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**Essential information about this course:**

- This is a theory course, but *it is not lecture-based*. At-home reading assignments replace lecture, while discussions about the text and problem-solving practice occupy class time.

- Full preparation for and participation in every theory session is a basic expectation. Lack of preparation will result in point deductions, as will lack of participation and/or late arrival.

- Half of your course grade comes from “oral presentations” where you solve problems in full view of classmates and instructor just like during a technical job interview.

- Half of your course grade comes from written “mastery exams” where every question must be correctly answered to pass. Multiple re-tries are allowed on different exam versions, but only the first exam’s score counts toward your course grade.

- You should budget a minimum of 12 hours per week for this course, approximately 4 hours in-class and 8 hours out-of-class preparation.

- Successful students (1) prioritize their study time, (2) test themselves on upcoming oral presentation and written exam topics, (3) and master principles before memorizing procedures.
Values

This educational program exists for one purpose: to empower you with a comprehensive set of knowledge, skills, and habits to unlock opportunities in your chosen profession. The following values articulate personal attitudes guaranteed to fulfill this purpose, and the principles upon which this program is designed. They embody what I like to call a strong learning ethic, similar to a strong work ethic but applied to the learning process rather than a job.

Ownership – you are the sole proprietor of your education, of your career, and to a great extent your quality of life. No one can force you to learn, make you have a great career, or grant you a fulfilling life – these accomplishments are possible only when you accept responsibility for them.

Responsibility – ensuring the desired outcome, not just attempting to achieve the outcome. Responsibility is how we secure rights and privileges.

Initiative – independently recognizing needs and taking responsibility to meet them.

Integrity – living in a consistently principled manner, communicating clearly and honestly, applying your best effort, and never trying to advance at the expense of others. Integrity is the key to trust, and trust is the glue that binds all relationships personal, professional, and societal.

Perspective – prioritizing your attention and actions to the things we will all care about for years to come. Never letting short-term concerns eclipse the long-term.

Humility – no one is perfect, and there is always something new to learn. Making mistakes is a symptom of living, and for this reason we need to be gracious to ourselves and to others.

Safety – assessing hazards and avoiding unnecessary risk to yourself and to others.

Competence – your ability to consistently and independently apply knowledge and skill to the solution of practical problems. Competence includes the ability to verify the appropriateness of your solutions and the ability to communicate so that others understand how and why your solutions work.

Diligence – exercising self-discipline and persistence in learning, accepting the fact there is no easy way to absorb complex knowledge, master new skills, or overcome limiting habits. Diligence in work means the job is not done until it is done correctly: all objectives achieved, all documentation complete, and all root-causes of problems identified and corrected.

Community – your actions impact other peoples’ lives, for good or for ill. Conduct yourself not just for your own interests, but also for the best interests of those whose lives you affect.

Respect is the acknowledgment of others’ intrinsic capabilities, responsibilities, and worth. Everyone has something valuable to contribute, and everyone deserves to fully own their lives.
(1) **COMMUNICATION and TEAMWORK** – Accurately communicate ideas across a variety of media (oral, written, graphical) to both technical and non-technical audiences; Function effectively as a member of a technical team.

(2) **SELF-MANAGEMENT** – Arrive on time and prepared; Work diligently until the job is done; Budget resources appropriately to achieve objectives.

(3) **SAFE WORK HABITS** – Comply with relevant national, state, local, and college safety regulations when designing, prototyping, building, and testing systems.

(4) **ANALYSIS and DIAGNOSIS** – Select and apply appropriate principles and techniques for both qualitative and quantitative circuit analysis; Devise and execute appropriate tests to evaluate electronic system performance; Identify root causes of electronic system malfunctions.

(5) **PROBLEM-SOLVING** – Devise and implement solutions for technical problems appropriate to the discipline.

(6) **DOCUMENTATION** – Interpret and create technical documents (e.g. electronic schematic diagrams, block diagrams, graphs, reports) relevant to the discipline.

(7) **INDEPENDENT LEARNING** – Select and research information sources to learn new principles, technologies, and/or techniques.
Course description

This course teaches the theory of DC and basic digital logic circuits with an emphasis on physical conservation laws as unifying principles, including series-parallel network analysis, network theorems, electromagnetism, discrete semiconductor devices and switching circuits, basic digital electronics through combinational logic, and basic programmable logic controllers (PLCs). Students will also learn how to write SPICE netlists to simulate simple circuits. Mastery-style written exams guarantee attainment of conceptual learning outcomes, while oral presentations and Socratic dialogue demonstrate communicative learning outcomes.

Course learning outcomes

- Compute voltages and currents in DC resistor circuits, resistor-capacitor and resistor-inductor time delay networks, diode and transistor switching circuits, and digital logic circuits given schematic diagrams, component values, and other circuit parameters. (Addresses Program Learning Outcomes 4, 6)

- Compute component values necessary to achieve stated performance goals in DC resistor circuits, time-delay networks, transistor switching circuits, and digital logic circuits. (Addresses Program Learning Outcomes 4, 6)

- Design and sketch simple resistor networks, time-delay networks, transistor switching circuits, and combinational logic circuits to meet stated functional requirements. (Addresses Program Learning Outcomes 4, 5, 6)

- Articulate and apply technical principles related to elementary circuit theory, SPICE circuit modeling, inverse-exponential decays, network theorems, semiconductor theory, digital logic, and digital numeration as requested by a critical audience. (Addresses Program Learning Outcomes 1, 2, 4, 6, 7)

- Identify probable faults in DC resistor networks, time-delay networks, discrete semiconductor switching circuits, and combinational logic circuits given schematic diagrams and reported symptoms. (Addresses Program Learning Outcomes 5, 6)
Required Tools, Supplies, and Software

Listed by IETTI course number and course type (Thy = theory, Exp = Experiments, Prj = Projects).

Semester 1 = IETTI-101 (Theory), 103 (Experiments), and 102 (Projects)
Semester 2 = IETTI-104 (Theory), 112 (Experiments), and 105 (Projects)
Semester 3 = IETTI-222 (Theory), 221 (Experiments), and 220 (Projects)
Semester 4 = IETTI-223 (Theory), 225 (Experiments), and 106 (Projects)

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Required Tools, Supplies, and Software

Scientific calculator – at minimum your calculator must perform trigonometric functions (sine, cosine, tangent, etc.), offer multiple memory registers, and display values in both scientific and “engineering” notations. I recommend the Texas Instruments model TI-36X Pro because it easily performs complex-number arithmetic necessary for AC circuit analysis and is inexpensive.

Personal computer – all course materials are available in electronic format and are free (most are also open-source), making a portable computer extremely useful. The school provides personal computers for on-campus use, but having your own will enable you to work outside of school. Any operating system, any size hard drive, any amount of RAM memory, and any screen size is appropriate, but your computer needs to have a keyboard and mouse (i.e. no tablets). Useful features worth higher cost include an RJ-45 Ethernet port and an EIA/TIA-232 (9-pin) serial port.

Multimeter – this is your first and most important electronic test instrument. At minimum it must measure DC and AC voltage, DC and AC current (milliAmpere range), resistance, and “diode check” voltage drop. Useful features worth higher cost include microAmpere current measurement, true-RMS AC measurement (for second-semester courses and above), frequency measurement, capacitance measurement, and minimum/maximum value capture. Cost is a strong function of accuracy, frequency range, and safety (“Category” ratings for over-voltage exposure). The Fluke model 87-V is an excellent professional-grade choice for digital multimeters, and the Simpson 260 is an excellent professional-grade choice for analog multimeters. Note that Fluke offers a 25% educational discount for students.

Oscilloscope – once too expensive for student purchase, entry-level USB-based oscilloscopes now cost less than a textbook. Pico Technology is an excellent brand, and their model 2204A comes with high-quality probes as well. Plugged into your personal computer using a USB cable, the Picoscope turns your computer’s monitor into a high-resolution oscilloscope display. Features include two measurement channels, 10 MHz bandwidth, built-in arbitrary waveform generator (AWG), ± 100 Volt over-voltage protection, digital “ cursors” for precise interpretation of amplitude and frequency, meter-style measurement capability, Fast Fourier Transform algorithm for frequency-domain measurement, export ability to several graphic image formats as well as comma-separated variable (.csv) files, and serial communications signal decoding. Together with your multimeter, solderless breadboard and Development Board (which you will construct in the IETTI-102 Project course and is yours to keep) this forms a complete electronics laboratory for doing experiments and projects outside of school.

Soldering – the equipment you purchase for soldering need not be expensive, if you purchase the right solder. For electronics work you must use rosin-core solder. Kester is an excellent brand, and you should avoid cheap imported solders. For lead-based solder, a 63% tin and 37% lead alloy (Sn63/Pb37) works very well. A one-pound roll is likely more solder than you will need in these courses, so I recommend buying just a small tube or small roll. I recommend a fine-tipped soldering iron (15 Watts continuous power, although some with adjustable temperature controls may have higher power ratings to get up to soldering temperature more quickly) and a solder diameter 0.031 inches or smaller for doing fine printed-circuit board work. Also, keep the tip of your soldering iron clean by wiping it against a damp sponge or paper towel when hot, and not leaving it hot any longer than necessary. Hakko, X-tronic, and Lonove are all recommended brands.

Microcontroller – these courses are not brand- or model-specific, but the Texas Instruments MSP430 series is highly recommended for their powerful features, modern design, and programmability in multiple languages (assembly, C, C++, and Sketch). I particularly recommend the model MSP-EXP430G2ET “LaunchPad” development board (MSP430G2553IN20 microcontroller chip) with Code Composer Studio for the IDE software. A hobbyist-grade microcontroller such as the popular Arduino and Parallax BASIC Stamp are permissible only in first-year courses, but not in second-year courses.
**Required Tools, Supplies, and Software**

All software required for these courses is free, and some of it is open-source.

**Schematic editor** – this is used to draft schematic diagrams for circuits. A good one is TinyCAD, but there are also web-based CAD tools such as circuitlab.com that are very effective and easy to use.

**Text editor** – this is used to create plain-text files, kind of like a word processor but lacking formatting features such as typeface, font size, etc. It is absolutely necessary for writing code of any kind. Notepad++ is a very good editor, but others work well too.

**NGSPICE** – this is a modern adaptation of the venerable SPICE circuit simulator which uses a text-coded “netlist” rather than a visual schematic diagram to describe circuits. Very powerful, and with decades of netlist examples from earlier versions of SPICE to use as references. The installer lacks sophistication, being nothing more than a compressed (zip) file that you unpack. Once installed, you should instruct your computer’s operating system to automatically associate any files ending in the extension .cir with the NGSPICE executable file ngspice.exe so that all of your netlist files will appear with the NGSPICE icon and will automatically load into NGSPICE when double-clicked.

**WSL** – Windows Subsystem for Linux is a “virtual machine” Linux operating system that runs within the Windows operating system, giving you a command-line user environment mimicking that of a Unix operating system. It is a free application from Microsoft, with instructions available from Microsoft on how to install. I recommend installing the “Debian” distribution of WSL. Once installed, you will issue these commands in the following order to install all the necessary programming tools:

- `sudo apt update`
- `sudo apt install build-essential`
- `sudo apt install indent`
- `sudo apt install python3`

**tshoot** – this is a specialized circuit-simulator program that inserts faults into circuits and tests your ability to locate them. The download consists of a single “tar” archive file which you must unpack and compile using the following two commands within a Unix-type operating system or within WSL. The fourth command listed below starts and runs the application:

- `mkdir tshoot ; mv -v *.tar tshoot ; cd tshoot`
- `tar xvf *.tar`
- `make`
- `./tshoot`

**IDE software** – an “Integrated Development Environment” is a software package used to write code, and for our purposes this would be code meant to run in a microcontroller. For the Texas Instruments MSP430 series, the main IDE is called Code Composer Studio, and it supports programming in assembly language, C, and C++. A third-party add-on to Code Composer Studio called Energia supports programming in the Sketch language, identical to that used by the popular Arduino microcontroller series.

