EE 464
Syllabus — Spring 2018

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The Senior Design sequence is the culmination of your undergraduate engineering education at The University of Texas at Austin, during which you acquired mathematical, scientific, and engineering knowledge. The two semesters that make up the sequence will walk you through the design process as you apply that knowledge toward solving a real-world engineering problem. In EE 364D/E, you were able to plan a project from problem definition to high-level design concept. In EE 464, you will complete the detailed design by implementing that concept in the form of a working prototype. That experience will help prepare you—as much as circumstances allow—for the challenges of hands-on engineering in the workplace. This syllabus contains the schedule and policies for this course, and Canvas contains details such as assignment instructions and advice for completing the course successfully.

Senior Design Objectives

The primary purpose of the senior design sequence is to give senior engineering students the opportunity to carry out a complex, long-term design project in which they design, build, test, and evaluate a prototype of a design solution. In EE 464, teams will conduct detailed design activities, including build a prototype for testing, refining it, and demonstrating it. The course thus sets the following learning goals for each student:

- **Build on your experience and knowledge to solve practical, real-world engineering problems**
- **Exercise and gain proficiency in the design process from start to finish**
- **Manage a complex project**
- **Collaborate with team partners**
- **Gain practice in project communications**
- **Identify and understand the unintended consequences of engineering devices and processes, including potential environmental impacts**
- **Learn to learn on your own**

Independent Inquiry Flag Course
This course meets the requirements for the **Independent Inquiry Flag,** *a requirement for your degree*. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

Applicable Learning Styles and Strategies
Those engineers who do best

- Have an inquisitive and exploratory nature to their learning style
- Carefully and patiently examine the implications of the problem so that they can define the problem in terms that point to practical solutions
- Develop multiple alternative solutions—from the ideal to the most expeditious. Pursue information aggressively, identifying the types and sources of the required information as early as possible.
- Determine where in their design they can compromise and where they cannot in order to meet project schedules and other requirements.
- Are not afraid to negotiate with the Faculty Mentor, corporate sponsor, parts suppliers, technicians, and each other.
- Sense when enough is enough—that is, when they have come as close to a design goal or sub-goal as they can reasonably expect under the circumstances

Because your design project will build a unique solution to a unique configuration of technical goals and constraints, the specific lessons you learn from the project may not be exactly transferable to your next design project. *What is transferable, however, is the set of problem-solving skills and strategies you steadily accumulate*.

Textbook
The following **optional** textbook (*we recommend **one copy per team)***, which you used in EE 364D/E, contains helpful information about design problem-solving and project control:

> R. Ford and C. Coulston, *Design for Electrical and Computer Engineers: Theory, Concerns, and Practice*. McGraw-Hill: New York, 2007.

EE 464 Prerequisites
Prerequisites for this course are (1) a grade of at least C– in EE 364D/E, and (2) a grade of at least C– in one of the following: EE 428, 440, 445S, 461L, or 462L. They are *never* waived.

Project Teams
All student teams should enter the course with a design topic they have worked out to the design specification level in EE 364D/E. Your team will now continue to develop the design in the detail through prototyping and testing under the guidance of your Faculty Mentor. The preferred team size is five or six people, but teams occasionally disband or lose members between EE 364D/E and EE 464. If your team contains only four members as you enter EE 464, the course

instructor may assign a fifth member to your team. If your team from EE 364D/E is no longer intact, the course instructor will work with you to identify another project. Similarly, a team of five may find that the instructor has added a new team member to address these issues. Normally, all students will be placed with an ongoing project.

Required Activities and Assignments

Unlike most engineering courses, EE 464 does not focus on quizzes, exams, or predetermined projects. It is an open-ended project, and all required activities and assignments are designed to help the team find its way through that project. Important course components include weekly reporting to Mentors and Technical TAs, project demonstrations and presentation of your design at the Capstone Design Showcase, creation of the final design and prototype, and delivery of both written and oral reports. In the course of completing documentation, teams must also attend a Communication Workshop and attend Writing TA office hours to complete one consultation.

Weekly Reporting

Each team must report to both the Faculty Mentor and Technical TA in weekly written *Project Status Reports* and in weekly meetings with each. Each *Project Status Report* summarizes past, present, and future team activities and gives details regarding open issues. (Details on *Project Status Reports* are provided in Canvas.) Both weekly meetings are an opportunity for teams to address issues raised in status reports (or other assignments) and discuss general progress.

