ENES 213: Virtus Seminar III
Fall 2014
Thursdays, 4:00 – 5:15 pm
Classroom ITV1111

Instructor Information
INSTRUCTORS: Lisa Krayer               Tamara Fuller
OFFICE: 0110 Easton                    1131 Martin Hall
OFFICE HOURS: Mon.- Thurs. 9:00 am – 12:00 pm By Appointment
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EMAIL: lkrayer@umd.edu                 tamaraf@umd.edu

Course Description
This course is designed to assist you as you continue your path to becoming a successful and well-rounded engineer. You will be provided with information that will assist your success both personally, academically and professionally. This course will focus on:
1. Enhancing professional and personal development
2. Developing self-confidence and self-efficacy in academic and technical ability, and encouraging self-awareness
3. Identifying and employing strategies and skills for academic and professional success
4. Developing career commitment through networking, mentoring, and role models
5. Developing awareness of issues of diversity

Course Objectives
Virtus, specifically through this seminar, centers on the following learning outcomes. With successful completion of this course:
1. Students will expand upon their decision to major in engineering at UMD.
2. Students will enhance their understanding of the social relevance of engineering through research activities that apply classroom learning to social, environmental, and technical needs.
3. Students will improve skills essential to the study of engineering through practice in group processes and interpersonal communication.
4. Students will continue to increase their awareness of campus resources and support services.
5. Students will increase their awareness of issues related to the field of engineering by
   • Sharing stories and engaging in conversations with science and engineering role models regarding their personal experiences in academia and industry,
   • Exploring diversity and multiculturalism,
   • Examining their values regarding particular multicultural and gender-related issues.
6. Students will synthesize and apply new knowledge and skills through directed self-reflection and group activities.

Readings:
All readings are available on-line. Any exceptions will be provided in class.
Course Policies

Attendance
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 3 time(s), the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Cell Phones & Laptops
All cell phones and laptops should be in the “silent” mode and should not be visible during class.

Missed/Late Assignments
Students are expected to turn in all assignments, journals, papers and projects at the beginning of the class on the date due or it will be considered late. If you plan to miss a class, it is your responsibility to turn in the assignment before the class in person (i.e., during office hours). There will be a 10% point deduction from the assignment for each day it is late.

Academic Integrity
The University of Maryland has a nationally recognized Honor Code, administered by the Student Honor Council. This code sets standards for academic integrity for all undergraduate and graduate students, and you are responsible for upholding these standards in this course. It is very important for you to be aware of the consequences for cheating, fabrication, facilitation, and plagiarism. For more information visit: http://www.shc.umd.edu.

Students who engage in academic dishonesty in this course will receive no points for the assignment, and will be reported to the Honor Council and Office of Judicial Programs for further action. There will be no warnings. Remember, it is never worth it!

Religious Observances
Absence due to religious observance will not be penalized. However, it is the student’s responsibility to notify the instructors within the first three weeks of class regarding any absence(s) for the entire semester.

Persons with Disabilities
Students with a documented disability should inform the instructors as soon as possible if academic accommodations are needed. Accommodations for individuals with disabilities can be arranged through the Disability Support Service (DSS), a division of the University Counseling Center. Please call 301.314.7682, e-mail dissup@umd.edu, or visit Susquehanna Hall for more information.
Multicultural Statement
The instructors of this course are committed to creating an open and accepting environment in which diversity, opinions, unique perspectives, and others’ worldviews are respected.

Special Accommodations
Any student with special needs or circumstances (work conflicts with outside activities, personal issues, etc.) should feel free to meet with the course instructors during office hours to discuss accommodations and/or special circumstances.

Limits to confidentiality in the classroom
While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

Evaluation Process
A total of 1000 points will be allocated as follows:

<table>
<thead>
<tr>
<th>Required Coursework</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Plan for Academic Success</td>
<td>50 points</td>
</tr>
<tr>
<td>Journal Entries (2 @ 50 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>On-line Strengths Quest</td>
<td>100 points</td>
</tr>
<tr>
<td>Autobiography Paper</td>
<td>200 points</td>
</tr>
<tr>
<td>Engagement Log</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Project/ Presentation</td>
<td>250 points</td>
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<tr>
<td>Participation/Professionalism</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

Grading Scale
In order to pass this class, all assignments must be completed. The following grading scale will be used:

- 900 – >1000   A-, A, A+
- 800 – 899     B-, B, B+
- 700 – 799     C-, C, C+
- 600 – 699     D-, D, D+
- <599          F
Evaluation Criteria

Plan for Academic Success
Completing an Academic Success Plan is important for time management and being a successful student. This is due on September 11th at the beginning of class.