**PCB layout editor** – this is specialized drafting software intended for creating graphic files to be sent to printed circuit board (PCB) manufacturers so you can order your own custom PCBs. PCB Artist is free and exceptionally easy to use, but only exports files to the manufacturer Advanced Circuits. Free PCB layout editors capable of exporting “Gerber” format files which are universally accepted by PCB manufacturers include EasyEDA, KiCAD (very powerful but hard to learn), and pcb. Of these I recommend EasyEDA for beginners, or PCB Artist if you don’t mind being locked into one manufacturing option.

**Packet-sniffing software** – this is specialized software for monitoring network communications. An excellent (and free) option is Wireshark.

```bash
file etools
```
Grading standards for Theory courses

Your grade for this course is based on percentage scores (in every calculation rounded down to whole-numbered values), with each category weighted as follows:

- Oral presentation scores = 50%
- Written exam scores = 50% (Note: all exams are mastery-based, which means they must be eventually completed at 100% competence in order to pass the course)
- Unpreparedness for theory sessions = −1% per session
- Non-participation for theory sessions = −1% per session

All theory sessions are based on an “inverted” model of instruction rather than lecture. Instead of quietly listening to the instructor explain new concepts to you, you will independently explore those new concepts outside of class and then spend the class time discussing what you learned, what didn’t make sense, and solving problems. This instructional model has proven far more effective than lecture, principally for the reason that student engagement is mandatory and not optional. It also makes far more efficient use of students’ time, greatly minimizing the amount of necessary classroom hours to achieve the same learning.

Scoring for theory sessions is based on your preparation for and participation within each theory session. These scores are subtractive rather than additive; that is to say, arriving fully prepared and participating fully in each group discussion contributes nothing toward the course grade, but unpreparedness and/or non-participation detracts from the course grade. Showing up on time, fully prepared, and genuinely contributing to every activity is the minimum expectation for any professional career, and so this is the standard maintained in this course. Failure to arrive on time to a theory session, or arriving with incomplete preparatory work for that session results in a −1% deduction per session to your course grade. Satisfactory preparation is defined as a good-faith effort to complete all pre-work specified in the theory session plan. Note that this does not mean mastery of that session’s concepts, but simply a presentation of your best work. Failure to positively and proactively contribute to the discussion during a theory session similarly results in a −1% deduction per session. Half-point deductions are awarded for being mostly but not fully prepared/engaged.

If you must be late or absent for a theory session, submitting your work in electronic form (e.g. email attachment) prior to the scheduled time is acceptable for full credit. The standards are just as high for electronic submissions as for face-to-face demonstrations:

- For theory session preparation, submission of all assigned work (e.g. reading outline and reflections, answers and work for all assigned questions) before the scheduled start time of that theory session will count as full credit.
- For theory session participation, answering all “Challenges” for assigned questions will substitute for dialogue and problem-solving with classmates and instructor.

Absence during a scheduled oral presentation or a scheduled written exam will result in a 0% score for that assessment, except in the case of a documented emergency. In such emergency cases, written exams may be taken at some later time for full credit, and oral presentations may also be completed at a later date for full credit. During any assessment you are free to ask the instructor for clarification, but the instructor will not help you solve any problem nor will confirm if an answer is correct prior to its submission for scoring.

A failing (F) grade will be earned for the entire course if any written exam not completed with 100% accuracy on or before the deadline date, or for any of the following behaviors: false testimony (lying), cheating on any assignment or assessment, plagiarism (presenting another’s work as your own), willful violation of a safety policy, theft, harassment, sabotage, destruction of property, or intoxication. These behaviors are grounds for immediate termination in this career, and as such will not be tolerated here.
Theory session 01

Complete the following prior to the scheduled session with your instructor:

- Read the first two pages of your Theory course document
- Read the first two pages of your Experiments course document
- Read the first page of your Project course document

Complete the following during the scheduled session:

- Discuss what you read in the Career Guide
- Discuss how theory sessions work, and how they differ from traditional lecture
- Discuss how experiments are designed by students and certified by the instructor
- Discuss the projects you will be completing this semester
- Calculate time commitment (3 hrs/week per semester-credit) for this semester’s courses
  → Full load = 12 credits = 36 hours/week total time commitment + General Education courses!
- Emphasize importance of daily contact with instructor, even in the event of an absence
- Emphasize importance of personal effort to solve problems prior to asking for help
- [Optional] – sign FERPA release forms

Forms provided by the instructor for today’s session:

- FERPA release form
- IETTI-101 Theory course document (printed from cover page through Theory Session 2)
- IETTI-103 Experiments course document
- IETTI-102 Projects course document

Important resources:

- http://ibiblio.org/kuphaldt/socratic/model, the Modular Electronics Learning Project web page containing all course documents, tutorials, and problem sets you will need in these courses
  → http://ibiblio.org/kuphaldt/socratic/model/index#courses, links to all IETTI course documents
- http://ibiblio.org/kuphaldt/socratic/model/calendar.html, our semester calendar showing dates for theory sessions, special events, and all-lab project sessions
- http://ibiblio.org/kuphaldt/socratic/model/daily_schedule.pdf, showing Monday-Friday class schedule
- “Required Tools, Supplies, and Software” page (in this document)
- “Grading standards for Theory courses” page (in this document)
- EETREF – a collection of digital documents often referenced in homework assignments, stored as a folder on the Desktop of every computer in the lab

file wt_1001
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Simplified Tutorial chapter in its entirety.
  - List and define at least six important principles from the text (see the “Foundational concepts” part of the Conceptual Reasoning section for ideas). Be sure to include page number references from the text for each of your terms and accompanying definitions.
  - Write a question of your own based on information contained in the text.

- Examine and reflect on the Example: A simple (working) circuit section of the Case Tutorial chapter, and answer the following questions:
  - Trace the direction of electric current in this circuit
  - What do the “+” and “−” symbols represent in this circuit?

- Examine and reflect on the Example: A continuity tester section of the Case Tutorial chapter, and answer the following questions:
  - List some common “conductive” substances
  - List some common “non-conductive” (i.e. “insulating”) substances
  - How do you suppose a switch works in a circuit to turn a lamp on and off?

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in your course document listing Values and comment on some of the values upheld in the EET program.
- What are some of the values you have held with the highest regard in your own life?

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
  - Devote one whole page of your outline to a summary of key concepts. For a list of suggested concepts to define on your summary page, refer to the “Foundational concepts” subsection of the Conceptual Reasoning section of the Questions chapter. Note: every learning module contains a “Foundational concepts” list, and it serves as a good self-check of your Tutorial reading that you can confidently define each of those concepts.

- Complete “Applying foundational concepts to a two-lamp circuit” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Polarities in a multi-lamp circuit” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Faults in a terminal block battery/lamp circuit” in the Diagnostic Reasoning section of the Questions chapter.

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in your course document listing EET Program Learning Outcomes and identify what you will be expected to learn in all these courses.

- What kinds of course activities do you think might help you master these outcomes?

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
  → Go to the Introduction chapter and find the itemized list of suggested questions to ask yourself when studying this subject. Pick any two of these questions and write your answers to them. Note: every learning module contains a list of such questions in the Introduction chapter, and it serves as guide for close reading of the Tutorial.
- Complete “Source and load annotations” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Applying foundational concepts to a solar-powered motor” in the Conceptual Reasoning section of the Questions chapter.

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in your course document listing Required Tools, Supplies, and Software and identify what you will need to obtain for the courses you are currently enrolled in.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- The Case Tutorial chapter contains examples helpful to understanding these topics!
- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  → The “equals” symbol
  → Addition and subtraction
  → Multiplication and division
  → Proper order of operations
  → Factoring
  → Reciprocation
  → Powers and roots
- Complete “Solving for n” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Manipulating the kinetic energy equation” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Identify the mistake, part 1” in the Diagnostic Reasoning section of the Questions chapter.

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in one of the Theory course documents (e.g. IETTI-101) listing Grading Standards and explain in your own words how to calculate your grade.
- Describe some of the other expectations for Theory courses.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
  → Examine the circuit examples shown in the Case Tutorial chapter, and identify which of those apply Ohm’s Law. Note: many of the learning modules you will be reading contain a Case Tutorial chapter with worked examples of circuits, serving as confirmation of principles taught in the other tutorial(s) as well as problems for your own practice.

- Complete “Assessing shock hazards in a circuit” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Power, Voltage, Current, and Resistance calculations” in the Quantitative Reasoning section of the Questions chapter.

- Complete “Shunt resistor used to measure current” in the Quantitative Reasoning section of the Questions chapter.

- Complete “Malfunctioning oven” in the Diagnostic Reasoning section of the Questions chapter.

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in one of the Experiment course documents (e.g. IETTI-103) listing Grading Standards and explain in your own words how to calculate your grade.

- Describe some of the other expectations for Experiment courses.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  - Analog versus digital meters
  - Voltage, current, and resistance
  - Series versus parallel connections
  - Measuring voltage
  - Measuring current
  - Measuring resistance
  - Ranges and scales

- Complete “Applying foundational concepts to multimeter usage” in the Conceptual Reasoning section of the Questions chapter.

- Complete “VOM measurement interpretation” in the Quantitative Reasoning section of the Questions chapter.

- Run at least one simulation of a simple one-resistor circuit with DC voltage source (circuit_000) using tshooter software, and show the final results.
  - Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in one of the Project course documents (e.g. IETTI-102) listing Grading Standards and explain in your own words how to calculate your grade.

- Describe some of the other expectations for Project courses.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Applying foundational concepts to a fused circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Interpreting a fuse curve” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Failed motor circuit” in the Diagnostic Reasoning section of the Questions chapter.

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in your Theory course document listing Oral Presentations taking place on Session 11.
- What are some of the problems you will be expected to solve during this upcoming oral presentation session?
- How are oral presentations graded?
- What are some good ways to prepare for oral presentations?

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Full Tutorial chapter:
  - Making and breaking connections
  - Connection resistance
  - Wire size and type
  - Permanent connections – Solder
  - Permanent connections – Compression connectors
  - Permanent connections – Terminal blocks
  - Temporary connections – Solderless breadboards
- Complete “Switch contact size” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Power losses over wires” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Testing for a broken connection” in the Diagnostic Reasoning section of the Questions chapter.

Check for an electronic message from your instructor containing a “practice” exam to help you prepare for the real exam on theory session 12!

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Find the page in your Theory course document listing the written exam taking place on Session 12.
- How many questions are on this exam, and what topics will they cover?
- How are these exams graded?
- What are some good ways to prepare for mastery exams?

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- Using a soldering iron section of the Animations chapter.
  
  file wt_0092
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Positive versus negative switch location” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Sketch a lamp control circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Switch states” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Oven control switches” in the Quantitative Reasoning section of the Questions chapter.