The *Project Status Reports* and meetings are also an opportunity for Mentors and TAs to assess individual performance. As an individual team member, you should have at least one defined task you plan to complete each week. That task represents a contract with yourself and with your team, and it should be small enough that you can expect to complete it within the next week, yet significant enough that all weekly tasks added together constitute the full project.

You should be able to give a short description of an upcoming task to your TA, Mentor, instructor, or teammates at any time, and you should expect to be asked to do so every week when meeting with your TA. The task you describe should be an *individual* task. The response to the question should not be "So-and-so and I are going to work on X" If several people are working on a task, break it down into subtasks so that each person has an individual subtask.

Similarly, you should be able to report on the results of that task in the subsequent week's *Project Status Report* and meeting. Did you complete it? Can you demonstrate that you accomplished your task (e.g., produce a circuit diagram or a section of code)? Was it successful, and why or why not? Those responses, in turn, often generate new tasks for the following week.

Project Demonstrations

Your team will complete three performance milestones during the semester, the Mid-Project Demo, the System Demo, and a presentation of the completed design to the public at Capstone Design Showcase. At these three points, your Faculty Mentor and Technical TA will expect your team to demonstrate that it has reached an appropriate stage of implementation. Technical TAs will evaluate these milestones as part of your Project Performance grades, and the Faculty Mentor will factor them into their semester-long Mentor Assessment. You may perform the demo milestones to each (Mentor and Technical TA) at separate times, but **both must be**

completed by the end of the week that demo is due. For more information, see the "Project Performance" page in Canvas.

Major Project Documentation
During the semester, your team will submit **three** written project reports (in addition to weekly *Project Status Reports*), deliver **three** oral reports, and prepare **one** poster. each of which will document what you know at a specific phase of your design process. At the start of the semester, you will meet with your Mentor in a ***Project Review Meeting*** to develop a revised target design and updated project plan. After spending some time in the lab, you will assess the state of the design, and any major open issues by conducting an ***Oral Design Review*** with the Mentor. The team will then document its current design in a ***Design Description Report***. Later, you will document the methods and results of testing thus far in a ***Test and Evaluation Report***. After completing a System Demo and addressing any remaining problems, your team will present a completed design to the public at the Capstone Design Showcase. To assist in explaining the design, you will create a ***Design Showcase Poster*** summarizing project goals and results. Finally, the team will document its final design, in detail, in a **written *Final Report*** and a related **oral *Final Report***.

Communication Workshops
Each student *must* attend **one** of several communication workshops in which students will hear more about the expectations for written or oral reports, learn about common problems in communication, and have opportunities to ask questions and address your writing issues from past or future assignments.

Continuing education is an essential part of the practicing engineer's career development, and each workshop is designed to provide targeted information meant to be useful as you navigate your project. *Not all workshops are necessarily the best fit for every student* (e.g., those focused on basic writing problems may feel unnecessary to students with stronger writing skills), so you should determine which topics will be most useful to you individually, as well as to your team.

In order to ensure that the team has access to all of this information, **only two members from your team may attend the same workshop.** The Writing TAs will announce topics and times for these workshops ahead of time. **Failure to attend a Communication Workshop will result in a deduction of 2 (percentage) points on your final course average.**

Writing Consultations
Prior to the submission of the Written *Final Report*, your team must schedule and attend at least **one** meeting with its Writing TA. The Writing TA(s) will discuss the requirements for these consultations in class and share that information in Canvas. **Failure to schedule and attend both meetings *as a team* will result in a deduction of up to 5 points from the written *Final Report* grade at the end of the semester.**

Course Schedule
The EE 464 Course Schedule (Table 1 on the next page) outlines the chronology of project activities and report submissions. The *full* class meets for only two lecture sessions at the start of the semester, as well as three Town Meetings spread across the semester.