Journal Entries
Journals are an expression of your thoughts and reactions to academic and social experiences. You will be required to submit two journal entries electronically on Canvas. Each journal is due by 4:00pm on Thursdays, and specific topics will be posted on Canvas the week before they are due. Length: approximately one page double-spaced. Due: October 2nd and November 13th.

Journal #1: Discuss what you learned from Dr. Green’s lecture. What did you learn about what it means to be an entrepreneur? Do you think you will want to be an entrepreneur one day? Did his lecture help you decide how to approach your final project? If so, explain.

Journal #2: Discuss your reaction to your top 5 themes from the Strengths Quest test. Do you think that these themes accurately describe you? How will you use these strengths to further your academic and professional success?

Strengths Quest
More information will be provided to you via email or posted on Canvas. Due: October 23rd.

Autobiography Paper
It is vital to know oneself and one’s formative influences before leading and influencing others. Write a 3-5 page autobiography that reflects on the following:
- People who have influenced your growth, development and identity (e.g. mentors, friends, role models, family)
- Causes for which you have passion and/or experience
- Beliefs, values, and passions that inform your action and that ground you
- Key transformative experiences
- Personal qualities that define you
- Obstacles and challenges that you have confronted or encountered
You will share your reflections and experiences and compare them to your peers’ experiences in a class discussion. Due: September 25th

Final Outreach Presentation
Students will design their own Engineering Startup. More details and a grading rubric will be presented in class.

Participation/Professionalism
1. This course will be interactive, combining lecture, reading, discussion, and activities. Please come prepared to each class. Active participation is highly valued. Discussions of your personal experiences and opinions are important. You are encouraged to make suggestions about your needs as a first-year student, and to share ideas that you believe may make the class more conducive to your learning style. There will be periodic evaluations of the class content and you are strongly encouraged to comment honestly.
2. Professionalism entails coming to class on time, being attentive in class (vs. sleeping), completing individual assignments, and being respectful of your instructors, guest speakers, and other class members. Treating others with respect includes respecting diverse opinions, paying attention, listening when others are speaking, and allowing everyone a chance to voice opinions and comments. Confidentiality is expected as personal experiences and opinions will be shared often.

Engagement Log
Below is a list of activities that assist second-year students in achieving academic, social, and co-curricular enrichment at the University of Maryland. Students are encouraged to use campus resources, participate in activities, and attend the campus events of their choice to build their 200 Engagement Log points. **Due: November 20th.**

<table>
<thead>
<tr>
<th>Academic Activity Options</th>
<th>Possible Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tutoring</strong>- Participate in Keystones, LLC or Math Success tutoring session or SEEDS Guided Study Session. For credit, student should have the tutor sign the activity log.</td>
<td>50 pts.</td>
<td>11/20</td>
</tr>
<tr>
<td><strong>Study Groups</strong>- Participate in a class study group. In order to receive credit, at least three students from this class must be in attendance for a minimum of 1 ½ hours. Also, a student in the group must email the TA a list of the expected participants with the date, exact location, and time at least 24 hours before the scheduled group. Take a picture of the group for verification.</td>
<td>50 pts.</td>
<td>11/20</td>
</tr>
<tr>
<td><strong>Lecture Series Attendance</strong>- Attend Clark School sponsored lecture and turn in the attendance verification form that you receive at the seminar. Prepared one page summary on the lecture.</td>
<td>40 pts.</td>
<td>11/20</td>
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<thead>
<tr>
<th>Service/Organization Activity Options</th>
<th>Possible Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Service Involvement</strong>- Participate in a volunteer activity or a community service project for at least 2 hours. Student should take a picture during activity and have a signature of a supervisor or leader of the project verifying the date and time of service. Maximum credit will be given for one service project.</td>
<td>60 pts.</td>
<td>11/20</td>
</tr>
</tbody>
</table>
**Organization Involvement** - Attend at least two meetings of the same registered student organization and prepared one page summary on the meetings and the organization. Student should take a picture at each meeting and have an officer’s signature verifying the date of attendance. Maximum credit will be given for two organizations.

<table>
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<tr>
<th>Social Activity Options</th>
<th>Possible Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Campus Event Attendance</strong> - Attend any campus event with a second year participant of Flexus/Virtus. Turn in the ticket or program and take a picture of yourself with the second year participant of Flexus/Virtus (in the event or outside of the event location) to show your instructor for verification. Possible events can include free and paid sporting events, concerts, or lectures. Maximum credit will be given for three different events attended.</td>
<td>40 pts.</td>
<td>11/20</td>
</tr>
<tr>
<td><strong>SEEDS Event Attendance</strong> - Attend any LLC or SEEDS Peer mentoring event. For verification, you should take a picture of yourself at the event. Ten extra points will be awarded if you attend this event with a first year participant of Flexus/Virtus.</td>
<td>50-60 pts.</td>
<td>11/20</td>
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**Multi-Cultural Activity Options**

