual voltage will vary slightly from the specifications. Also, batteries have internal impedance. In order to accurately create the circuit diagram for the initial and final motors, you need to find the characteristics of your battery.

As we saw in Experiment 1, you cannot measure the internal impedance of the battery directly because it is inside the battery. You also do not know the exact voltage that the battery is putting out. It is rated at 1.5V, but since it is a real device, it probably is not putting out exactly 1.5V. In order to measure the voltage and resistance of the battery, we can create two circuits, measure the output voltage of each, and solve two equations in two unknowns, as was done in Experiment 1. Note that batteries with lower internal resistance can source more current than those with higher resistance. However, in this project, it is not necessary to repeat the measurements of Experiment 1 because we only need an approximate value for battery resistance.

To characterize your battery, first measure its voltage with a DMM or Analog Discovery. This is the open circuit or unloaded battery voltage. It is always necessary to measure the voltage because the age and general state of your battery is unknown. Use the information you collected in Experiment 1 and online sources to determine a typical value for the battery resistance. Be sure to use information for the specific type of battery you have. Note that data for Heavy Duty batteries are very hard to find, probably because resistance for such batteries can vary a lot with operating conditions and age. For a Heavy Duty D-Cell, it seems that resistance is often found to be in the range of 5-10Ω, so you can use a number in this range, but should try to find a good reference. Below, you are asked to try to determine it more accurately when you analyze your motor data. For example, you should calculate the voltage you expect to observe when the commutator connects the coil to the battery based on your measured coil resistance and your estimate of the battery resistance. Then adjust the value of the battery and coil resistances until your calculated voltage and measured voltage agree. You should also do this with the PSpice model. Agreement will not be perfect because the measured voltage will be noisy. However, you should be able to figure out a reasonable average voltage.

B-5. Initial Design Requirements

In order to satisfy the requirements for the basic design, a staff member must observe your motor spinning for at least 30 seconds. During this time, you should take an oscilloscope picture of the motor behavior and save it to your report document. Label the diagram “Basic Design” and fully annotate it with voltage levels, the period and frequency of the pulses. Create a signature sheet for all of your motor tests. Include spaces for the date and frequency of the motor. Have the staff member, who observed the motor spinning, sign your signature sheet. Include the signature sheet in appendix A-2 of your report.

A second requirement for the basic design is measuring the exact voltage and estimating the resistance of your battery. Include this information and any calculations in appendix A-2 of your report. You will also need to create an accurate circuit diagram and include it in appendix A-3 of your report. For your final design, you must show your completed circuit model and explain all of the features of your data to obtain the signature.
Part C - Building your Final Design

C-1. Improving your Motor Design

At this point, you have succeeded in creating a motor that spins. Now you the option to make one that spins faster. There are many factors that go into this process. One of the key issues is the commutator design. If you have not done so already, watch the three short videos posted on YouTube addressing Beakman’s Motor Design 1, 2, 3 for info on this topic.

a) Coil Design: If you maximize the inductance, you will make the coil spin faster. Consider the equation for the inductance of a ring-shaped coil. You will notice it depends upon the gauge of the wire, the core diameter, and the number of turns. How can you alter these from your original design to increase inductance? The basic Beakman design calls for a coil diameter to be equal to that of a toilet paper tube. Improved performance should be obtained if a smaller coil is built. How much smaller is hard to determine. If your coil was wound on the PVC pipe, it is already smaller by about 25%. Try at least one larger and/or one smaller coil and record the performance. Is smaller better? You also have control over the type of wire you are using and the number of turns.

b) Coil Shape: Note that the coil need not be round. A rectangular or oval shaped coil may be faster. You can find an excellent site that describes the influence of coil shape on the inductance of a coil under “Inductance Calculations” on the links page for this course.

c) Proximity to Magnet: The closer the magnetic field of the coil is to the stationary magnets, the more force there will be between the coil and the magnet. Hence, a smaller diameter coil, located closer to the magnet, may result in faster spinning.

d) Coil Weight: If the leads to your motor do not support its weight, it will not spin well. If the motor is too large and heavy, 1.5V will not provide enough power to make it spin fast. The speed of the motor also depends upon how well its leads are contacting the cradle. If the motor is heavier, then you will have good contact and the motor will spin faster. If the motor is lighter, it may not contact as well. This will slow down the speed, but you can fix this problem by adding springs. (This process is discussed in section C-2.)

e) Coil Balance: A key issue noticed by nearly all motor builders is balance. The better balanced the coil, the faster it turns. If the coil is at all asymmetric from top to bottom, it will be out of balance and will not spin well. To achieve good balance, it has generally been found that a smaller coil will be more stable.