Table 1. EE 464 Course Schedule

Wk	Dates	Lectures* (3:00 in BEL 328, unless otherwise noted)		Lab/Outside Activities
		Monday	**Wednesday**	
1	15–19 Jan		***Course Introduction***	**MEET: Faculty Mentor**, set a regular meeting time
2	22–26 Jan		***Project Communication***	**COMPLETE** *Project Review Meeting* with Mentor
3	29 Jan–2 Feb			**SUBMIT:** *Project Status Report*
4	5–9 Feb			**SUBMIT:** *Project Status Report*
5	12–16 Feb		**Town Meeting**	• **COMPLETE:** *Oral Design Review* • **SUBMIT:** *Project Status Report*
6	19–23 Feb			• **SUBMIT (by 1:30 pm Fri):** ***Design Description Report*** • **SUBMIT:** *Project Status Report*
7	26 Feb–2 Mar			• **SUBMIT:** *Project Status Report* • **SUBMIT:** *Peer Assessment 1*
8	5–9 Mar			• **SUBMIT:** *Project Status Report* • ***Project Performance Grade 1*** Assessed • **COMPLETE: Mid-Project Demo**
SPRING BREAK (12–16 Mar)				
9	19–23 Mar	**Town Meeting**		**SUBMIT:** *Project Status Report*
10	26–30 Mar			• **DUE (by 1:30 pm Fri):** ***Test and Evaluation Report*** • **SUBMIT:** *Project Status Report* • **SUBMIT:** *Peer Assessment 2*
11	2–6 Apr			• **SUBMIT:** *Project Status Report* • ***Project Performance Grade 2*** Assessed • **COMPLETE: System Demo**
12	9–13 Apr			**SUBMIT:** *Project Status Report*
13	16–20 Apr	**Town Meeting**		• **SUBMIT:** *Project Status Report*
14	23–27 Apr		**EE 464 CAPSTONE DESIGN SHOWCASE** (Time and location TBA)	• **SUBMIT (by 12:00 pm Wed):** ***Design Showcase Poster*** • **SUBMIT:** *Project Status Report*
15	30 Apr–4 May	**Oral Final Reports** (Time and location TBA)	**Oral Final Reports** (Time and location TBA)	• **SUBMIT (by 1:30 pm Fri):** ***Written Final Report*** • **SUBMIT:** *Peer Assessment 3* • ***Project Performance Grade 3*** Assessed

* The schedule is subject to change.

Grading

Course grades are based on your work in four areas: technical performance, deliverables (final design), writing, and oral presentation. See Table 2 for the weighting factors in all three areas. Technical TAs and Faculty Mentors will assess individual technical performance; Technical TAs will provide a grade reflecting performance of the final design; Writing TAs will assess written reporting (except the weekly Project Status Reports); and some combination of all three as well as course instructors will contribute to grading of the final oral presentation.

Table 2. Grading Scheme for EE 464

Area	Percentage of Grade
Individual Technical Performance	
Mentor Assessment (Assessed by the **Faculty Mentor** on the basis of technical and project performance as demonstrated in the Project Review, the Oral Design Review the Project Demos, Capstone Design Showcase, weekly project status reports, weekly meetings, currency of project management tools, all major written reports, and peer assessments across the entire semester)	10%
Project Performance (Assessed by the **Technical TA** three times on the basis of technical and project performance as demonstrated in Project Demos, weekly project status reports, weekly meetings, currency of project management tools, the *Design Description Report,* and *Test and Evaluation Report*, and peer assessments)	10% 10% 10%
Written Final Report: Technical Content (Assessed by the **Technical TA** on the basis of quality and depth of technical content in the written *Final Report*)	10%
Deliverables (Assessed, at the end of the semester, by the **Technical TA** on the basis of the final product's adherence to specifications, level of difficulty, and originality)	10%
Writing Performance (Assessed by Writing TA)	
Design Showcase Poster	5%
Written Final Report†	25%
Oral Final Report†† (Assessed by course staff and possibly Faculty Mentor)	10%
TOTAL	**100%**

† All project teams must attend a writing consultation with the Writing TA at least once during the semester. Failure to meet this requirement could result in a deduction of 5 points from the Final Written Report.

Grading Policies

For each assignment and performance grade above, students will receive a letter grade (A, B, C, etc.), converted into a numerical value (in the Canvas Gradebook) for the purposes of calculating final course grades. An A translates to 95, a B to 85, and so forth. Where appropriate, course staff will also use half grades (e.g., A/B), corresponding to the average of the two numbers (e.g., A/B = 90). Similarly, an A+ will correspond to a grade of 100.