Additionally, research and be ready to present on specific details of IETTI courses within the EET program:

- Identify any behavioral criteria resulting in immediate failure of a course.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

file wt_0139
Today's class session will consist of oral presentations made to the entire group. Each presentation will last approximately 15 minutes, be graded on technical accuracy, and be followed by constructive criticism from the audience. You are allowed to bring notes for reference, but not allowed to read them to your audience. When you are chosen to present, you will have a brief period of time to gather your thoughts and set up for your presentation.

Your instructor will not provide answers to you prior to or during the presentation; you are solely responsible for any research, experimentation, and other actions necessary to adequately prepare for your presentation. If you inquire for help, the instructor may clarify what you will need to present on, and/or point you toward specific resources (e.g. “Try setting up a SPICE simulation”, “Try building a test circuit on your breadboard”, “Find and read the datasheet(s)”, “Research application notes written on this topic”, etc.), but do not expect them to give you answers or check your work because by this point in time you will have studied the necessary concepts to verify results for yourself, or at least to know where to go to find verification.

During your presentation the instructor and audience members are free to pose questions relevant to the graded objectives for your assigned problem. This may be done for the simple purpose of clarifying an unclear answer, or to probe for misconceptions.

The benefits of this exercise include honing your independent research skills, reinforcing your foundational knowledge of electronics, gaining confidence speaking to groups, and preparation for job interviews where being able to articulate your knowledge and solve realistic problems before a critical audience sets you apart from lesser-qualified candidates.

A problem will be randomly assigned to you from the options listed on the next several pages. No student will know which problem will be assigned to them until it is their turn to present, which means all students should be prepared to present on every problem shown. Furthermore, problems may contain unspecified parameters which will also be randomized at presentation time. Full credit will be given only for answers that are correct and logically supported by trusted principles and sources (e.g. Conservation of Energy, Ohm’s Law, datasheets, etc.).

You are to regard your audience as technically adept (i.e. assuming everyone in attendance is familiar with the technical concepts and language; “skilled in the art”).
Foundational Concepts

The following list shows foundational concepts related to prior topics of study. If you find yourself unable to solve any circuit-related problem, this list is a helpful means of reminding you which concepts might apply:

<table>
<thead>
<tr>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation of Energy</td>
</tr>
<tr>
<td>Behavior of sources vs. loads</td>
</tr>
<tr>
<td>Ohm’s Law</td>
</tr>
<tr>
<td>Joule’s Law</td>
</tr>
<tr>
<td>Effects of opens vs. shorts</td>
</tr>
</tbody>
</table>

*One of the most important skills for success in these assessments is knowing how to check your work as you progress through each problem! Applying mental math and estimations along the way for each calculated result is vital for avoiding the pitfall of a wrong result compromising future answers.*
Problem #1

Solve for __ in the following equations:

\[-5 = 3x - w + y\]

\[4 = \frac{a + 9c}{b}\]

\[10 = \frac{-q}{w + v}\]

\[20 = \sqrt{t - x - f}\]

\[-9 = h(a - c)^2\]

Grading

○ [20%] Correct result for first equation
○ [20%] Correct result for second equation
○ [20%] Correct result for third equation
○ [20%] Correct result for fourth equation
○ [20%] Correct result for fifth equation

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #2

Determine the presence or absence of the specified voltages/currents (listed in the grading criteria), assuming switch 1 is (up/down) and switch 2 is (up/down):

Grading

- [20%] Voltage between points A and G ($V_{AG}$)
- [20%] Voltage between points B and G ($V_{BG}$)
- [20%] Voltage between points A and D ($V_{AD}$)
- [20%] Voltage between points F and B ($V_{FB}$)
- [20%] Current through point D ($I_D$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #3

Identify the effects of a (open/shorted) fault between points _ and _ on the following voltages and currents in this circuit:

Grading

- [20%] Current through terminal A \( (I_A) \)
- [20%] Current through terminal F \( (I_F) \)
- [20%] Voltage between points C and D \( (V_{CD}) \)
- [20%] Voltage between points C and F \( (V_{CF}) \)
- [20%] Voltage between points B and D \( (V_{BD}) \)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #4

Calculate the following electrical quantities in a simple one-source, one-resistor circuit given the other parameters:

- $V = 15 \text{ V} ; I = \underline{} \text{ A} ; R = ???$
- $R = 250 \ \Omega ; V = \underline{} \text{ V} ; I = ???$
- $V = 9 \ \text{V} ; R = \underline{4\text{-band color code}} \ ; I = ???$
- $I = 3.2 \ \text{A} ; P = \underline{} \text{ W} ; V = ???$
- $R = 50 \ \Omega ; V = \underline{} \text{ V} ; P = ???$

Grading

- [20%] Correct quantity and units of measurement for first scenario
- [20%] Correct quantity and units of measurement for second scenario
- [20%] Correct quantity and units of measurement for third scenario
- [20%] Correct quantity and units of measurement for fourth scenario
- [20%] Correct quantity and units of measurement for fifth scenario

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #5

Identify the proper multimeter function, test jacks, and red/black probe connections to measure the following quantities in these circuits as unobtrusively as possible, assuming each circuit is designed such that the lamp draws ____ of current and the motor draws ____ of current:

Grading

- [20%] Measure current through resistor $R_1$
- [20%] Measure voltage across resistor $R_2$
- [20%] Measure resistance of $R_2$
- [20%] Measure current through resistor $R_3$
- [20%] Measure voltage across resistor $R_4$

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #6

Sketch wires connecting the terminals on the terminal block to form working circuits:

Grading

- [20%] Proper wire connections to energize the red lamp with no switch control
- [20%] Proper wire connections to energize the green lamp with no switch control
- [20%] Proper wire connections to control the red lamp with the switch
- [20%] Proper wire connections to control the green lamp with the switch
- [10%] Correctly answer question from audience
- [10%] Correctly answer question from audience

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Theory session 12

The written exam will consist of the following types of questions and their related principles:

- (Question #1) Calculate voltage, current, resistance, and/or power in a simple circuit given necessary as well as extraneous parameters.
  *Ohm’s Law, Joule’s Law, resistor 4-band color codes*

- (Question #2) Determine the nominal, low, and high resistance values for four-band resistors given their band colors.
  *Resistor 4-band color codes, percentage calculations, tolerance*

- (Questions #3 and #4) Identify the presence or absence of voltage between specified pairs of points in a single-source, single-load circuit.
  *Electrically common points, electrically distinct points, voltage, tracing current in a circuit, sources versus loads*

- (Question #5) Identify voltage polarity given current direction, and current direction given voltage polarity, for both sources and loads. Also, identify sources versus loads given voltage polarity and current direction.
  *Voltage, current, behavior of sources vs. loads*

- (Question #6) Sketch proper multimeter connections to measure voltage, current, or resistance in a pictorial diagram of a circuit.
  *Voltage, current, behavior of sources vs. loads, multimeter usage*

- (Question #7) Determine possible faults in an elementary circuit.
  *Voltage, current, effects of opens vs. shorts, behavior of sources vs. loads, normally-open and normally-closed switch behavior*
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
  → Perform one of the example circuit analyses shown in the text, showing your own work and how you arrived at the same conclusions as the text. *The purpose of this is to practice a highly effective technical reading and study habit – see the NOTE below for details.*

- Complete “Explaining the meaning of calculations” in the Conceptual Reasoning section of the Questions chapter.

- Complete “VIRP table for a three-resistor series circuit” in the Quantitative Reasoning section of the Questions chapter.

- Run at least one simulation of a three-resistor voltage divider (circuit_001) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

**NOTE:** there are many calculations required to perform series circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. *Unless and until you can do the problem(s) on your own, you have not yet learned the concept!*

- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- Sections of the Case Tutorials chapter contain circuit examples which may serve as practice problems.
- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
- tshoot circuit troubleshooting simulation software in the “no-fault” mode (tshoot -nofault), particularly circuit_001.
  file wt_0094
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
  → Perform one of the example circuit analyses shown in the text, showing your own work and how you arrived at the same conclusions as the text. The purpose of this is to practice a highly effective technical reading and study habit – see the NOTE below for details.

- Complete “Explaining the meaning of calculations” in the Conceptual Reasoning section of the Questions chapter.

- Complete “VIRP table for a three-resistor parallel circuit” in the Quantitative Reasoning section of the Questions chapter.

- Run at least one simulation of a three-resistor current divider (circuit_002) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

**NOTE:** there are many calculations required to perform parallel circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. *Unless and until you can do the problem(s) on your own, you have not yet learned the concept!*

- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- Sections of the Case Tutorials chapter contain circuit examples which may serve as practice problems.

- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!

- **tshoot** circuit troubleshooting simulation software in the “no-fault” mode (**tshoot -nofault**), particularly circuit_002. file wt_0095
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
- Complete “Tracing KVL loops in a series circuit” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Tracing KVL loops in a multi-source circuit” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Voltages in a resistor network” in the Quantitative Reasoning section of the Questions chapter.

*NOTE: there are many calculations required to perform parallel circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:*

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. *Unless and until you can do the problem(s) on your own, you have not yet learned the concept!*
- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
- Complete “Three-wire electrical power distribution” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Battery currents” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Mysterious fuse failure” in the Diagnostic Reasoning section of the Questions chapter.

**NOTE:** there are many calculations required to perform parallel circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. *Unless and until you can do the problem(s) on your own, you have not yet learned the concept!*
- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Simplified Tutorial chapter in its entirety.
  → Write a summary page listing the characteristics of series networks, and another summary page listing the characteristics of parallel networks: what defines each, what properties exist in each, and why those properties are such (based on fundamental laws of physics).
- Complete “Explaining the meaning of calculations” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Mixed-source circuits” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Faulty electric lamp array” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- Sections of the Case Tutorial chapter contains circuit examples which may serve as practice problems.
- “Problem-solving example: mixed-source circuit” in the Quantitative Reasoning section of the Questions chapter.
- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
- tshoot circuit troubleshooting simulation software in the “no-fault” mode (tshoot -nofault), particularly circuit_004.
  file wt_0009
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
- Complete “Building custom resistance values” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Four-resistor circuit” in the Quantitative Reasoning section of the Questions chapter.
- Run at least one simulation of a loaded voltage divider (Circuit_004) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

**NOTE:** there are many calculations required to perform a full series-parallel circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. **Unless and until you can do the problem(s) on your own, you have not yet learned the concept!**
- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- Sections of the Case Tutorial chapter contains circuit examples which may serve as practice problems.
- “Problem-solving example: mixed-source circuit” in the Quantitative Reasoning section of the Questions chapter.
- The Gallery chapter of the SPICE Modeling of Resistor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
- tshoot circuit troubleshooting simulation software in the “no-fault” mode (tshoot -nofault), particularly circuit_004.
  file wt_0096
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Thermistor bridge circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Balancing a resistive bridge” in the Quantitative Reasoning section of the Questions chapter.
- Run at least one simulation of a Wheatstone bridge (circuit_005) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

**NOTE:** there are many calculations required to perform parallel circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. *Unless and until you can do the problem(s) on your own, you have not yet learned the concept!*
- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- **tshoot** circuit troubleshooting simulation software in the “no-fault” mode (*tshoot -nofault*), particularly circuit_005.
  - file wt_093
Complete the following prior to the scheduled session with your instructor:

- Read the Introduction chapter and comment on the series resistor circuit example demonstrating how a code listing (called a netlist) instructs SPICE how to analyze that circuit.

