The Stuff You Will Actually Read

3 Keys to Success in Studying Engineering:
1) Effort = Work Hard
2) Approach = Work Smart (Study Groups, 50% to 100% of the time you study)
3) Attitude = Think Positively

Auto-Forward your SBCC PipeLine E-mail: (to be kept up-to-date on important Engineering info)

Sign up for AlertU.org: (to be alerted via text messaging to your cell phone if SBCC is closed due to fire, power outage, etc. – easy to sign up – search SBCC web site.

All Assignments will be submitted via email in the proper format (see below):

Submit assignments to my home E-mail, njav2004@ieee.org

- For email, “Subject: First & Last Name, ENGR 101, CW #1”
- For email, “Subject: First & Last Name, ENGR 101, Chapter 1 Summary”
- For email, “Subject: First & Last Name, ENGR 101, Study Groups”
- For email, “Subject: First & Last Name, ENGR 101, Reading the Textbook Before Lecture”
- For email, “Subject: First & Last Name, ENGR 101, Excel Assignment #1”
- For email, “Subject: First & Last Name, ENGR 101, MatLab Assignment #1”
  - NO ATTACHMENTS PLEASE
  - “Attention to detail” is an extremely important engineering concept.

Again: Submit assignments to my home E-mail, njav2004@ieee.org
Send all other emails to my SBCC email address listed below.

Santa Barbara City College

SYLLABUS: Engineering 101, Introduction To Engineering
2 Units, Spring 2017, Sect. #55494
Bring this syllabus to class **every day!!!**
If you lose your syllabus, check the Engineering web site (listed below).

INSTRUCTOR: Dr. Nick Arnold
Office: PS 118
Phone: 965-0581 x4253
E-mail: arnold@sbcc.edu
Web Site: http://science.sbcc.edu/physics/engineering/
Office Hours: Monday: 3:00-3:50 PM; Tues.: 12:20-12:45 PM & 1:45-2:10 PM; Wednesday: 3:00-3:50 PM; Thursday: 12:20-12:45 PM & 1:45-2:10 PM; Friday: 2:05-2:55 PM.

CLASS MEETINGS: WF 12:45 – 2:05 PM in PS 128
(Short Course 1/18/2017 to 4/14/2017 → Week 12)

TEXT(S): • Studying Engineering: A Road Map to a Rewarding Career, 4th Ed,

PREREQUISITES: None
GRADING (See below for more detailed descriptions of some of these items):

1. Class Participation 40 Points, Max A: 90-100 Points
2. Book Assignments 30 Points, Max B: 80-90 Points
3. Book Chapter Summaries 12 Points, Max C: 70-80 Points
4. Computer/Assist/Extra Credit 8 Points, Max D: 60-70 Points
5. Final/Study Groups/Read Before Class 10 Points, Max F: 0-59 Points

Total 100 Points, Max

A+: 93%-100%; A: 87%-89%; B+: 83%-86%; B: 77%-79%; C+: 73%-76%

Note: All late assignments will count a maximum of 75% credit.

1. Class Participation = 2 Points each, or 1 Point if follow up assignments not completed.
2. Book Assignments = 2 Points each.
3. Book Chapter Summaries = 2 Points per one page summary of each chapter in the book.
   Include:
   • 2-3 New ideas that you learned
   • 2-3 Things that were valuable to you
   • 2-3 Changes that you will implement
4. Computer/Assist/Extra Credit =
   • Computer Assignments = 2 Points each (if correct/complete, otherwise 1.5 Point)
   • ASSIST Assignment = 2 Points (if correct/complete, otherwise 1 to 1.5 Point)
   • + Extra Credit Points
5. Final/Study Groups/Read Before Class =
   • Final = 6 Points for presentation + 1 Point for Second Engineer (Optional) + 2 Points for Job Shadow (Optional)
   • Study Groups = 1 Point per assignment up to 2 Points Max
   • Read Book Before Class (for math or science classes) = 1 Point per assignment up to 2 Points Max

Note: All late assignments will count a maximum of 75% credit.

ATTENDANCE POLICY:
ATTEND CLASS REGULARLY – this is one of the highest indicators of student success! For this class, a LARGE portion of your grade is based on class participation. It is important for engineers to have a strong work ethic – for this class, if you show up and do your assignments you get an ‘A’. If you decide to drop this class, it is your responsibility to withdraw prior to the deadlines shown below (note that the deadlines are different for a short course).