The *Design Showcase Poster* and written *Final Report* (both the technical and writing assessment) normally receive a *team* grade. All team members must collaborate fully in the planning, composition, and revision of each document. In addition, the team members should review and corroborate reported data for truth and integrity. **Course staff reserve the right to withhold a grade from a team member (i.e., record an *individual* grade of zero) or otherwise modify an individual grade if there is a clear indication that the student did not contribute in a meaningful way to that report.**

Final course averages will be determined by applying the weighting in Table 2 to numerical grades. *Final* grade categories are as follows:

93.0 – 100.0 = A
90.0 – 92.9 = A–
87.0 – 89.9 = B+
83.0 – 86.9 = B
80.0 – 82.9 = B–
77.0 – 79.9 = C+
73.0 – 76.9 = C
70.0 – 72.9 = C–
67.0 – 69.9 = D+
63.0 – 66.9 = D
60.0 – 62.9 = D–
0.0—59.9 = F

Course staff use the Canvas Gradebook for communicating purposes *only*; grades listed in Canvas are not official and are subject to verification.

Technical Performance
A significant portion of each individual team member's grade will reflect their technical performance on the project. Each member will receive (1) **one** individual **Mentor Assessment** from the Faculty Mentor, covering the entire semester; (2) **three** individual **Project Performance** grades from the Technical TA, spread over the course of the semester; and (3) one grade on the technical content in the **written *Final Report*** from the Technical TA

Mentor Assessment and Project Performance grades are opportunities to evaluate the quality and depth of your technical contributions to the project. Mentors and TAs assess performance on the basis of evidence in weekly meetings, Project Status Reports, Project Demos, the Design Showcase, and the contents of your major reports. In addition, Mentors will incorporate their observations of your performance in the *Project Review* and the *Oral Design Review*. **Clear, comprehensive reporting** is essential in each to convey ideas to both the Mentor and the TA.

Those grades are also opportunities for Mentors and TAs to differentiate among team members, and it is your responsibility to make sure both are aware of your *individual* contributions in weekly meetings, *Project Status Reports*, the Project Review, the *Oral Design Review*, and Project Demos. Each member will also complete several *Peer Assessments*, meant to ensure

accountability and provide credit. Although individual, these grades are not a competition among team members: **in an effective, successful team, *everyone* contributes at a high level.** The first two Project Performance grades should provide assurances that you (and your team) are performing at an appropriate level or, alternately, help you understand clearly where you are not meeting expectations so that you can correct those shortcomings. **Good engineers view poor performance evaluations as opportunities to improve their work, not as predictors of future performance.**

Your Technical TA will also assess the quality and completeness of the technical content in your written *Final Report* and assign a letter grade. Although the Technical TA does not provide a direct grade on the *Design Description Report* and *Test and Evaluation Plan*, they will comment on the technical content in those reports and factor the content into the associated *Project Performance* grade. Use the feedback as a guide to expectations as you prepare the *Final Report*.

Deliverables

Ten percent of your final grade depends on project deliverables (excluding documentation), and you will be assessed on the basis of your overall contributions to those deliverables. The assessment of this grade depends on a balance of three criteria: (1) demonstration that your team's design/prototype meets specifications established in the *Design Description Report*, (2) the level of difficulty the team has attempted in its design goals, and (3) the originality of the final design. See the "Deliverables" Canvas Assignment for more details.

Writing Performance

The Writing TA will evaluate the team's major project reports (*Design Description Report*, *Test and Evaluation Report*, and *Final Report*), as well as the *Design Showcase Poster*, against professional standards of writing quality and project reporting. Relevant factors include organization and structure, appropriate content, mechanics and style, and adherence to the ECE Style provided in Canvas. Rubrics will also be available on Canvas. Feedback on earlier assignments and in Office Hours (including required **Writing Consultations**) are your opportunity to understand the Writing TA's concerns as a reader and evaluator.

The first two written reports, the *Design Description Report* and *Test and Evaluation Report*, will receive a completion grade, no letter grade. The three possible assessments for these assignments are the following:

- **Exceeds expectations**
- **Meets basic expectations**
- **Does not meet expectations**

Documents receiving either "Exceeds expectations" or "Meets basic expectations" will be considered complete. Those receiving "Does not meet expectations" will not, and teams receiving this grade should rewrite and resubmit the document to the Writing TA for a new grade until the team receives at least "Meets basic expectations." Your Writing TA will provide an explanation of these categories in class and on Canvas.