- Read, outline, and reflect on the Demonstration of NGSPICE interactive mode section of the Using SPICE chapter in its entirety.

- Attempt to run a SPICE simulation on at least one of the example circuits shown in the Demonstration section.

- Read, outline, and reflect on the Idiosyncrasies of SPICE section of the Using SPICE chapter in its entirety.

- Manually compute all voltages and currents and show all your work for the “One DC current source, three resistors” example in the Series resistor circuits section of the Gallery chapter. Then, attempt to run a SPICE simulation on this circuit to compare results.

- Sketch your own circuit, write your own netlist, run SPICE to simulate the circuit, and show that the results computed by SPICE match your own manual predictions. The purpose of this is to learn how to use SPICE as a tool for providing circuit-analysis results, so you have a means to check your own work when practicing circuit analysis techniques!

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

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Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Qualitative analysis of electrical formulae” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Light sensor” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Measuring a high-resistance signal source” in the Conceptual Reasoning section of the Questions chapter.
- Run at least one simulation of a four-wire resistive sensor (circuit_003) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

A good resource for analytical problem-solving is a list of foundational concepts to reference every time you face a new circuit-analysis problem. If you are ever at a point where you don’t know what to do next, just survey this list to see if any of these concepts might apply:

<table>
<thead>
<tr>
<th>Check-list of Foundational Concepts</th>
<th>Check-list of problem-solving strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation of Energy</td>
<td>Thought experiments</td>
</tr>
<tr>
<td>Behavior of sources versus loads</td>
<td>Limiting cases</td>
</tr>
<tr>
<td>Ohm’s Law</td>
<td>Annotation of diagram(s)</td>
</tr>
<tr>
<td>Joule’s Law</td>
<td>Add quantities to a qualitative problem</td>
</tr>
<tr>
<td>Effects of opens versus shorts</td>
<td>Analyze a quantitative problem qualitatively</td>
</tr>
<tr>
<td>Properties of series networks</td>
<td>Sketch graphs to illustrate numerical concepts</td>
</tr>
<tr>
<td>Properties of parallel networks</td>
<td>Assume a final result and work backwards</td>
</tr>
<tr>
<td>Kirchhoff’s Voltage Law</td>
<td></td>
</tr>
<tr>
<td>Kirchhoff’s Current Law</td>
<td></td>
</tr>
</tbody>
</table>

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in
earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to
detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Resistor and terminal blocks with specified voltage polarities” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Resistors with proportional voltage drops” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Extending the range of a voltmeter” in the Quantitative Reasoning section of the Questions chapter.

A good resource for analytical problem-solving is a list of foundational concepts to reference every time you face a new circuit-analysis problem. If you are ever at a point where you don’t know what to do next, just survey this list to see if any of these concepts might apply:

![Check-list of Foundational Concepts](image)

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

file wt_0010

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Today’s class session will consist of oral presentations made to the entire group. Each presentation will last approximately 15 minutes, be graded on technical accuracy, and be followed by constructive criticism from the audience. You are allowed to bring notes for reference, but not allowed to read them to your audience. When you are chosen to present, you will have a brief period of time to gather your thoughts and set up for your presentation.

Your instructor will not provide answers to you prior to or during the presentation; you are solely responsible for any research, experimentation, and other actions necessary to adequately prepare for your presentation. If you inquire for help, the instructor may clarify what you will need to present on, and/or point you toward specific resources (e.g. “Try setting up a SPICE simulation”, “Try building a test circuit on your breadboard”, “Find and read the datasheet(s)”, “Research application notes written on this topic”, etc.), but do not expect them to give you answers or check your work because by this point in time you will have studied the necessary concepts to verify results for yourself, or at least to know where to go to find verification.

During your presentation the instructor and audience members are free to pose questions relevant to the graded objectives for your assigned problem. This may be done for the simple purpose of clarifying an unclear answer, or to probe for misconceptions.

The benefits of this exercise include honing your independent research skills, reinforcing your foundational knowledge of electronics, gaining confidence speaking to groups, and preparation for job interviews where being able to articulate your knowledge and solve realistic problems before a critical audience sets you apart from lesser-qualified candidates.

A problem will be randomly assigned to you from the options listed on the next several pages. No student will know which problem will be assigned to them until it is their turn to present, which means all students should be prepared to present on every problem shown. Furthermore, problems may contain unspecified parameters which will also be randomized at presentation time. Full credit will be given only for answers that are correct and logically supported by trusted principles and sources (e.g. Conservation of Energy, Ohm’s Law, datasheets, etc.).

You are to regard your audience as technically adept (i.e. assuming everyone in attendance is familiar with the technical concepts and language; “skilled in the art”).

Note: all schematic diagrams for these problems are annotated with node numbers. These will be helpful when describing locations in the circuit for your audience, but they also serve as a cue on how to practice. Simply write a SPICE netlist using these node numbers, inserting component values of your choice, and then use SPICE to verify the results you calculate. Using SPICE, you may make as many versions of these circuits for practice as you would like! For example, the circuit of problem #1 may be converted into the following SPICE netlist (assuming all resistors are 1 kΩ in size and the voltage source is 12 Volts):

```
* Simulating a series-parallel network
v1 2 0 dc 12
r1 1 2 1000
r2 1 3 1000
r3 3 4 1000
r4 4 0 1000
r5 1 4 1000
.op
.end

file wt_0155
```
Foundational Concepts

The following list shows foundational concepts related to prior topics of study. If you find yourself unable to solve any circuit-related problem, this list is a helpful means of reminding you which concepts might apply:

<table>
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<th>Conservation of Energy</th>
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<td>Behavior of sources vs. loads</td>
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</tr>
<tr>
<td>Properties of series networks</td>
</tr>
<tr>
<td>Properties of parallel networks</td>
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<tr>
<td>Kirchhoff’s Voltage Law</td>
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<tr>
<td>Kirchhoff’s Current Law</td>
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</table>

One of the most important skills for success in these assessments is knowing how to check your work as you progress through each problem! Applying mental math and estimations along the way for each calculated result is vital for avoiding the pitfall of a wrong result compromising future answers.
Problem #1
(Component values randomly chosen by instructor):

Note: the instructor will choose component values simple enough that you will not need an electronic calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for electronics technician jobs.

Grading
- [20%] Current magnitude and direction through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude and direction through node 2 ($I_2$)
- [20%] All current magnitudes and directions entering and exiting node 4
- [20%] Voltage magnitude and polarity between nodes 2 and 3 ($V_{2-3}$)
- [20%] Voltage magnitude and polarity across resistor $R_5$ ($V_{R5}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #2
(Compound values randomly chosen by instructor):

Note: the instructor will choose component values simple enough that you will not need an electronic
calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device
when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for
electronics technician jobs.

Grading
- [20%] Current magnitude and direction through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude and direction through node 2 ($I_2$)
- [20%] All current magnitudes and directions entering and exiting node 3
- [20%] Voltage magnitude and polarity between nodes 3 and 4 ($V_{3-4}$)
- [20%] Voltage magnitude and polarity across resistor $R_3$ ($V_{R3}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #3
(Component change randomly chosen by instructor):

Note: the instructor will choose one component in this circuit whose value will either increase or decrease. Your task is to determine the qualitative effect (i.e. increase, decrease, or remain the same, in terms of absolute value) on each of the parameters listed below as a result of this component change.

Grading
- [20%] Current through resistor $R_1$ ($I_{R_1}$)
- [20%] Current through resistor $R_4$ ($I_{R_4}$)
- [20%] Voltage across resistor $R_5$ ($V_{R_5}$)
- [20%] Voltage between nodes 3 and 1
- [20%] Power dissipated by source $V_1$ ($P_{V_1}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #4
(Components values randomly chosen by instructor):

Note: the instructor will choose component values simple enough that you will not need an electronic calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for electronics technician jobs.

Grading

- [20%] Current magnitude and direction through resistor $R_1$ ($I_{R1}$)
- [20%] Current magnitude and direction through node 3 ($I_3$)
- [20%] All current magnitudes and directions entering and exiting node 0
- [20%] Voltage magnitude and polarity between nodes 1 and 3 ($V_{1-3}$)
- [20%] Voltage magnitude and polarity across resistor $R_5$ ($V_{R5}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #5
(Component values randomly chosen by instructor):

Note: the instructor will choose one component in this circuit whose value will either increase or decrease. Your task is to determine the qualitative effect (i.e. increase, decrease, or remain the same, in terms of absolute value) on each of the parameters listed below as a result of this component change.

Grading

- [20%] Current through resistor $R_5$ ($I_{R5}$)
- [20%] Current through resistor $R_2$ ($I_{R2}$)
- [20%] Voltage across resistor $R_3$ ($V_{R3}$)
- [20%] Voltage between nodes 3 and 4
- [20%] Power dissipated by source $I_1$ ($P_{I1}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #6
(Component values and switch position randomly chosen by instructor):

Note: the instructor will choose component values simple enough that you will not need an electronic calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for electronics technician jobs.

Grading

- [20%] Voltage magnitude and polarity between node 2 and ground ($V_2$)
- [20%] Voltage magnitude and polarity between node 4 and ground ($V_4$)
- [20%] Voltage magnitude and polarity between node 5 and ground ($V_5$)
- [20%] Voltage magnitude and polarity between node 1 and node 3 ($V_{1-3}$)
- [20%] Voltage magnitude and polarity between node 5 and node 2 ($V_{5-2}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #7
(Component values randomly chosen by instructor):

Note: the instructor will choose component values simple enough that you will not need an electronic calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for electronics technician jobs.

Grading

- [20%] Current magnitude and direction through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude and direction through node 1 ($I_1$)
- [20%] All current magnitudes and directions entering and exiting node 3
- [20%] Voltage magnitude and polarity between nodes 1 and 2 ($V_{1-2}$)
- [20%] Resistance value for resistor $R_1$ that would balance the bridge (assuming all other resistor values are as given)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
The written exam will consist of the following types of questions and their related principles:

- (Question #1) Design and sketch an unloaded voltage divider network given required voltage and/or current values.
  *Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, properties of series networks*

- (Question #2) Qualitatively predict voltage, current, and power changes in a series resistor circuit resulting from one component change.
  *Properties of series and parallel networks, effects of opens vs. shorts, behavior of sources and loads, properties of voltage sources, properties of current sources*

- (Question #3) Qualitatively predict voltage, current, and power changes in a parallel resistor circuit resulting from one component change.
  *Properties of series and parallel networks, effects of opens vs. shorts, behavior of sources and loads, properties of voltage sources, properties of current sources*

- (Question #4) Calculate voltages, currents, resistances, and/or power dissipations in a series-parallel resistor circuit.
  *Properties of series and parallel networks, Ohm’s Law, Kirchhoff’s Voltage Law, Kirchhoff’s Current Law, effects of opens vs. shorts, behavior of sources and loads, reduction of series-parallel networks into equivalent networks*

- (Question #5) Determine necessary resistor value to balance a bridge circuit, as well as calculate voltages and currents in that balanced bridge circuit.
  *Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, properties of bridge networks*

- (Question #6) Sketch wire connections necessary to form a complete pictorial circuit diagram equivalent to a given schematic diagram.
  *Definitions of series and parallel, electrically common points, terminal block function*

- (Question #7) Determine possible faults in a voltage divider circuit.
  *Properties of series and parallel networks, effects of opens vs. shorts, behavior of sources and loads, voltage divider circuits*

- (Question #8 – REVIEW) Identify voltage polarity given current direction, and current direction given voltage polarity, for both sources and loads. Also, identify sources versus loads given voltage polarity and current direction.
  *Voltage, current, behavior of sources vs. loads*

- (Question #9 – REVIEW) Sketch proper multimeter connections to measure voltage, current, or resistance in a pictorial diagram of a circuit.
  *Voltage, current, behavior of sources vs. loads, multimeter usage*
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Examine and reflect on the Example: dying dry-cell battery under load section of the Case Tutorial chapter, and answer the following questions:
  → Explain how you could conduct your own test of a battery’s internal resistance
  → Why was it safe to test the short-circuit current of this battery using an ammeter?
- Complete “Diode modeled as a source” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Ideal current source behavior” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Testing a power supply” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Optimized electrolysis cell” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Series resistance” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Find the mistake(s)” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “1-5 VDC versus 4-20 mA signaling” in the Conceptual Reasoning section of the Questions chapter.
- Complete “One generator and two batteries” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Actually disabling a source” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Watch the flip-book animation shown in the Animation of Thévenin’s Theorem section of the Animations chapter.
  → Try performing the same mathematical calculations to see if you get the same results as shown in the animation for $V_{th}$ and $R_{th}$
- Complete “Thévenin and Norton equivalents of a single-source network” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Norton equivalent of an electric arc welder” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Variable-voltage power source” in the Diagnostic Reasoning section of the Questions chapter.