Deadlines (these are generally different, since this is a short course):

<table>
<thead>
<tr>
<th>Last day to add class</th>
<th>31 – JAN - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to drop with a refund</td>
<td>20 – JAN - 2017</td>
</tr>
<tr>
<td>Last day to drop without a ‘W’</td>
<td>31 – JAN - 2017</td>
</tr>
<tr>
<td>Last day to drop with a ‘W’ and no grade</td>
<td>08 – MAR - 2017</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
Introduction to the engineering profession, including guest speakers from local engineering industry. Discussion of methods of engineering, current areas of interest, engineering in the Santa Barbara area community, four-year transfer programs and ethics. Introduction to engineering tools and skills, including group design projects, spreadsheets and word processing. Recommended for all engineering majors.
SBCC students with verified disabilities who are requesting academic accommodations should use the following procedure: (Please note that this procedure also applies to student requests to bring personal service attendants and/or service animals into class.)

**Step 1:** Obtain documentation of your disability from a licensed professional. You may use the “Disability Verification Form” found at [www.sbcc.edu/dspss](http://www.sbcc.edu/dspss).

**Step 2:** Make an appointment to meet with a DSPS Specialist to review your documentation and discuss reasonable accommodations. To schedule a meeting, please call DSPS at (805) 730-4164.

**Step 3:** Bring your disability documentation to your DSPS appointment. The DSPS office is located in room 160 of the Student Services building.

**Step 4:** Each semester, reach written accommodation agreement with the DSPS Specialist and your instructor.

Please complete this process in a timely manner to allow adequate time to provide accommodation.

COURSEWORK PRESENTATION:

- Submit assignments through my home E-mail, njav2004@ieee.org, in the proper format (see below).
  - For email, “Subject: First & Last Name, ENGR 101, CW #1”
  - NO ATTACHMENTS PLEASE
  - “Attention to detail” is an extremely important engineering concept.
- All coursework must conform to the following standards: Name, class, and assignment number, the problem assignment just below, then the answers clearly numbered.

For example:

First & Last Name  
ENGR 101  
CW #1  
Chapter 1: # 1, 2, 3, 4, 6, 9, 10.

#1 One of my teachers told me ….

- Note: **You may make your answers shorter.** For instance, when the book asks for a 200-1,000 word essay, you can choose to do a shorter answer (e.g., one paragraph) and you will still receive almost full credit – however, you will get more out of the class by doing the full assignment. Also, if you feel that a question is too personal, then write “Choose not to answer”, and no points will be deducted.

**SCHEDULE (AT A GLANCE):**

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters/Material Covered (Approx.)</th>
<th>Dates (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1/18, 1/20</td>
</tr>
<tr>
<td>2</td>
<td>1, 2</td>
<td>1/25, 1/27</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2/1, 2/3</td>
</tr>
<tr>
<td>4</td>
<td>3, 4</td>
<td>2/8, 2/10</td>
</tr>
<tr>
<td>5</td>
<td>4, 5</td>
<td>2/15, 2/24</td>
</tr>
<tr>
<td>6</td>
<td>5, 6</td>
<td>2/22, 2/24</td>
</tr>
<tr>
<td>7</td>
<td>6, Resumes (may be 4/11)</td>
<td>3/1, 3/3</td>
</tr>
<tr>
<td>8</td>
<td>6, Excel</td>
<td>3/8, 3/10</td>
</tr>
<tr>
<td>9</td>
<td>8, Excel</td>
<td>3/15, 3/17</td>
</tr>
<tr>
<td>10</td>
<td>Excel, MatLab, Resumes</td>
<td>3/22, 3/24</td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK</td>
<td>3/29, 3/31</td>
</tr>
<tr>
<td>11</td>
<td>MatLab, Interview an engineer oral reports</td>
<td>4/5, 4/7</td>
</tr>
<tr>
<td>12</td>
<td>Interview an engineer oral reports</td>
<td>4/12, 4/14</td>
</tr>
</tbody>
</table>