The written *Final Report* and the *Design Showcase Poster* will receive basic letter grades from the Writing TA, following the letter-grade policies described above. (Note that there may be

additional numerical deductions for formatting errors and/or lateness.) *There is no opportunity to resubmit either document for a new grade*.

Treat your performance on the *Design Description Report* and *Test and Evaluation Report* as important feedback about the quality of your team's writing in advance of the *Final Report*. Teams who exceeded expectations on one or both of those earlier documents have demonstrated A-level work (although that alone is no guarantee of an A on the *Final Report*). Those who only met basic expectations will need to learn from and improve upon that past work if they hope to earn an A on the *Final Report*. Just as important, elements of this earlier documentation will likely serve as a draft for some of the content in the *Final Report*. Providing clear explanation of your design and testing in those earlier documents will make it much easier for you to provide similar, updated and expanded descriptions in the later document.

Oral Final Report

The oral *Final Report* is quite formal, and teams will present to a larger audience than that for the progress reports: sponsors, faculty, staff, and other students. Members of the course staff, and in some cases your Faculty Mentor and/or corporate sponsor, will attend the presentation. Course instructors and TAs who do attend will contribute to the evaluation of this presentation, as will your Mentor if they attend. Evaluators will provide an individual grade for each team member.

Resources

You have the resources of a major research University at your disposal, including lab facilities, faculty, and TAs. For guidance in your design activities, you have available your Faculty Mentor, the course instructor, and the Technical TA. For questions on project reports, you may consult with Writing TAs. Faculty and TAs are knowledgeable, but they are not in the business of giving you convenient answers; their purpose is to help you discover answers on your own.

> **Note:** Do not discount the significant resources available to you beyond your immediate stakeholders, course, department and University. We encourage you to seek answers in other departments and in the wider Austin community.

Facilities

Laboratories will be located in the EERC, with a checkout counter. Because different projects require different equipment and materials, it is best to talk to your Technical TA—and possibly your Faculty Mentor—as early as possible about the types and location of the facilities and resources for your project. To broaden your experience in the course, you should explore all facilities available to the Electrical and Computer Engineering Department.

Faculty Mentors

Your Mentor's job is to advise, assist, encourage, and help you locate resources—in other words, serve as a mentor and coach during your design project. If you expect your Faculty Mentor to show you and your team "how it's done," then you understand neither the design process nor the aims of this course. The following are ways your Faculty Mentor will work with you:

- Meet with you in weekly team meetings. All team members must be present for the weekly meeting with your Faculty Mentor.

- Offer feedback and advice on your technical work and progress, as demonstrated in reporting and weekly meetings.
- Observe and evaluate individual technical contributions. **Note:** Each of you must assert yourself during weekly meetings. Expect the Mentor to question you individually to assess your knowledge of the project and contribution to its progress.
- Attend your Project Review Meeting and Oral Design Review.

Technical TAs

Your Technical TA's job is similar to that of the Mentor: to provide assistance and guidance. Unlike the Mentor, the Technical TA will also assess your performance regularly, with other project teams for comparison. The following are ways your Technical TA will work with you:

- Meet with you in weekly team meetings and be available for general consultation hours in the Lab (exact hours to be announced). All team members must be present for the weekly meeting with your Technical TA.
- Offer feedback and advice on your technical work and progress, as demonstrated in reporting and weekly meetings.
- Observe and evaluate individual technical contributions. **Note:** Each of you must assert yourself during laboratory operations. Expect the TA to question you individually to assess your knowledge of the project and contribution to its progress.
- Answer any questions about the course objectives, rules, and policies.

Writing TAs

Throughout the semester, your Writing TA is available to help you and your partners plan and prepare written documentation of your project knowledge. He or she can help the team determine what it wants to say in a written document, clarify format issues, and advise the team on its general writing style. The Writing TA can do the following:

- Deliver **required** Communication Workshops, during which they will be open to answering questions about assignments or expectations.
- Meet for **required** Writing Consultations in which you will receive general feedback on draft material of upcoming assignments.
- Meet with you otherwise in office hours to review reports for *general* organization and content; answer *specific* questions about style, wording, grammar, or formatting; and answer questions about assignment requirements;
- Advise you on your oral delivery techniques and review the *general* organization, format, and readability of the visuals for your oral reports.
- Discuss your graded assignments to help you improve your performance on later papers. **NOTE:** *You must wait at least 24 hours from receiving a writing grade and TA comments before discussing the grade and/or comments with your Writing TA.*

The Writing TA will **not** do the following:

- Proofread your report before you hand it in.
- Rewrite paragraphs, passages, or sentences.
- Accept reports by e-mail attachment for comment or grading.