**NOTE:** there are many calculations required to perform either Thévenin or Norton circuit analysis, and therefore many places one can make mistakes. Here are some proven strategies for success:

- Work through the representative example problems shown in the text, on your own, until your answers match the text’s. Avoid consulting the text for assistance unless absolutely necessary. *Unless and until you can do the problem(s) on your own, you have not yet learned the concept!*
- Carefully organize all your numerical results so you do not lose track of each number’s meaning. A good way to do this is to thoroughly annotate the circuit diagram with all calculated voltages and currents, including voltage polarities and current directions. This gives context to your mathematical work.

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**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

**Additional resources:**

- Sections of the Case Tutorials chapter contain circuit examples which may serve as practice problems.

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Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Induced current directions” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Induced voltage polarities” in the Conceptual Reasoning section of the Questions chapter.
- Build an electromagnet out of commonly available materials (e.g. steel bolt, insulated wire) and demonstrate how to create a magnetic field using electricity.
- Take that same electromagnet coil you constructed and demonstrate how to create electricity using the magnetic field from a permanent magnet.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Sketching connections for a dual lamp circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “5 Volt relay powered by a 24 Volt source” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Find the mistake” in the Diagnostic Reasoning section of the Questions chapter.
- Run at least one simulation of a relay-controlled motor (Circuit_008) using tshoot software, and show the final results.
  
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
- Complete “Safe de-energization” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Capacitors and inductors compared against batteries” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Capacitor and inductor fault pathology” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Capacitor charging circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Inverse exponential functions” in the Quantitative Reasoning section of the Questions chapter.
- Complete “SPICE analysis of an energizing capacitor” in the Quantitative Reasoning section of the Questions chapter.
- Complete “SPICE analysis of a de-energizing capacitor” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- Modeling inverse exponential growth and decay section of the Derivations and Technical References chapter.
- Modeling inverse exponential growth and decay using C++ section of the Programming References chapter. By copying and pasting the text of the C++ code into a compiler, and modifying some of the component parameters, you may generate your own practice problems and solutions!
- Modeling an energizing capacitor using C++ section of the Programming References chapter. By copying and pasting the text of the C++ code into a compiler, and modifying some of the component parameters, you may generate your own practice problems and solutions!
- The Gallery chapter of the SPICE Modeling of Inductive and Capacitive Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Read, outline, and reflect on the Modeling inverse exponential growth and decay using C++ section of the Programming References chapter.
- Complete “Inductor charging circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Toroidal inductor wire turns” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Tabulating inductor charging” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- Modeling inverse exponential growth and decay section of the Derivations and Technical References chapter.
- The Gallery chapter of the SPICE Modeling of Inductive and Capacitive Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Gallery chapter:
  - Resistor-capacitor DC circuits
  - 555 timer circuits
  - Resistor-inductor DC circuits

- Now, do the following:
  - Run one of these simulations using SPICE, verifying you get the same results as shown in the text
  - Calculate capacitor voltage and capacitor current for any of the circuits shown, at a point in time computed by SPICE so you may check the accuracy of your work
  - Calculate inductor voltage and inductor current for any of the circuits shown, at a point in time computed by SPICE so you may check the accuracy of your work
  - Explain why $t_{\text{charge}} = 0.693(R_1 + R_2)C$ and $t_{\text{discharge}} = 0.693R_2C$ for a 555 timer operating in “classic” astable mode (hint: it will be easier to prove the discharge case first!)
  - Explain how Thévenin’s Theorem is useful for analyzing at least one of these circuits

Suggestions for solving time-delay problems such as this include:

- Always sketch a qualitative graph showing the variable’s progression over time, before attempting to calculate values. This forces you to think conceptually, which is key to correctly applying mathematical solutions to any physical system.

- To correctly identify where a capacitor or inductor’s value(s) will start and finish over time, always think in terms of energy conservation and the means by which each of those components stores energy.
  - A capacitor’s voltage resists change because energy must flow into or out of the capacitor in order for its voltage to vary, given that capacitor energy is a function of its electric field, which in turn is a function of voltage ($E_C = \frac{1}{2}CV^2$). Energy transfer represents work, and this takes time.
  - An inductor’s current resists change because energy must flow into or out of the inductor in order for its current to vary, given that inductor energy is a function of its magnetic field, which in turn is a function of current ($E_L = \frac{1}{2}LI^2$). Energy transfer represents work, and this takes time.

- The inverse-exponential formulae do not directly provide voltage or current values, but instead tell you how far the voltage or current in question has changed. For example, after 5 seconds of time in a circuit with a 10-second $\tau$ value, $e^{-\frac{5}{10}} = 0.60653$ tells us any decreasing voltage or current has decayed to 60.653% of the difference between its initial and final values. After 7 seconds of time in a circuit with a 10-second $\tau$ value, $1 - e^{-\frac{7}{10}} = 0.50341$ tells us any increasing voltage or current has grown to 50.341% of the difference between its initial and final values.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Today’s class session will consist of oral presentations made to the entire group. Each presentation will last approximately 15 minutes, be graded on technical accuracy, and be followed by constructive criticism from the audience. You are allowed to bring notes for reference, but not allowed to read them to your audience. When you are chosen to present, you will have a brief period of time to gather your thoughts and set up for your presentation.

Your instructor will not provide answers to you prior to or during the presentation; you are solely responsible for any research, experimentation, and other actions necessary to adequately prepare for your presentation. If you inquire for help, the instructor may clarify what you will need to present on, and/or point you toward specific resources (e.g. “Try setting up a SPICE simulation”, “Try building a test circuit on your breadboard”, “Find and read the datasheet(s)”, “Research application notes written on this topic”, etc.), but do not expect them to give you answers or check your work because by this point in time you will have studied the necessary concepts to verify results for yourself, or at least to know where to go to find verification.

During your presentation the instructor and audience members are free to pose questions relevant to the graded objectives for your assigned problem. This may be done for the simple purpose of clarifying an unclear answer, or to probe for misconceptions.

The benefits of this exercise include honing your independent research skills, reinforcing your foundational knowledge of electronics, gaining confidence speaking to groups, and preparation for job interviews where being able to articulate your knowledge and solve realistic problems before a critical audience sets you apart from lesser-qualified candidates.

A problem will be randomly assigned to you from the options listed on the next several pages. No student will know which problem will be assigned to them until it is their turn to present, which means all students should be prepared to present on every problem shown. Furthermore, problems may contain unspecified parameters which will also be randomized at presentation time. Full credit will be given only for answers that are correct and logically supported by trusted principles and sources (e.g. Conservation of Energy, Ohm’s Law, datasheets, etc.).

You are to regard your audience as technically adept (i.e. assuming everyone in attendance is familiar with the technical concepts and language; “skilled in the art”).

Note: all schematic diagrams for these problems are annotated with node numbers. These will be helpful when describing locations in the circuit for your audience, but they also serve as a cue on how to practice. Simply write a SPICE netlist using these node numbers, inserting component values of your choice, and then use SPICE to verify the results you calculate. Using SPICE, you may make as many versions of these circuits for practice as you would like!
For example, the circuit of problem #1 may be converted into the following SPICE netlists (one for charging, one for discharging, assuming all resistors are 1 kΩ in size, the capacitor is 220 µF, and the voltage source is 12 Volts):

* Simulating a charging capacitor
  
  ```plaintext
  v1 0 2 dc 12
  r1 1 0 1000
  r2 3 0 1000
  rswitch 1 2 1e-6
  c1 3 1 220e-6 ic=0
  .tran 0.05 1 uic
  .end
  ```

* Simulating a discharging capacitor

  ```plaintext
  v1 0 2 dc 12
  r1 1 0 1000
  r2 3 0 1000
  rswitch 1 2 999e6
  c1 3 1 220e-6 ic=12
  .tran 0.05 1 uic
  .end
  ```

After loading either of these netlists into NGSPICE and running the simulation (by typing `run` in the NGSPICE command line), we may either plot a graph of the capacitor’s voltage over time with the command `plot v(3,1)` or print a list of numerical values for the same with the command `print v(3,1)`. In either case, the `plot` or `print` command is instructed to display the voltage between nodes 3 and 1, which are the two nodes of the capacitor’s terminals.
Foundational Concepts

The following list shows foundational concepts related to prior topics of study. If you find yourself unable to solve any circuit-related problem, this list is a helpful means of reminding you which concepts might apply:

<table>
<thead>
<tr>
<th>Conservation of Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior of sources vs. loads</td>
</tr>
<tr>
<td>Ohm’s Law</td>
</tr>
<tr>
<td>Joule’s Law</td>
</tr>
<tr>
<td>Effects of opens vs. shorts</td>
</tr>
<tr>
<td>Properties of series networks</td>
</tr>
<tr>
<td>Properties of parallel networks</td>
</tr>
<tr>
<td>Kirchhoff’s Voltage Law</td>
</tr>
<tr>
<td>Kirchhoff’s Current Law</td>
</tr>
<tr>
<td>Maximum Power Transfer Theorem</td>
</tr>
<tr>
<td>Superposition Theorem</td>
</tr>
<tr>
<td>Thévenin’s and Norton’s Theorems</td>
</tr>
<tr>
<td>Electric fields and capacitance</td>
</tr>
<tr>
<td>Magnetic fields and inductance</td>
</tr>
<tr>
<td>Inverse-exponential growth/decay</td>
</tr>
</tbody>
</table>

One of the most important skills for success in these assessments is knowing how to check your work as you progress through each problem! Applying mental math and estimations along the way for each calculated result is vital for avoiding the pitfall of a wrong result compromising future answers.
Problem #1
Assume the switch has been in the \((open/closed)\) state long enough for the capacitor’s voltage to stabilize, and is suddenly toggled to the opposite state at time \(t = 0\). All component values will be randomly chosen by instructor, as well as the point in time \((t = \___)\) at which all values will be calculated:

Grading
- [20\%] Current magnitude and direction through resistor \(R_2\) \((I_{R2})\)
- [20\%] Current magnitude and direction through node 2 \((I_2)\)
- [20\%] Current magnitude and direction through capacitor \(C_1\) \((I_{C1})\)
- [20\%] Voltage magnitude and polarity across capacitor \(C_1\) \((V_{C1})\)
- [20\%] Voltage magnitude and polarity across resistor \(R_1\) \((V_{R1})\)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #2
Assume the switch has been in the (open/closed) state long enough for the inductor’s current to stabilize, and is suddenly toggled to the opposite state at time $t = 0$. All component values will be randomly chosen by instructor, as well as the point in time ($t = \ldots$) at which all values will be calculated:

Grading
- [20%] Current magnitude and direction through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude and direction through node 2 ($I_2$)
- [20%] Current magnitude and direction through inductor $L_1$ ($I_{L1}$)
- [20%] Voltage magnitude and polarity across inductor $L_1$ ($V_{L1}$)
- [20%] Voltage magnitude and polarity across resistor $R_1$ ($V_{R1}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #3

The switch begins in an open state, and is closed at time $t = 0$. Determine voltages and currents, given component values randomly chosen by instructor (assuming all components are ideal):

Grading

- [10%] Total current when switch is open ($I_T @ t < 0$)
- [10%] Total current at precise moment of switch closure ($I_T @ t = 0$)
- [10%] Total current after switch has been closed a long time ($I_T @ t = \infty$)
- [10%] Capacitor voltage at precise moment of switch closure ($V_{C1} @ t = 0$)
- [10%] Capacitor voltage after switch has been closed a long time ($V_{C1} @ t = \infty$)
- [10%] Resistor voltage at precise moment of switch closure ($V_{R1} @ t = 0$)
- [10%] Resistor voltage after switch has been closed a long time ($V_{R1} @ t = \infty$)
- [10%] Inductor voltage at precise moment of switch closure ($V_{L1} @ t = 0$)
- [10%] Inductor voltage after switch has been closed a long time ($V_{L1} @ t = \infty$)
- [10%] Identify nodes between which voltage will be equal to source at time 

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #4

(Component values randomly chosen by instructor): 

Note: the instructor will choose component values simple enough that you will not need an electronic calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for electronics technician jobs.

Grading

- [20%] Current magnitude and direction through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude and direction through node 5 ($I_5$)
- [20%] All current magnitudes and directions entering and exiting node 2
- [20%] Voltage magnitude and polarity between nodes 1 and 3 ($V_{1-3}$)
- [20%] Voltage magnitude and polarity across resistor $R_1$ ($V_{R1}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #5
Thévenize this circuit, assuming resistor _____ is the load:

![Diagram of the circuit](image)

Grading

- [20%] Thévenin equivalent voltage ($V_{Th}$)
- [20%] Thévenin equivalent resistance ($R_{Th}$)
- [20%] Load current magnitude ($I_{load}$)
- [20%] Load resistance value necessary for maximum load power ($R_{load}$)
- [20%] Sketch diagram of Thévenin equivalent circuit powering the load

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #6

Apply the Superposition Theorem to the following circuit, with component values randomly chosen by instructor:

Note: the instructor will choose component values simple enough that you will not need an electronic calculator to obtain exact solutions. For this reason, you will not be permitted to use any calculating device when analyzing this circuit! This prohibition of calculating devices is typical during technical interviews for electronics technician jobs.

Grading

- [20%] All voltage magnitudes and polarities with just source $V_1$ active
- [20%] All voltage magnitudes and polarities with just source $I_1$ active
- [20%] Current magnitude and direction through resistor $R_3$ ($I_{R3}$)
- [20%] Voltage magnitude and polarity across resistor $R_3$ ($V_{R3}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #7

Predict the effects of resistor ___ failing (open/shorted), assuming the switch is in the (open/closed) position when the fault occurs:

Grading

- [20%] Current magnitude variation (increase/decrease/same) through resistor $R_1$ ($I_{R1}$)
- [20%] Current magnitude variation (increase/decrease/same) through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude variation (increase/decrease/same) through resistor $R_3$ ($I_{R3}$)
- [20%] Voltage magnitude variation (increase/decrease/same) between nodes 2 and 3 ($V_{2-3}$)
- [20%] Voltage magnitude variation (increase/decrease/same) across resistor $R_4$ ($V_{R4}$)

Note: full credit given only for answers that are correct and logically supported by trusted principles.
The written exam will consist of the following types of questions and their related principles:

- **(Question #1)** Calculate voltages, currents, and/or times for a resistor-capacitor circuit.  
  *Properties of series and parallel networks, behaviors of sources and loads, capacitor behavior, inverse exponential calculations*

- **(Question #2)** Calculate voltages, currents, and/or times for a resistor-inductor circuit.  
  *Properties of series and parallel networks, behaviors of sources and loads, inductor behavior, inverse exponential calculations*

- **(Question #3)** Calculate voltages, currents, and/or power dissipations in a circuit containing multiple sources.  
  *Properties of series and parallel networks, behaviors of sources and loads, Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, Maximum Power Transfer Theorem, Superposition Theorem, Thévenin’s Theorem, Norton’s Theorem*

- **(Question #4)** Design and sketch a circuit exhibiting a specified time delay for inverse-exponential growth or decay of voltage or current.  
  *Properties of series and parallel networks, capacitor behavior, inductor behavior, inverse exponential calculations*

- **(Question #5)** Determine possible faults in an RC or LR time-delay circuit.  
  *Voltage, current, effects of opens vs. shorts, capacitor behavior, inductor behavior, behavior of sources vs. loads, electromechanical relay operation, “normal” switch contact states*

- **(Question #6 – REVIEW)** Identify the presence or absence of voltage between specified pairs of points in a single-source, single-load circuit.  
  *Electrically common points, electrically distinct points, voltage, tracing current in a circuit, sources versus loads*

- **(Question #7 – REVIEW)** Calculate voltage, current, resistance, and/or power in a simple circuit given necessary as well as extraneous parameters.  
  *Ohm’s Law, Joule’s Law, resistor 4-band color codes*

- **(Question #8 – REVIEW)** Sketch proper multimeter connections to measure voltage, current, or resistance in a pictorial diagram of a circuit.  
  *Voltage, current, behavior of sources vs. loads, multimeter usage*

- **(Question #9 – REVIEW)** Calculate voltages, currents, resistances, and/or power dissipations in a series-parallel resistor circuit.  
  *Properties of series and parallel networks, Ohm’s Law, Kirchhoff’s Voltage Law, Kirchhoff’s Current Law, effects of opens vs. shorts, behavior of sources and loads, reduction of series-parallel networks into equivalent networks*
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
  → Explain what one of the more complex illustrations shown in the Tutorial means, connecting words in the text with the graphic image(s). *The purpose of this is to practice a highly effective technical reading and study habit – see the NOTE below for details.*

- Complete “Solar panel output” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Light-emitting diodes” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Predicting diode current” in the Quantitative Reasoning section of the Questions chapter.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

file wt_0156
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Watch the flip-book animation shown in the Animation of a forward-biased PN diode junction section of the Animations chapter.
- Complete “Motor-effect eliminator” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Voltages and currents in simple diode circuits” in the Quantitative Reasoning section of the Questions chapter.
- Complete “LED resistor sizing” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Faults in a diode-resistor network” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- Animation of a forward-biased PN diode junction section of the Animations chapter.

file wt_0015
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
- Complete “Controlling and controlled currents” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Proper BJT types” in the Conceptual Reasoning section of the Questions chapter.
- Complete “BJT circuit calculations” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- The Simplified Tutorial chapter is a good reference on these concepts, presented with no extraneous information whatsoever.
- The Gallery chapter of the SPICE Modeling of Semiconductor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the John Bardeen’s and Walter Brattain’s Transistor Patent section of the Historical References chapter.
- Complete “Common-emitter behavior” in the Conceptual Reasoning section of the Questions chapter.
- Complete “DC bias calculations” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Faults in test circuit” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- The Simplified Tutorial chapter is a good reference on these concepts, presented with no extraneous information whatsoever.
- The Gallery chapter of the SPICE Modeling of Semiconductor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Full Tutorial chapter in its entirety.
- Complete “Identifying MOSFET states” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Sketching MOSFET switch circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Dim lamp” in the Diagnostic Reasoning section of the Questions chapter.

Note: one of the more difficult concepts for students to master in this section surrounds the conditions necessary to turn on each type of FET. You may find the Simplified Tutorial in this module helpful in this regard. Generally speaking, if you’ve been assigned to read the Full Tutorial of any module and find yourself confused on any points, feel free to peruse the Simplified Tutorial as an additional resource.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- The Gallery chapter of the SPICE Modeling of Semiconductor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Examine and reflect on the Example: JFET biasing section of the Case Tutorial chapter, and answer the following questions:
  - In general, what condition(s) is/are necessary to turn off a JFET?
  - In general, what condition(s) is/are necessary to turn on a JFET?
- Examine and reflect on the Example: E-type MOSFET biasing section of the Case Tutorial chapter, and answer the following questions:
  - In general, what condition(s) is/are necessary to turn off an E-type MOSFET?
  - In general, what condition(s) is/are necessary to turn on an E-type MOSFET?
- Complete “Identifying MOSFET stimuli” in the Conceptual Reasoning section of the Questions chapter.
- Complete “ESD test jig” in the Quantitative Reasoning section of the Questions chapter.
- Locate a datasheet for a power MOSFET transistor and identify some of its relevant performance parameters (e.g. $V_{GS(on)}$).

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- The Simplified Tutorial chapter is a good reference on these concepts, presented with no extraneous information whatsoever.
- The Gallery chapter of the SPICE Modeling of Semiconductor Circuits learning module contains circuit examples complete with computer-generated analyses useful as practice problems. Using SPICE, you may modify these simulations for the purpose of generating your own practice problems and solutions!
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Transistor summary” in the Conceptual Reasoning section of the Questions chapter.
- Complete “BJT switching circuit configurations” in the Diagnostic Reasoning section of the Questions chapter.
- Complete “MOSFET switching circuit configurations” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Locate the datasheet for a high-current BJT and answer the following questions:
  → What is its maximum collector current?
  → What is its maximum power dissipation?
  → How much current gain (β, or $h_{FE}$) does it typically offer?
  → How much voltage can it withstand from collector to emitter when turned off?
  → How much voltage will it drop from collector to emitter when saturated?

- Complete “Darlington pair current calculations” in the Quantitative Reasoning section of the Questions chapter.

- Complete “Calculations in TIP31C transistor circuit” in the Quantitative Reasoning section of the Questions chapter.

- Complete “Calculations in IRF9520 transistor circuit” in the Quantitative Reasoning section of the Questions chapter.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Complete “Identifying BJT states” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Identifying MOSFET states” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Reliable and unreliable lamp control circuits” in the Diagnostic Reasoning section of the Questions chapter.
- Complete “Fixing a mis-designed motor control circuit” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “SCR versus TRIAC circuits” in the Conceptual Reasoning section of the Questions chapter.
- Complete “2N6403 specifications” in the Quantitative Reasoning section of the Questions chapter.
- Complete “2N6344 specifications” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Identifying SCR terminals” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Oral Presentations

Today’s class session will consist of oral presentations made to the entire group. Each presentation will last approximately 15 minutes, be graded on technical accuracy, and be followed by constructive criticism from the audience. You are allowed to bring notes for reference, but not allowed to read them to your audience. When you are chosen to present, you will have a brief period of time to gather your thoughts and set up for your presentation.