**Final, Friday, 4/14/2017, 12:45 – 2:05 PM**
<table>
<thead>
<tr>
<th>CW #</th>
<th>Due Date</th>
<th>Sections</th>
<th>Problems</th>
<th>Class Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>Wed. 1/18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1    | Fri. 1/20| Ch 1, Sections 1.1-1.2 (Also, read the Foreword and prefaces to the First and Third Editions, and read section 8.2 about community colleges) | Ch 1: # 1, 2, 3, 4, 6, 9, 10 | (a) Name Game (major, how interested in Engineering). Go over syllabus.  
(b) Purpose and philosophy of this course. What are the rewards and opportunities of an engineering degree.  
(c) Grade histogram, “work ethic”, “attention to detail”.  
Note: CW #1 “List of 20 Goals …” in # or table format. |
| 2    | Wed. 1/25| Ch 1, Sections 1.3-1.5. | Ch 1: # 11, 12, 13, 14 (no oral presentation), 15, 16, 26, 28.  
Chapter 1 Summary | Discuss assigned problems.  
Goal setting. Structure your life situation. Don’t be hung up on the idea of seeking help. Collaborative learning and group study.  
Small group discussions of Ch 1: # 16 and 17, and report out. |
| 3    | Fri. 1/27| Ch 2, Sections 2.1-2.6 | Ch 2: # 1, 3 (can be shorter), 6, 7 | Learning about engineering. Rewards and opportunities of an engineering career.  
Small group discussions of Ch 2: #3 and report out.  
Fun Project #1 (camera). |
| 4    | Wed. 2/1 | Ch 2, Sections 2.7-2.10 | Ch 2: # 12, 16, 17* (just visit Career Center, no numbers), 25 (can be shorter).  
Chapter 2 Summary | **Note: Movie day with popcorn.**  
What is Engineering? Engineering as a Profession.  
<table>
<thead>
<tr>
<th>CW#</th>
<th>Due Date</th>
<th>Sections</th>
<th>Problems</th>
<th>Class Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Fri. 2/3</td>
<td>Ch 3, Sections 3.1-3.8</td>
<td>Ch 3: # 4, 6, 12, 13, 14. Chapter 3 Summary; Study Groups #1; Read Textbook #1</td>
<td>Expert Learners. Small group discussions of Ch 3: #4 and report out. Small group discussions of Ch 3: #5 and report out. Fun Project #2 (camera).</td>
</tr>
<tr>
<td>6</td>
<td>Wed. 2/8</td>
<td>Ch 4, Sections 4.1-4.3</td>
<td>Ch 4: # 1, 2, 3. (Ch 4, # 5, 6 and 8 are due in 2 weeks, but read the questions and start to implement now)</td>
<td>Guest Speaker.</td>
</tr>
<tr>
<td>7</td>
<td>Fri. 2/10</td>
<td>Ch 4, Sections 4.4-4.5</td>
<td>Ch 4: #12, 13, 14, 15, 18. Chapter 4 Summary</td>
<td>Making the Most Out of How You are Taught. Small group discussions of Ch 4: #1,2; report out. Small group discussions of Ch 4: #5,6,8; report out.</td>
</tr>
<tr>
<td>8</td>
<td>Wed. 2/15</td>
<td>Ch 5, Sections 5.1-5.2</td>
<td>Ch 5: # 2*, 3*, 4*, 6. (Ch 5, # 5 is due in 1 week, but read the question and start to implement now)</td>
<td>Guest Speaker.</td>
</tr>
<tr>
<td>9</td>
<td>Wed. 2/22</td>
<td>Ch 5, Sections 5.3-5.4</td>
<td>Ch 5: # 8. (Ch 5, # 9 and 10 are due in 1 week, but read the questions and start to implement now). Chapter 5 Summary</td>
<td>Making effective use of your professors. Using tutors and other campus resources. “Study Groups” vs. “Alone” in class assignment. ASSIST and IEP Assignment handout (due in 2 weeks). Important Info for Engineering Majors handout.</td>
</tr>
<tr>
<td>10</td>
<td>Fri. 2/24</td>
<td>Ch 6, Sections 6.1-6.2</td>
<td>Ch 6: # 2, 3, 5, 6, 7, 10. Also, Ch 4, # 5, 6 and 8 (these were assigned 2 weeks ago). Also, Ch 5, # 5 (this was assigned 1 week ago).</td>
<td>Guest Speaker. If class hasn’t had group discussion of Ch 1 #17 yet: Recall 3 keys to success in studying engineering: 1) Effort; 2) Approach; and, 3) Attitude. Each group to pick their choice of top 4 attitudes which interfere the most with a student’s success. How do you change it?</td>
</tr>
<tr>
<td>11</td>
<td>Wed. 3/1</td>
<td>Ch 6, Section 6.3</td>
<td>Ch 6: # 12, 13, 14, 15, 16, 17. Also, Ch 5, # 9 and 10 (these were assigned 1 week ago).</td>
<td>Class discussion of positive thoughts/actions vs. negative thoughts/actions. Small group discussions of Ch 6: #7 and report out. Small group discussions of Ch 6: #8 and report out.</td>
</tr>
</tbody>
</table>