Thus, there is a tradeoff between wire gauge, number of turns, coil diameter, coil shape, coil weight, and balance that determines how fast an individual motor will spin. Getting a motor that spins well is somewhat of a trial and error process. You may find Dr. Connor’s Hints on the links page helpful in deciding how to redesign your motor.

A base for your battery will help you obtain reliable data. Also, the stability of the paperclip cradle influences the speed of your motor. By moving the cradle to a stable surface, you will be able to obtain faster speeds. It is not recommended that you use your protoboard for this purpose because you may damage it.

For further information on what you can and cannot do when you redesign your motor, please see the ground rules in section C-3.

Try several motor designs. Once you have one you like that conforms to the Ground Rules described in section C-3, you will have to provide documented evidence that you have designed a motor (without springs) that turns for 30 seconds and at a faster rate than your initial design. You will include this data in appendix B of your report. (See requirements in section C-4 for details.)

C-2. Improving Contact with the Cradle

Having good contact between the coil leads and the paperclip cradle is essential to having a fast motor. You can test this by gently placing two hand-held (non-conducting) wires against the leads close to the cradle as your motor is spinning. Enamed magnet wire is a good choice. If you press too hard, the motor will stop. However, if you press
just hard enough to hold the leads against the cradle, the motor gets better contact and spins faster. In this class, we
call the devices that hold the coil in the cradle “springs”. In the above scenario, you have improved your motor
using hand-held springs. You will need to provide documented evidence of a motor that spins for at least 30
seconds when you use hand-held springs. Include this data in appendix C of your report. (See requirements in
section C-4 for details.)

C-3. Ground Rules

Since this is somewhat of a competition to get the fastest motor, we need to establish some ground rules. The
following is a list of what you can and cannot do in the final design:

YOU CAN:
1. Use a single 1.5V battery.
2. Use the magnet wire provided by us in the studio.
3. Make your cradle from paper clips.
4. Change the shape of your coil as long as it still has an open end.
5. Use up to three of the magnets we provide in the studio.
6. Use a separate motor support to hold your motor and/or a battery holder.
7. Use non-conducting material to build your mechanical springs.
8. Use the rubber mats or wood blocks when sanding off the coating on the magnet wires.
9. Make your motors run for at least 30 seconds.

YOU CANNOT:
1. Use a power supply, more than one battery, or a battery rated at greater than 1.5V.
2. Use magnet wire not provided by us.
3. Make your cradle from anything but the large paper clips we provide.
4. Make your cradle wire into a closed loop.
5. Use more than three magnets or use any magnets other than the ones provided.
6. Use creative sanding to create a double duty cycle.
7. Use springs made of material that is not somehow insulated from the circuit.
8. Sand the table tops or leave magnet wire on the floor. (This damages the vacuum cleaners.)
9. Get signed off on a motor that runs for less than 30 seconds.

Any design ideas that deviate significantly from the basic Beakman’s motor should be discussed with the instructor.

C-4. Final Design Requirements

In order to satisfy the requirements for the final design you must have a staff member observe two situations: a
motor operating with no springs and a motor operating with hand-held springs. These observations can all be made
using the same motor. If you prefer, you can use a different motor for any of these situations. For each situation,
have a staff member observe your motor spinning for at least 30 seconds. During this time, you should take an
oscilloscope picture of the motor behavior and save it to your report document. Label the diagram “Design Without
Spring” or “Design With Springs” and fully annotate it with voltage levels, the period and frequency of the pulses.
Have the staff member, who observed the motor spinning, sign your signature sheet. To obtain the signature, you
must show a complete circuit diagram and explain the main features of your data. If the motor is particularly fast,
send a copy of your data to Prof. Connor.

Include the output from the final motor design without springs in appendix B-1 of your report. You also need to
create a new circuit diagram with the component values for the new motor. Include this in appendix B-2 of your
report. Don’t forget to measure any other components in the circuit that have been added or changed. Appendix C
of your report should contain the output from your motor using hand-held springs. If you choose to use a different
motor for either of these cases, include an appropriate circuit diagram.
Part D - Comparing the Motors

Once you have built your motors, you need to demonstrate that you have actually improved on the original design. Fill in the following chart and include it in the conclusion of your report. If you have more motors to compare, you can modify it to include the additional motor descriptions and data. Note that in this shortened version of Project 1, the improved motor without springs is optional.