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<thead>
<tr>
<th>Multi-Cultural Activity Options</th>
<th>Possible Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Campus Event Attendance</strong> - Attend any campus event with a cultural focus that does not represent you own. Turn in the ticket or program and take a picture of yourself (in the event or outside of the event location) to show your instructor for verification.</td>
<td>50 pts.</td>
<td>11/20</td>
</tr>
<tr>
<td><strong>Current Events &amp; Equality</strong> - Choose a current event that in your opinion challenges the equality of racial justice, civil rights, gender issues and/or class equity…(I.E. Mike Brown- Ferguson; Marissa Alexander vs. George Zimmerman; Proposition 8). Write a two page reaction paper about how this issue represents the perception/miss-perception of equality in America.</td>
<td>60 pts.</td>
<td>11/20</td>
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</table>
**Additional options may become available during the semester and announced in class. If you have suggestions or question about point opportunities, speak with your instructor.**

**Service Outreach Opportunities**

Two opportunities through WIE are:

1. Girl Scout Engineering Saturday – October 11th, 2014
2. Keys To Empowering Youth (KEYS) – December 6th, 2014

Please let **Dawn Ginetti** know if you are planning to volunteer for one of the events above and state that you are in Virtus as soon as possible at **dginnett@umd.edu** Note: there are limited openings for Virtus volunteers, and all volunteers for these activities are expected to have an interest in working with a middle school age-group, be enthusiastic and make sure the students are engaged.

Other opportunities not offered through WIE may be found at: [http://www.csl.umd.edu/resources/UMserves/index.htm](http://www.csl.umd.edu/resources/UMserves/index.htm).

**Opportunities through the Cybersecurity Center**

1. Cybersecurity Awareness Workshop Grades 4-5 – November 22nd, 2014
2. Cybersecurity Awareness Workshop Grades 6-5 – October 25th, 2014

Please let **Ashlyn Vander Woude** know if you are planning to volunteer for the events above and state that you are in Virtus as soon as possible at **avwoude@umd.edu**.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment (Due for class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/4</td>
<td>Syllabus Overview&lt;br&gt;Plan for Academic Success&lt;br&gt;Entrance Survey&lt;br&gt;Final Project Introduction&lt;br&gt;Discuss 2nd year dialogue with ENES113</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/11</td>
<td>Autobiography Discussion</td>
<td>Goal Statements, Plan for Academic Success</td>
</tr>
<tr>
<td>3</td>
<td>9/18</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/25</td>
<td>Discussion with Dr. Green</td>
<td>Autobiography Paper</td>
</tr>
<tr>
<td>5</td>
<td>10/2</td>
<td>No Class</td>
<td>Journal #1</td>
</tr>
<tr>
<td>6</td>
<td>10/9</td>
<td>No Class</td>
<td>Submit Initial Product Design</td>
</tr>
<tr>
<td>7</td>
<td>10/16</td>
<td>Introduction to Leadership&lt;br&gt;Ramsey Jabaji, <em>International &amp; Leadership Programs</em>&lt;br&gt;<em>Location: TBA</em></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/23</td>
<td>Leadership Strengths Quest – Part I&lt;br&gt;Ramsey Jabaji, <em>International &amp; Leadership Programs</em>&lt;br&gt;<em>Location: TBA</em></td>
<td>Complete on-line Strengths Quest&lt;br&gt;Signature Theme Report &amp; Strengths Insight and Action-Planning Guide</td>
</tr>
<tr>
<td>9</td>
<td>10/30</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/6</td>
<td>No Class</td>
<td>Submit Final Product Design</td>
</tr>
<tr>
<td>11</td>
<td>11/13</td>
<td>Leadership Strengths Quest – Part II&lt;br&gt;Ramsey Jabaji, <em>International &amp; Leadership Programs</em>&lt;br&gt;<em>Location: TBA</em></td>
<td>Journal #2</td>
</tr>
<tr>
<td>12</td>
<td>11/20</td>
<td>Networking Event&lt;br&gt;<em>Location: DeWalt Seminar Room&lt;br&gt;Glenn L. Martin Hall</em></td>
<td>Engagement Logs Due</td>
</tr>
<tr>
<td>13</td>
<td>11/27</td>
<td>No Class&lt;br&gt;Happy Thanksgiving! 😊</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/4</td>
<td>Final Project Presentations</td>
<td>All Final Presentations due</td>
</tr>
<tr>
<td>15</td>
<td>12/11</td>
<td>Class Conclusion&lt;br&gt;Exit Surveys</td>
<td></td>
</tr>
</tbody>
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1 These assignments were developed by Dr. Marsha Guenzler-Stevens and Katie Hershey for EDCP 418G: Special Topics in Leadership: Women’s Leadership in Spring 2008 and are used with their permission.