Your instructor will not provide answers to you prior to or during the presentation; you are solely responsible for any research, experimentation, and other actions necessary to adequately prepare for your presentation. If you inquire for help, the instructor may clarify what you will need to present on, and/or point you toward specific resources (e.g. “Try setting up a SPICE simulation”, “Try building a test circuit on your breadboard”, “Find and read the datasheet(s)”, “Research application notes written on this topic”, etc.), but do not expect them to give you answers or check your work because by this point in time you will have studied the necessary concepts to verify results for yourself, or at least to know where to go to find verification.

During your presentation the instructor and audience members are free to pose questions relevant to the graded objectives for your assigned problem. This may be done for the simple purpose of clarifying an unclear answer, or to probe for misconceptions.

The benefits of this exercise include honing your independent research skills, reinforcing your foundational knowledge of electronics, gaining confidence speaking to groups, and preparation for job interviews where being able to articulate your knowledge and solve realistic problems before a critical audience sets you apart from lesser-qualified candidates.

A problem will be randomly assigned to you from the options listed on the next several pages. No student will know which problem will be assigned to them until it is their turn to present, which means all students should be prepared to present on every problem shown. Furthermore, problems may contain unspecified parameters which will also be randomized at presentation time. Full credit will be given only for answers that are correct and logically supported by trusted principles and sources (e.g. Conservation of Energy, Ohm’s Law, datasheets, etc.).

You are to regard your audience as technically adept (i.e. assuming everyone in attendance is familiar with the technical concepts and language; “skilled in the art”).

file wt_0163
**Foundational Concepts**

The following list shows foundational concepts related to prior topics of study. If you find yourself unable to solve any circuit-related problem, this list is a helpful means of reminding you which concepts might apply:

<table>
<thead>
<tr>
<th>Conservation of Energy</th>
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</thead>
<tbody>
<tr>
<td>Behavior of sources vs. loads</td>
</tr>
<tr>
<td>Ohm's Law</td>
</tr>
<tr>
<td>Joule's Law</td>
</tr>
<tr>
<td>Effects of opens vs. shorts</td>
</tr>
<tr>
<td>Properties of series networks</td>
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<tr>
<td>Properties of parallel networks</td>
</tr>
<tr>
<td>Kirchhoff's Voltage Law</td>
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<tr>
<td>Kirchhoff's Current Law</td>
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<tr>
<td>Maximum Power Transfer Theorem</td>
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<tr>
<td>Superposition Theorem</td>
</tr>
<tr>
<td>Thévenin's and Norton's Theorems</td>
</tr>
<tr>
<td>Electric fields and capacitance</td>
</tr>
<tr>
<td>Magnetic fields and inductance</td>
</tr>
<tr>
<td>Inverse-exponential growth/decay</td>
</tr>
<tr>
<td>Conduction in semiconductors</td>
</tr>
<tr>
<td>Behavior of PN junctions</td>
</tr>
<tr>
<td>Behavior of BJTs</td>
</tr>
<tr>
<td>Behavior of FETs</td>
</tr>
<tr>
<td>Sinking vs. sourcing current</td>
</tr>
<tr>
<td>Behavior of thyristors</td>
</tr>
</tbody>
</table>

*One of the most important skills for success in these assessments is knowing how to check your work as you progress through each problem! Applying mental math and estimations along the way for each calculated result is vital for avoiding the pitfall of a wrong result compromising future answers.*
Problem #1
(Voltage source value and \( V_F/I_F \) values for the identical LEDs randomly chosen by the instructor):

Grading

- [20\%] Necessary resistance value for \( R_1 \) to limit LED current
- [20\%] Power dissipation of resistor \( R_1 \) (\( P_{R1} \))
- [20\%] Power dissipation of source \( V_1 \) (\( P_{V1} \))
- [20\%] Voltage magnitude and polarity between nodes 1 and 4 (\( V_{1-4} \))
- [20\%] All current magnitudes and directions entering and exiting node 2

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #2

$V_1$ and $R_{load}$ component values randomly chosen by instructor. Assume $R_1$ size chosen to ensure transistor saturation when “on”:

Grading

- [20%] Current magnitude and direction through load resistor ($I_{load}$) when switch closed
- [20%] Voltage magnitude and polarity between collector and emitter ($V_{CE}$) when switch closed
- [20%] Voltage magnitude and polarity between collector and emitter ($V_{CE}$) when switch open
- [20%] Power dissipated by transistor $Q_1$ when switch closed
- [20%] Resistance value for resistor $R_1$ that would ensure saturation

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #3

(V₁ and R_load component values randomly chosen by instructor):

Grading

- [20%] Current magnitude and direction through load resistor (I_load) when switch closed
- [20%] Voltage magnitude and polarity between collector and emitter (V_CE) when switch closed
- [20%] Voltage magnitude and polarity between collector and emitter (V_CE) when switch open
- [20%] Power dissipated by transistor Q₁ when switch closed
- [20%] All current magnitudes and directions entering and exiting node 3

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #4

(Component values randomly chosen by instructor, including $R_{DS(on)}$ parameter of transistor $Q_1$):

Grading

- [20%] Current magnitude and direction through load resistor ($I_{load}$) when switch closed
- [20%] Voltage magnitude and polarity between drain and source ($V_{DS}$) when switch closed
- [20%] Voltage magnitude and polarity between drain and source ($V_{DS}$) when switch open
- [20%] Power dissipated by transistor $Q_1$ when switch closed
- [20%] All current magnitudes and directions entering and exiting node 2 when switch closed

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Problem #5
(Component values randomly chosen by instructor, including $R_{DS(on)}$ parameter of transistor $Q_1$):

Grading

- [20%] Current magnitude and direction through load resistor ($I_{load}$) when switch closed
- [20%] Voltage magnitude and polarity between drain and source ($V_{DS}$) when switch closed
- [20%] Voltage magnitude and polarity between drain and source ($V_{DS}$) when switch open
- [20%] Power dissipated by transistor $Q_1$ when switch closed
- [20%] All current magnitudes and directions entering and exiting node 2

*Note: full credit given only for answers that are correct and logically supported by trusted principles.*
Problem #6

Predict the effects of ____ failing (open/shorted), assuming the manual switch is in the closed position when the fault occurs:

Grading

- [20%] Current magnitude variation (increase/decrease/same) through resistor $R_1$ ($I_{R1}$)
- [20%] Current magnitude variation (increase/decrease/same) through resistor $R_2$ ($I_{R2}$)
- [20%] Current magnitude variation (increase/decrease/same) through load ($I_{load}$)
- [20%] Voltage magnitude variation (increase/decrease/same) between node 4 and ground ($V_4$)
- [20%] Status (on/off) of transistor $Q_2$

Note: full credit given only for answers that are correct and logically supported by trusted principles.
The written exam will consist of the following types of questions and their related principles:

- (Question #1) Design and sketch a circuit using a BJT to switch DC power to a load. 
  *BJT behavior, behavior of sources and loads, Kirchhoff’s Laws, properties of series and parallel networks*

- (Question #2) Design and sketch a circuit using a FET to switch DC power to a load. 
  *FET behavior, behavior of sources and loads, Kirchhoff’s Laws, properties of series and parallel networks*

- (Question #3) Calculate voltages, currents, and/or power dissipations in a BJT or FET switching circuit. 
  *Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, properties of series and parallel networks, BJT behavior, FET behavior*

- (Question #4) Select appropriate component values (e.g. resistor resistance) for a semiconductor switching circuit. 
  *Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, properties of series and parallel networks, BJT behavior, FET behavior, thyristor behavior*

- (Question #5) Determine possible faults in a BJT or FET or thyristor switching circuit. 
  *Properties of series and parallel networks, effects of opens vs. shorts, behavior of sources and loads, BJT behavior, FET behavior, thyristor behavior*

- (Question #6 – REVIEW) Determine the nominal, low, and high resistance values for four-band resistors given their band colors. 
  *Resistor 4-band color codes, percentage calculations, tolerance*

- (Question #7 – REVIEW) Design and sketch an unloaded voltage divider network given required voltage and/or current values. 
  *Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, properties of series networks*

- (Question #8 – REVIEW) Sketch proper multimeter connections to measure voltage, current, or resistance in a pictorial diagram of a circuit. 
  *Voltage, current, behavior of sources vs. loads, multimeter usage*

- (Question #9 – REVIEW) Calculate voltages, currents, resistances, and/or power dissipations in a series-parallel resistor circuit. 
  *Properties of series and parallel networks, Ohm’s Law, Kirchhoff’s Voltage Law, Kirchhoff’s Current Law, effects of opens vs. shorts, behavior of sources and loads, reduction of series-parallel networks into equivalent networks*
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Read, outline, and reflect on the Punched paper tape section of the Historical References chapter.
- Complete “Logic levels in a simple transistor circuit” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Using Python to evaluate basic logic expressions” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Effects of faults in simple digital circuit” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Complete “Active reading exercise: motor control circuit diagram” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Truth table for a relay circuit” in the Quantitative Reasoning section of the Questions chapter.
- Run at least one simulation of a relay-controlled motor (Circuit _008) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  - Bicycle headlamp alarm
  - Logic gate limitations
  - TTL versus CMOS logic
  - Logic gate currents
  - Logic levels
  - Voltage level translation

- Complete “Discrete analysis of a bipolar OR gate” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Discrete analysis of a CMOS NAND gate” in the Conceptual Reasoning section of the Questions chapter.

- Complete “Voltages in a TTL gate” in the Quantitative Reasoning section of the Questions chapter.

- Run at least one simulation of a combination logic-controlled motor (Circuit_009) using tshoot software, and show the final results.
  - Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- tshoot circuit troubleshooting simulation software in the “no-fault” mode (tshoot -nofault), particularly circuit_009.
  - file wt_0027

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Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  → Multimeters
  → Logic probes and pulsers
  → Oscilloscopes
  → Assembled board testing

- Complete “Simple logic probe circuit” in the Quantitative Reasoning section of the Questions chapter.

- Complete “Logic probe and pulser” in the Diagnostic Reasoning section of the Questions chapter.

- Run at least one simulation of a combination logic-controlled motor (Circuit_009) using tshoot software, and show the final results.
  → Base each of your diagnostic tests on the application of some foundational concept of electric circuits (e.g. properties of series/parallel networks, Kirchhoff’s Laws, etc.)

 Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- tshoot circuit troubleshooting simulation software in the “no-fault” mode (tshoot -nofault), particularly circuit_009.
  file wt_0169
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  - Unsigned integers
  - Signed integers
  - Shorthand representations of digital words
- Complete “Number transmission via cable” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Counting in binary, octal, and hexadecimal” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Using Python to convert between bases” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  → Decimal conversions
  → Incompatible format errors
- Complete “Decimal to binary conversions” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Signed integer conversion table” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Microcontroller driving an LED array” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Simplified Tutorial chapter in its entirety.
- Examine and reflect on the Example: NAND function in a PLC section of the Case Tutorial chapter, and answer the following questions:
  - Explain the relationship between each virtual contact’s and virtual coil’s color highlighting shown on the Relay Ladder Logic (RLL) program display and the real-world electrical statuses of switches and lamp shown in the PLC schematic diagram.
- Complete “Relay ladder logic analogy for a PLC” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Determining process switch stimuli from color highlighting” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Integer format error between PLC and HMI” in the Quantitative Reasoning section of the Questions chapter.

