ENES 213: Virtus Seminar III  
Fall 2012  
Thursdays, 4:00 – 5:15 pm  
Classroom JMP1109

Instructor Information
INSTRUCTORS: Matt Wootten  
Tamara Fuller  
OFFICE: 1131 Martin Hall/0110 Easton  
1131 Martin Hall  
OFFICE HOURS: Thur. 12:30-3:30pm- 0110 Easton  
By Appointment  
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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](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](mailto: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.

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

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Maximum Points</th>
<th>Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Statements</td>
<td>50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Plan for Academic Success</td>
<td>50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Autobiography Paper</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>125 points</td>
<td>125 points</td>
</tr>
<tr>
<td>Multicultural Challenge</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Service Outreach</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>3 @ 25 points</td>
<td>75 points</td>
</tr>
<tr>
<td>On-line Strengths Quest</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Outreach Presentation</td>
<td>200 points</td>
<td>200 points</td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>--</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

*Extra Credit (EC) of up to 25 points will be awarded to those who participate in service for more than 5 hours.

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

Goal Statements
You will develop short term, long term, and career goal statements during the in-class activity to turn in.

Plan for Academic Success
Completing an Academic Success Plan is important for time management and being a successful student. You will begin this in class and turn it in when finished.

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.

**Interview Paper**

Write a 4-5 page paper that reports the findings of a series of three interviews you will conduct over the course of the early semester. Using the constructs of “Predecessor, “Instigator,” and “Inheritor,” you will be asked to select people from your own family and/or mentoring life that serve those roles in your life (Astin & Leland, 1991). For instance, you might choose a grandparent or a historical figure as a predecessor (secondary influence) and a parent or older sibling as an instigator (primary influence) and someone who has “come after you” or whom you are mentoring as an inheritor (your influence on another). Interview these three individuals to discover their personal narrative and their understanding of leadership. You may wish to use the same concepts and/or questions from your autobiography in your interviews. You will present a short report on your interviews during class on November 8th. You may want to reflect on how the individuals you interviewed have been formative in your own personal and leadership development. You may also want to share the lessons learned in completing this assignment.

**Multicultural Challenge**

Diversity and multiculturalism is a cornerstone of UMD and an important focus of our program and class. Attend one event or lecture presented by a student group or campus office that focuses on a topic of diversity or multiculturalism. For example, the Black Student Union, the Muslim Student Association, the Asian Student Union, and the Latino Student Union are student groups that host a number of these events throughout the semester. The Diamondback or the Stamp Student Union website will be helpful in your search. Submit a 1-page reaction paper summarizing your experience and your reactions to how it felt to attend such an event. Note: This event is intended to help you step outside of your “comfort zone.” Attending an event hosted by a group that is different from a group with which you identify is strongly encouraged.

**Service Outreach**

Service outreach is part of the “beyond the classroom” experience necessary to develop well-rounded engineering students. Mentoring and role modeling experiences have been shown to enhance self confidence and self efficacy with respect to engineering. You are required to attend one service outreach activity at any time throughout the semester. Two opportunities through WIE are:

1. Girl Scout Engineering Saturday – TBA
2. Keys To Empowering Youth (KEYS) – TBA

Please let Elizabeth Remmers 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 eremmers@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. *Please note that the service outreach activity you choose must relate to engineering in some way!*

With 5 hours of service you will earn the full 100 points available; however, up to 25 extra credit points are possible if you serve for more than 5 hours. After attending the service outreach activity, you must email Matt with the name of the event, the event coordinator’s name and email address, and the date and hours you worked. *You will not be given credit for this assignment unless you email this information.* This must be completed by December 6th, 2012.

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

**Final Outreach Presentation**
Students will come up with a retention program that will aid in increasing the retention rate of first and second year engineering students. More details and a grading rubric will be presented in the September 27 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.
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment (Due for class)</th>
</tr>
</thead>
</table>
| 1    | 8/30   | Syllabus Overview  
Goal Setting Activity  
Plan for Academic Success  
Entrance Survey  |   |
| 2    | 9/6    | Introduction to Leadership  
**Location:** Glenn L. Martin 1108  | Goal Statements, Plan for Academic Success |
| 3    | 9/13   | Arduino  
Dr. Mel Gomez, *Electrical & Computer Engineering*  
**Location:** JMP 1215  | Journal #1 |
| 4    | 9/20   | No Class  |   |
| 5    | 9/27   | Autobiography Discussion  
Final Retention Presentation Overview  | Autobiography Paper |
| 6    | 10/4   | Leadership Strengths Quest – Part I  
Jane Fines & Ramsey Jabaji, *International & Leadership Programs*  
**Location:** Glenn L. Martin 1108  | Complete on-line Strengths Quest  
Signature Theme Report & Strengths Insight and Action-Planning Guide |
| 7    | 10/11  | Leadership Strengths Quest – Part II  
Jane Fines & Ramsey Jabaji, *International & Leadership Programs*  
**Location:** Glenn L. Martin 1108  |   |
| 8    | 10/18  | No Class  | Journal #2 |
| 9    | 10/25  | Engineering Design  
Dr. Guangming Zhang, *Mechanical Engineering*  
**Location:** JMP 1215  |   |
| 10   | 11/1   | Leadership & Identity  | McCullough “White Privilege”  |
| 11   | 11/8   | No Class  | Multicultural Challenge |
| 12   | 11/15  | Networking Event  
**Location:** Dewalt Seminar Room  
Glenn L. Martin 2164  | Interview Paper |
| 13   | 11/22  | No Class  
Happy Thanksgiving! 😊  | Service Outreach (due 11/21) |
| 14   | 11/29  | Interview Paper Findings  
Outreach Presentations  | All Final Presentations due |
| 15   | 12/6   | Outreach Presentations  | Journal #3 |

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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.