* Problems with * are Extra Credit.

COURSE WORK ASSIGNMENTS (Continued on next page):
<table>
<thead>
<tr>
<th>CW#</th>
<th>Due Date</th>
<th>Sections</th>
<th>Problems</th>
<th>Class Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Fri. 3/3</td>
<td>Ch 6, Section 6.4</td>
<td>Ch 6: # 20, 22. Study Groups #2 Read Textbook #2</td>
<td>Guest Speaker.</td>
</tr>
<tr>
<td>13</td>
<td>Wed. 3/8</td>
<td>Ch 6, Sections 6.5-6.6</td>
<td>Ch 6: # 23, 24, 25, 27, 28, 30. <a href="http://www.ASSIST/SEP">www.ASSIST/SEP</a></td>
<td>Hermann brain dominance instrument. Understanding others. Small group discussions of Ch 6 #19 and report out. Small group discussions of Ch 6: #20 (Astin’s Student Model) and report out. Written communications. Small group discussions of Ch 6 #24 and report out. Small group discussions of Ch 6 #35 and report out. ASSIST and IEP Assignment handout due.</td>
</tr>
<tr>
<td>14</td>
<td>Fri. 3/10</td>
<td>Ch 6, Sections 6.7-6.8</td>
<td>Ch 6: # 37, 43. Chapter 6 Summary <a href="http://www.FastWeb">www.FastWeb</a></td>
<td>We <strong>MIGHT</strong> meet at H-244, Science Division Computer Lab (enter through H-245).</td>
</tr>
<tr>
<td>15</td>
<td>Wed. 3/15</td>
<td>Ch 7, Sections 7.1-7.4</td>
<td>Ch 7: # 12, 13* (E.C.), 20* (E.C.) Chapter 7 Summary</td>
<td>We <strong>MIGHT</strong> meet at the Computer Science Lab in Room H-44 (enter through H-245); or: PS 128: Counseling &amp; Career Center: Scholarships, interviews, resumes, and transferring.</td>
</tr>
<tr>
<td>16</td>
<td>Fri. 3/17</td>
<td>Ch 8, Sections 8.1-8.8</td>
<td>Ch 8: # 10, 12, 18*. Chapter 8 Summary</td>
<td>We <strong>MIGHT</strong> meet at H-244, Science Division Computer Lab (enter through H-245).</td>
</tr>
<tr>
<td></td>
<td>Wed. 3/22</td>
<td></td>
<td></td>
<td>We <strong>MIGHT</strong> meet at H-244, Science Division Computer Lab (enter through H-245).</td>
</tr>
<tr>
<td></td>
<td>Fri. 3/24</td>
<td></td>
<td></td>
<td>We <strong>MIGHT</strong> meet at H-244, Science Division Computer Lab (enter through H-245).</td>
</tr>
<tr>
<td></td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wed. 4/5</td>
<td></td>
<td></td>
<td>We <strong>MIGHT</strong> meet at H-244, Science Division Computer Lab (enter through H-245).</td>
</tr>
<tr>
<td></td>
<td>Fri. 4/7</td>
<td></td>
<td></td>
<td>Back to PS 128 for Interview an engineer oral reports.</td>
</tr>
<tr>
<td></td>
<td>Wed. 4/12</td>
<td></td>
<td></td>
<td>Back to PS 128 for Interview an engineer oral reports.</td>
</tr>
<tr>
<td></td>
<td>Fri. 4/14</td>
<td>FINAL</td>
<td></td>
<td>Back to PS 128 for Interview an engineer oral reports.</td>
</tr>
</tbody>
</table>

Note: This syllabus is a guideline for how the course will be conducted. Changes to the syllabus will be kept to a minimum. However, the instructor may make changes as necessary.
Quotes from Chautauqua Short Course on Teaching an “Introduction to Engineering” course (Chautauqua: an educational and recreational assembly):

• “We see our role more to evaluate students than to develop them.”