<table>
<thead>
<tr>
<th>Speed (Hz)</th>
<th>% Improvement over Beakman’s</th>
<th>% Improvement over Previous Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beakman’s Motor</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Optional Motor without springs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motor with hand-held springs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To find the percent improvement, use the following equation:

\[
\% \text{ improvement} = \left( \frac{\text{new speed} - \text{original speed}}{\text{original speed}} \right) \times 100\%
\]

Part E - Your Report

For this project we ask that you follow the outlines in the appendices of this handout when writing up your report. You will find that the organization of the report will be quite rigid. We find that, if all the reports are consistent, it takes less time to get them graded and returned to you. It also ensures that you are graded on what you know and how well you did the work, rather than on whether you remembered to include certain pieces of information (or did an effective job of hiding the fact that you did not). You will be penalized if you deviate from this format.

Appendix I of this handout contains a list of tasks you must complete in order to satisfy the requirements of the project. These are tasks that, for the most part, must be done in class. Appendix II of this handout contains a detailed explanation of what the appendices of your report should include. Appendix III of this handout describes the report itself and asks some questions you will be expected to answer.

Part F - Extra Credit Opportunities (absolute max of 10 extra points – very rare.)

By creating additional motor designs, testing them (with signatures verifying the observed motor speed), it is possible to receive some extra credit. Note that total extra credit received by students in the past has only rarely exceeded 5 points.

Creativity (0-5 pt)
Exceptionally creative approaches to implementation or in the final design.

Excessive Speed (0-5 pt)
If your motor is particularly fast, you will be eligible for additional points.

Experimentation and Comparison (0-5 pt)
Engineering problems are often solved by experimenting with different types of configurations, finding the changes that have the most positive effects, and systematically choosing a course of action based on those experiments. There are many variables to explore including wire gauge, number of turns, shape and size of the armature, how leads are sanded, placement of magnets, mass of the armature, battery type, type of spring design, coil balance, etc.
Part G - Appendices

Appendix I: Task List

A. Build the basic Beakman’s motor.
   1. Demonstrate that it works for at least 30 seconds.
   2. Take data that verifies the frequency of your motor. Record the frequency and get a signature.
   3. Determine the actual on and off voltages of our coil and estimate the resistance of your battery.
   4. Take measurements of the other components in your circuit.

B. Improve your motor design to get faster speeds. (Optional)
   1. Demonstrate that a design works for at least 30 seconds (no springs).
   2. Take data that verifies the frequency of your motor. Record the frequency and get a signature.
      a. Explain all features in your data
      b. Show your circuit diagram and explain why it is consistent with your data
   3. Take measurements of any components in your circuit not used in the initial design.
   4. Optional: Take data for any other motors you tested successfully without springs. Record the frequency.

C. Improve contact between motor coil and paper clips using hand-held springs.
   1. Demonstrate that a design works for at least 30 seconds using hand-held springs.
   2. Take data that verifies the frequency of your motor. Record the frequency and get a signature.
      a. Explain all features in your data
      b. Show your circuit diagram and explain why it is consistent with your data
   3. Take measurements of any components in your circuit not used in another design.
   4. Optional: Take data for any other motors you tested successfully using hand-held springs. Record the frequency.

D. Assemble the appendix (as described in appendix II of this handout).

E. Write your group report (as described in appendix III of this handout).

When you have completed the project, please remove the rest of the wire from your PVC pipe transformer & recycle it in the COPPER recycling box by the column in the studio and return the PVC pipe to the container on the table.

Appendix II: The Appendix of Your Report

The following list of items must be included in the appendix of your report, numbered and ordered as listed. This will help make sure that everyone includes everything that is required. In your report you should refer to each appendix specifically as needed to help illustrate your descriptions and conclusions. If you would like, you can include a second copy of what is in the appendix in order to better illustrate what you are trying to say, however, this is not necessary and cannot be used as a replacement for the contents of the appendix.