The most effective way to improve performance on your written reports is to consult frequently with the Writing TA. When a TA has numerous reports to grade, he or she may have only enough time to mark, but not explain in written detail, the problems in your writing.

Additional Course Policies

The policies of this course have been designed to establish efficient course management, equal assessment of all students, and clear expectations. Check with the instructor or a TA if you have questions. **Ignorance of policies is not an excuse for noncompliance.**

Attendance

EE 464 meets as a full group only a few times during the semester, so much of your participation relates to participation in team activities. During those days when the full class does meet, it is important that students be present for relevant and important material. The following policies relate to lectures, laboratory hours, and participation in team reporting:

1. **All team members are required to attend lectures.** Failure to attend lectures lowers your grade and reduces your ability to contribute effectively to the team.
2. EE 464 is a CLOSED LAPTOP and CLOSED DIGITAL DEVICE class in the lectures unless (1) you have requested and received advance permission, or (2) an exercise for their use is announced in class. In addition, silence mobile phones.
3. Formal laboratory hours are arranged according to the unique number of the course section. The senior lab rooms are available for additional project work whenever the labs are open.
4. All team members will contribute to the preparation of written assignments.
5. All team members will collaborate in the preparation and delivery of oral presentations

Submission of Written Reports

With the exception of the weekly *Project Status Reports* and the *Design Showcase Poster*, **all written assignments will be submitted to Canvas by the date and time indicated in the Course Schedule (Table 1 above)**. The time stamp on your submission to Canvas will provide a clear record of whether you have submitted your paper on time. Submission of major reports that do not receive a direct grade (i.e., the *Design Description Report* and *Test and Evaluation Report*) may affect the corresponding Project Performance grade. Posters and Written *Final Reports* submitted late will be subject to the following deductions:

- **Five points** deducted for reports submitted late on the due date
- **Five points** deducted for each additional day of unexcused lateness

In addition, you will submit **one copy** of each major report to your Faculty Mentor (in whatever format he or she requests) at the same time. **Note:** The copy of the report submitted to Canvas will be the official submission, for the purposes of determining timeliness.

Project Status Reports will be delivered directly to the Faculty Mentor and Technical TA each week (at a time to be arranged between the team and both individuals).

Academic Dishonesty
Policies set by the University of Texas at Austin will be followed regarding academic dishonesty. PLEASE BE CAREFUL!! Copying text, figures, specifications, and so on that are not your own into your reports is plagiarism *unless* they are referenced properly. **Plagiarism in a written report, *whether intentional or unintentional*, will be severely penalized.** If the plagiarism is blatant or pervasive, the report will not receive a grade, and ***all members of the project team*** may suffer a reduction in course grade.

Students with Disabilities
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or **http://www.utexas.edu/diversity/ddce/ssd**.

Use of E-mail for Official Correspondence with Students
All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564.

Use of Canvas in Class
This class uses Canvas—a Web-based course management system with password-protected access at http://courses.utexas.edu—to distribute course materials, to communicate and collaborate online, to communicate grades, to submit assignments, and potentially to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Course staff use the Canvas Gradebook for course communication only; **grades listed in Canvas are not official and are subject to verification.** Even so, if you see any errors or discrepancies in the Canvas Gradebook, let your TA know as soon as possible.

Religious Holy Days
By UT Austin policy, you must notify the course instructor of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will receive an opportunity to complete the missed work within a reasonable time after the absence.

Classroom Evacuation for Students

All occupants of university buildings are required to evacuate a building when a fire alarm and/or an official announcement is made indicating a potentially dangerous situation within the building.

Familiarize yourself with all exit doors of the classroom and building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance in evacuation, inform your instructor in writing during the first week of class.

For evacuation in your classroom or building:

1. Follow the instructions of faculty and teaching staff.
2. Exit in an orderly fashion and assemble outside.
3. Do not re-enter a building unless given instructions by emergency personnel.