• “Work is 100% success rate for college graduates: formal training, on the job training, progressive work assignments, rotating work assignments, mentors or guided work. However, students have traditionally been put in a swim-or-sink system, where we feel somewhat proud that not everyone will be successful as an engineering student.”

• “We’re not here to help students work on design projects in groups, nor how to use computers, how to solve math problems, etc. These are important subjects to which we devote 130 credit-hours.”

• “A lot of students who don’t make it could make it. We confuse what students do, with what they can do.”

• “It’s important for students to see what the real world of engineering is all about — internships after Freshman year are a great idea.”

• “The best and most important resource on this campus is each other.”

• “It’s okay to receive help — you don’t have to worry about being left out on a limb — this frees up your mind. Your attitude at the beginning of a task determines your success.”

• “If you’re going to be successful in life, you have to find the thing that you feel passionate about. Nothing will be able to stop you. You will navigate these obstacles. What is it about engineering that you are passionate about?”

• “Success is the progressive realization of a worthy goal.” (You can’t fail until you stop.)

• “Perseverance/persistence — it’s okay to be frustrated — stick with it.”

• “Almost everyone I knew wanted to drop out during their Junior year — once you get that engineering degree, you can do anything!”

• “It’s easy to spend more time worrying about not studying enough, than spending time on actually studying.”

• “Success in life is caused more by mental attitude than mental capacity. When we start to believe, we can achieve.”

• “How many of you want to get a Ph.D. in Anthropology? How many of you want to get a B.S. in Engineering? Why is it that you won’t get a Ph.D. in Anthropology? Because, you don’t have a vision/plan to get one. Therefore, you must have a vision/plan to get your B.S. in Engineering. You need to be oriented to the academic process.”

• “If you learn the names of the freshman class, you will know more people than 98% of the other students on this campus — very valuable.”

• “Write down 3 things that you would like to have, or could benefit from having, from other people in this group. Write down 3 things that you don’t want, or don’t need, from other people in this group.”

• “60% of owners of Fortune 500 companies have Engineering degrees.”

• “An engineering degree is the easiest route to a medical or law degree.”

• “This ENGR 101 course will teach you many life skills that you will carry with you.”

• “Many people who graduate with Engineering degrees switch to other areas.”

• “Can you name an object that was not worked on by an engineer?”

• “130 million people work in this country. 1.5 million (1.3%) are engineers. 98.7% are not engineers. What rewards come to the 1.3% who are engineers?”
ENGR 101 Extra Credit Opportunities (you may propose your own Extra Credit, subject to approval):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Extra Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Job Shadow” an engineer for a day, 1/2 day, 1/4 day, or even an hour</td>
<td>2 Points</td>
</tr>
<tr>
<td>Interview a 2nd engineer to include in your oral presentation assignment.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Join an engineering professional society (see pages 104-105 in the textbook, 3rd Edition). Show some proof of joining.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Help arrange a guest Speaker (professional engineer, etc.)</td>
<td>1 Point</td>
</tr>
<tr>
<td>Choose one of the “Greatest Engineering Achievements of the 20th Century” from Chapter 2, and write a 1 page report why it is important.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read a report about a case of engineering ethics from the National Institute for Engineering Ethics (NIEE) at Texas Tech University. web site: <a href="http://www.niee.org/cases/index.htm">http://www.niee.org/cases/index.htm</a> -- write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;How to Win Friends and Influence People&quot; by Dale Carnegie – write a 1 page report. <strong>Highly Recommended!</strong></td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;The World is Flat&quot; by Thomas Friedman (the internet has made the rest of the world competitive with the U.S. in technology) – write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;Engineering and the Mind’s Eye&quot; by Eugene Ferguson (the author makes a point that intuition and nonverbal thinking are just as important to good engineering as math) – write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;The Way Things Work&quot; by C. Van Amerongen – write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;The New Way Things Work&quot; by Macaulay – write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;Seven Habits of Highly Successful People&quot; by Stephen Covey – write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;The Seven Spiritual Laws of Success&quot; by Deepak Chopra – write a 1 page report.</td>
<td>1 Point</td>
</tr>
<tr>
<td>Read &quot;The Common Denominator of Success&quot; by Alfred E. Gray – write a 1 page report.</td>
<td>1 Point</td>
</tr>
</tbody>
</table>