Appendix A: Basic Beakman’s Motor
   1. Plot of motor speed
      • plot title
      • frequency (cycles/sec) clearly indicated
      • reference to TA signature on signature sheet
   2. Battery characteristics
   3. Circuit diagram, including
      • title
      • voltage and resistance of your battery from appendix A2
      • actual inductance and resistance of your motor coil
      • additional resistances (such as paper clips) clearly identified
• the measuring device (and its impedance)
• switch representing the commutator

4. Additional plots taken of this motor (This section may be blank.)
• a title for each plot
• frequency clearly indicated
• no signature required for these plots

Appendix B: Motor Without Springs (Optional)
1. Plot of motor speed
   • plot title
   • frequency (cycles/sec) clearly indicated
   • reference to TA signature on signature sheet
2. Circuit diagram, including
   • title
   • actual voltage provided by power supply
   • actual inductance and resistance of your motor coil
   • additional resistances (such as paper clips) clearly identified
   • the measuring device (and its impedance)
   • switch representing commutator
3. Additional plots of this motor, or others without springs (This section may be blank.)
   • a title for each plot
   • frequency clearly indicated
   • no signature required on these plots

Appendix C: Motor With Hand-held Springs
1. Plot of motor speed
   • plot title
   • frequency (cycles/sec) clearly indicated.
   • reference to TA signature on signature sheet
2. Circuit diagram, including (This section may be blank.)
   • title
   • actual voltage provided by power supply
   • actual inductance and resistance of your motor coil
   • additional resistances (such as paper clips) clearly identified
   • the measuring device (and its impedance)
   • switch representing commutator
3. Additional plots of this motor, or others hand-held springs (This section may be blank.)
   • a title for each plot
   • frequency clearly indicated
   • no signature required on these plots

Appendix D: References (Must be included.)
1. Names of websites referenced.
2. Title, author, etc. of any books used.
3. Any additional references.

Appendix E: Extra Credit
• Any plots or data you would like to include for extra credit.
Appendix III: Your Group Report (80 points)

Introduction (5 points)
- State the purpose of the project.
- Also include at least 2 topics you studied in this course that helped you understand the project.

Theory (10 points)
- Describe the basic theory. What are the forces that enable the motor to spin? Where do they come from? How and when do they interact?
- Describe what happens to the voltage across the coil as the motor spins. (A sketch of the circuit when the coil is connected and not connected will help to illustrate this.)
- Use your own words and be sure to cite any resources you used in appendix E.
- Demonstrate to the grader that you understand what is happening.

Initial Design (15 points)
1. Describe your initial design.
   - How did you build it?
   - What did you learn about designing a motor when you were trying to get your initial design to spin?
   - What results did you get for the voltage and resistance of the battery?
   - Include a reference to where the circuit diagram is located in the appendices.
2. Describe your initial results.
   - How well did your motor work?
   - What was the frequency in cycles/second? What is this in rpm (rotations per minute)?
   - Include a reference to where the signed output is located in the appendices.

Final Design Without Springs (Optional – Only Include for Extra Credit)
1. Describe your final design without springs.
   - What criteria did you use to redesign your motor for faster speeds?
   - What did your final motor look like (number of turns, wire gauge, shape, etc.)?
   - What did you learn about designing a motor when you were trying to get your final design to spin faster?
   - Include a reference to where the circuit diagram is located in the appendices.
2. Describe your final results without springs.
   - How much better does this motor work than the initial design?
   - What was the frequency in cycles/second? What is this in rpm (rotations per minute)?
   - Include a reference to where the signed output is located in the appendices.

Final Design With Springs (15 points)
1. Describe your spring design.
   - What did you learn about designing a spring when you used your hand-held springs?
   - Include a reference to where the circuit diagram (if different) is located in the appendices.
2. Describe your final results with springs.
   - Did the motor work better with springs?
   - What was the frequency of your motor in cycles/second? What is this in rpm (rotations per minute)?
   - Include a reference to where your signed output (with hand-held and mechanical springs) is located in the appendices.
Conclusions (10 points)

In this part, we want a summary of the basic conclusions you can draw from the project addressing both the motor design and measurement technique. Include the chart from Part D comparing the speeds of the four different motors you have tested. By what percentage were you able to improve the motor speed with any design change? Why were the fast ones faster? Why did the design changes you made make this happen? Which factors seemed to make the most difference? What could you do in the future to improve the design even more? What issues did you encounter and how did you address them both for your motor and speed measurement? Discuss any extra credit activities you did and why.

Personal Responsibilities (5 points)

- How were the tasks divided between group members? Remember that this is a list of responsibilities not what each person did. Only one person can be responsible for a task.

Appendices (10 points)

- See appendix II of this handout

Extra Credit (0-10 points)

- Include details about anything you tried above and beyond the basics of the project.

Your grade will also include a general assessment of project understanding and quality worth up to 10 points. You do not need to write a general assessment.

Total: 70 points for project report

+10 points for general assessment of report

+20 points for attendance

100 points

Attendance (20 possible points)

3 classes (20 points), 2 classes (10 points), 1 class (0 points)

Minus 5 points for each late.

No attendance at all = No grade for project.