**Theory Session Expectations:**

The instructor will assess your preparatory work for good-faith effort (e.g., an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g., attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the Tutorial chapter in its entirety.
- Read, outline, and reflect on the Ancient digital text code section of the Historical References chapter.
- Complete “ASCII-coded message” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Binary and Gray rotary encoders” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Failed ASCII bit” in the Diagnostic Reasoning section of the Questions chapter.
- Complete “Failed encoder photodetector” in the Diagnostic Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

file wt_0031
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following sections of the Tutorial chapter:
  - Universality
  - Combinational relay logic
  - Boolean expressions into circuits
- Read, outline, and reflect on the NASA’s Apollo Guidance Computer section of the Historical References chapter and answer the following questions:
  - Explain how the BJT-based logic gate functioned by applying “thought experiments” whereby you assume certain input states and determine the circuit’s output state for each input combination
  - Explain why NASA chose to design an entire computer using nothing but NOR gates
- Complete “Boolean expressions from gate circuits” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Gate circuits from Boolean expressions” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Relay circuits from Boolean expressions” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- **tshoot** circuit troubleshooting simulation software in the “no-fault” mode (**tshoot -nofault**), particularly **circuit_009** and **file wt_0107**
Complete the following prior to the scheduled session with your instructor:

- Read, outline, and reflect on the following section of the Tutorial chapter:
  → Truth tables into circuits
- Complete “Triple-redundant power supply” in the Conceptual Reasoning section of the Questions chapter.
- Complete “Gate circuit from a truth table” in the Quantitative Reasoning section of the Questions chapter.
- Complete “Relay circuit from a truth table” in the Quantitative Reasoning section of the Questions chapter.

Theory Session Expectations:

The instructor will assess your preparatory work for good-faith effort (e.g. an honest attempt to understand all tutorials and answer all questions) and your contributions to the dialogue (e.g. attentiveness, thoughtful solutions, good questions). Short quizzes may substitute for either.

Expect to have your reasoning exposed and challenged! Even correct answers will be met by questions from the instructor. Always refer back to the laws, properties, and other foundational principles learned in earlier sessions when explaining your answers. The instructor’s job is to challenge you to pay attention to detail and to reason clearly.

Additional resources:

- Sections of the Case Tutorials chapter contain circuit examples which may serve as practice problems.
- `tshoot` circuit troubleshooting simulation software in the “no-fault” mode (`tshoot -nofault`), particularly circuit_009.
  file wt_0106
Oral Presentations

Today’s class session will consist of oral presentations made to the entire group. Each presentation will last approximately 15 minutes, be graded on technical accuracy, and be followed by constructive criticism from the audience. You are allowed to bring notes for reference, but not allowed to read them to your audience. When you are chosen to present, you will have a brief period of time to gather your thoughts and set up for your presentation.

Your instructor will not provide answers to you prior to or during the presentation; you are solely responsible for any research, experimentation, and other actions necessary to adequately prepare for your presentation. If you inquire for help, the instructor may clarify what you will need to present on, and/or point you toward specific resources (e.g. “Try setting up a SPICE simulation”, “Try building a test circuit on your breadboard”, “Find and read the datasheet(s)”, “Research application notes written on this topic”, etc.), but do not expect them to give you answers or check your work because by this point in time you will have studied the necessary concepts to verify results for yourself, or at least to know where to go to find verification.

During your presentation the instructor and audience members are free to pose questions relevant to the graded objectives for your assigned problem. This may be done for the simple purpose of clarifying an unclear answer, or to probe for misconceptions.

The benefits of this exercise include honing your independent research skills, reinforcing your foundational knowledge of electronics, gaining confidence speaking to groups, and preparation for job interviews where being able to articulate your knowledge and solve realistic problems before a critical audience sets you apart from lesser-qualified candidates.

A digital circuit will be randomly assigned to you from the options listed on the next several pages. No student will know which problem will be assigned to them until it is their turn to present, which means all students should be prepared to present on every problem shown. Furthermore, problems may contain unspecified parameters which will also be randomized at presentation time. Full credit will be given only for answers that are correct and logically supported by trusted principles and sources (e.g. Conservation of Energy, Ohm’s Law, datasheets, etc.).

You are to regard your audience as technically adept (i.e. assuming everyone in attendance is familiar with the technical concepts and language; “skilled in the art”).

file wt_0164

100
Foundational Concepts

The following list shows foundational concepts related to prior topics of study. If you find yourself unable to solve any circuit-related problem, this list is a helpful means of reminding you which concepts might apply:

<table>
<thead>
<tr>
<th>Conservation of Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior of sources vs. loads</td>
</tr>
<tr>
<td>Ohm’s Law</td>
</tr>
<tr>
<td>Joule’s Law</td>
</tr>
<tr>
<td>Effects of opens vs. shorts</td>
</tr>
<tr>
<td>Properties of series networks</td>
</tr>
<tr>
<td>Properties of parallel networks</td>
</tr>
<tr>
<td>Kirchhoff’s Voltage Law</td>
</tr>
<tr>
<td>Kirchhoff’s Current Law</td>
</tr>
<tr>
<td>Maximum Power Transfer Theorem</td>
</tr>
<tr>
<td>Superposition Theorem</td>
</tr>
<tr>
<td>Thévenin’s and Norton’s Theorems</td>
</tr>
<tr>
<td>Electric fields and capacitance</td>
</tr>
<tr>
<td>Magnetic fields and inductance</td>
</tr>
<tr>
<td>Inverse-exponential growth/decay</td>
</tr>
<tr>
<td>Conduction in semiconductors</td>
</tr>
<tr>
<td>Behavior of PN junctions</td>
</tr>
<tr>
<td>Behavior of BJTs</td>
</tr>
<tr>
<td>Behavior of FETs</td>
</tr>
<tr>
<td>Sinking vs. sourcing current</td>
</tr>
<tr>
<td>Behavior of thyristors</td>
</tr>
<tr>
<td>Switch/gate circuits and Boolean</td>
</tr>
<tr>
<td>Switch/gate circuits and truth tables</td>
</tr>
<tr>
<td>Logic voltage levels</td>
</tr>
<tr>
<td>DeMorgan’s Theorem</td>
</tr>
</tbody>
</table>

One of the most important skills for success in these assessments is knowing how to check your work as you progress through each problem! Applying mental math and estimations along the way for each calculated result is vital for avoiding the pitfall of a wrong result compromising future answers.
Grading

- [25%] Status (on/off) of every transistor when input A is low and input B is low
- [25%] Status (on/off) of every transistor when input A is low and input B is high
- [25%] Status (on/off) of every transistor when input A is high and input B is low
- [25%] Status (on/off) of every transistor when input A is high and input B is high

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Grading

- [25%] Status (on/off) of every transistor when input A is low and input B is low
- [25%] Status (on/off) of every transistor when input A is low and input B is high
- [25%] Status (on/off) of every transistor when input A is high and input B is low
- [25%] Status (on/off) of every transistor when input A is high and input B is high

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Grading

- [25%] Status (on/off) of every transistor when input A is low and input B is low
- [25%] Status (on/off) of every transistor when input A is low and input B is high
- [25%] Status (on/off) of every transistor when input A is high and input B is low
- [25%] Status (on/off) of every transistor when input A is high and input B is high

*Note: full credit given only for answers that are correct and logically supported by trusted principles.*
System #4

Grading

- [25%] Status (on/off) of every transistor when input A is low and input B is low
- [25%] Status (on/off) of every transistor when input A is low and input B is high
- [25%] Status (on/off) of every transistor when input A is high and input B is low
- [25%] Status (on/off) of every transistor when input A is high and input B is high

Note: full credit given only for answers that are correct and logically supported by trusted principles.
**System #5**

Note: this is a redundant inverter (NOT) gate developed by NASA for some of the digital logic inside of satellite, capable of operating correctly in the event that any transistor happened to fail open or fail shorted (collector-emitter).

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**Grading**

- [25%] Status (on/off) of every transistor when input is low, assuming all components healthy
- [25%] Status (on/off) of every transistor when input is high, assuming all components healthy
- [25%] Status (on/off) of every transistor when input is high, assuming one transistor failed open (your choice)
- [25%] Status (on/off) of every transistor when input is high, assuming one transistor failed shorted (your choice)

*Note: full credit given only for answers that are correct and logically supported by trusted principles.*
System #6

Note: a water-cooled generator at a power plant has two sources of cooling water flow, each source equipped with a flow switch that returns to its normally-open status if the water flow through the pipe stops.

Grading

- [20%] Presence or absence of current in each rung when cooling water A is stopped and cooling water B is stopped
- [20%] Presence or absence of current in each rung when cooling water A is stopped and cooling water B is flowing
- [20%] Presence or absence of current in each rung when cooling water A is flowing and cooling water B is stopped
- [20%] Presence or absence of current in each rung when cooling water A is flowing and cooling water B is flowing
- [20%] Identify whether the shut-down solenoid must energize or de-energize to shut down the generator

Note: full credit given only for answers that are correct and logically supported by trusted principles.
System #7
Note: the two temperature switches sense the temperature of air inside of a laboratory oven, with each of their settings representing an excessively-hot condition (one more severe than the other).

![Diagram of a 555 timer circuit with temperature thresholds and LEDs.]

Grading
- [20%] Logic gate states and LED status when temperature is 220 °C
- [20%] Logic gate states and LED status when temperature is 260 °C
- [20%] Logic gate states and LED status when temperature is 290 °C
- [20%] Identify how to (speed up / slow down) the LED’s blinking rate
- [20%] Effect on system functionality if _____ fails open

Note: full credit given only for answers that are correct and logically supported by trusted principles.
System #8
Note: the D-C-B-A input lines connect to two binary-number digital sources.

Grading
- [20%] Identify condition(s) necessary to energize only the upper LED
- [20%] Identify condition(s) necessary to energize only lower LED
- [20%] Identify condition(s) necessary to energize both LEDs
- [20%] Effect on system functionality if upper-most XOR gate fails with a low output
- [20%] Modify schematic to energize an LED if the two binary numbers match

Note: full credit given only for answers that are correct and logically supported by trusted principles.
Theory session 60

The written exam will consist of the following types of questions and their related principles:

- (Question #1) Determine logic states within a combinational logic circuit.
  *Logic function truth tables, logic levels in TTL and CMOS circuits, effects of opens vs. shorts*

- (Question #2) Design and sketch a combinational logic gate circuit to fulfill a three-input truth table.
  *Logic function truth tables, Boolean representation of logic functions, SOP/POS Boolean expressions*

- (Question #3) Select appropriate component values (e.g. resistor resistance) for a digital logic gate circuit driving a heavy load.
  *Ohm’s Law, Joule’s Law, Kirchhoff’s Laws, properties of series and parallel networks, BJT behavior, FET behavior, logic levels in TTL and CMOS circuits, logic function truth tables*

- (Question #4) Convert between different forms of digital numeration (e.g. binary, octal, hexadecimal, decimal).
  *Signed binary integers, unsigned binary integers, octal notation, hexadecimal notation*

- (Question #5) Determine possible faults in a combinational logic gate or relay ladder logic circuit.
  *Logic function truth tables, properties of series and parallel networks, effects of opens vs. shorts, relay behavior*