Student Learning Outcomes (SLO’s) are results at the end of the semester that we want students to know after finishing the course (with a grade of ‘C’ or better), and for faculty to measure, for the sole purpose of improving student attainment of these desired competencies. SLO’s are to be over-arching – i.e., general ideas that usually cover more than one specific course topic.

SLO’s for ENGR 101:

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the main branches of engineering, the education options, and the roles and responsibilities of engineering in society.</td>
<td>Textbook assignments, attending class to hear guest speakers and final oral presentations, and watch videos shown in class.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate further knowledge of the professional aspect of engineering by interviewing and/or job shadowing an engineer.</td>
<td>Complete “Interview an Engineer” assignment, and give final oral presentation.</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate your personal knowledge, skills, and attitudes and identify which strategies would be most effective in reaching your full academic and professional potential.</td>
<td>Textbook assignments.</td>
</tr>
<tr>
<td>4</td>
<td>Solve engineering problems using the engineering design process.</td>
<td>In-class design projects, MatLab and Excel computer assignments.</td>
</tr>
</tbody>
</table>
ENGR 101 Beginning of the Semester Survey

1) How did you find out about ENGR 101 Introduction to Engineering class at SBCC: (check all that apply)

_______ Heard about it in an Engineering class
_______ Heard about it in a Physics class
_______ Heard about it in a Math class
_______ Saw the advertisement in the schedule of classes
_______ Saw the ENGR 101 class listed in the Schedule of Classes or Catalog
_______ Heard about it from Academic Advisor / Academic Counselor
_______ Other (please state: ___________________________________________)

2) What is your Major:

_______ Engineering – please specify below which type of Engineering:

_______ Mechanical Engineering.
_______ Electrical Engineering.
_______ Computer Engineering.
_______ Civil Engineering.
_______ Chemical Engineering.
_______ Environmental Engineering.
_______ Aerospace Engineering.
_______ Industrial Engineering.
_______ Manufacturing Engineering.
_______ General Engineering.
_______ Materials Engineering.
_______ Nuclear Engineering.
_______ Bio-Engineering.
_______ Other (please state: ___________________________________________)

_______ Not Engineering (please state: ___________________________________________)

_______ Not Sure

3) Where did you attend High School:

_______ the Santa Barbara/Goleta/Carpinteria area.
_______ if not, then the Santa Barbara county area (including Lompoc, Santa Ynez, Santa Maria, etc.).
_______ if not, then the Tri-counties area (including Ventura, San Luis Obispo, etc.).
_______ if not, then somewhere else in California.
_______ if not, then somewhere else in the U.S.
_______ if not, then another Country.

OVER →
NAME: ____________________________________________________________.

[ ] **YES**, I want an “**A**” grade in the ENGR 101 class. To get an A, I understand that I must **participate** in class all/most days, and that I must do all/most of the textbook **assignments**, which are a very meaningful and important part of this class.

I understand that the first chapter of the book is on the ENGR web page, and that includes the first two assignments, so that will allow me time to purchase the textbook to avoid any late penalties. I understand that the answers to the assignments can be very short, but that I will get more out of the class if I put more effort into my answers (the answers to the questions are useful for creating/updating my “Personal Statement”, that can be used for scholarship applications, internship applications, transfer applications, etc. I also have to right to list “Choose not to answer” on some of the assigned problems, and I will still receive full credit.

[ ] **NO**, I want an “**F**” grade in the ENGR 101 class. To get an F, I understand that **even** if I **attend** class all/most days, and do everything else in the class, that by **not doing** most of the textbook **assignments** I will receive an “F” in the ENGR 101 class.

OVER ➔