ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Computing, Informatics, and Decision Systems Engineering</th>
<th>Department</th>
<th>Industrial Engineering/Engineering Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>IEE</td>
<td>Number</td>
<td>486</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>(Choose one)</td>
<td>Title</td>
<td>Systems Design Capstone 2</td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>(Choose one)</td>
<td>Units:</td>
<td>3</td>
</tr>
<tr>
<td>Course description:</td>
<td></td>
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Requested designation: (Choose One)
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Syllabus
☒ Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Mary Anderson-Rowland, Allison Farina                     Phone: 480-720-0000, 53199
Mail code: BYENG 324, BYENG208                                 E-mail: mary.anderson@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Ronald Akin/Esma Gel
Chair/Director (Signature): [Signature]

Date: 12/19/12

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

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1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-1".

| ![Yes](X) | ![No](O) | **CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence See IEE 486 Individual Papers document |

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

| ![Yes](X) | ![No](O) | **CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than in-class essay exams See IEE 486 Syllabus |

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

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1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

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| 1                          | Each student will write and present an elevator speech at the beginning for the semester.  
                              Each student will submit an activity report each week for class work done the previous week.  
                              Each student will write two Carlson papers detailed in an attachment.  
                              Each student will write a summary paper on the Exit Survey Exam review.  
                              Each student will write a summary paper of their individual role in the Capstone Project.  
                              Each student will take the Exit Survey Exam which is primarily in the form of essay questions. | See the highlighted table on page 2 of the syllabus identifying points for the individual assignments and exit exam.  
50.45% of the grade is applied to an oral/written elevator speech, activity sheets, three papers, a summary paper of the exit survey exam, and a summary paper of the student's individual role in the capstone project. Each student is also required to give peer assessments of team members at the end of the semester and evaluate their percentage contribution to the team project. |
| 2                          | The two Carlson Papers involve the gathering, interpretation, and evaluation of evidence.  
                              The Capstone Projects themselves are all about the gathering, interpretation, and evaluation of evidence. Each student will write a paper on how they individually participated in each of these areas of the project. | See syllabus and description on Carlson assignment  
Each student will base their first Carlson paper (three page minimum) on the reading of the Carlson text, the selection of five areas, the identification of the importance of the areas, and the selection of appropriate penalties.  
Each student will base their second Carlson paper (two page minimum) on the data they have recorded during the semester, an analysis of the log and |
Each student will write a summary paper (minimum 3 pages) of their individual role in the Capstone Project including: defining the problem, determining the methodology, the gathering of data, the analysis, interpretation, and evaluation of the data, the definition of alternatives, and the recommendations and conclusions.

The syllabus includes three substantial individual writing tasks, as well as team tasks of a proposal, two progress reports, and a final report.

The three substantial individual writing assignments are two Carlson papers and a summary of the individual's participation in the Senior Capstone project.

All assignments are submitted via Blackboard. The assignments are graded as they are completed. Any assignments upon which a follow-on assignment depends will be graded and the feedback given to the student before the follow-on assignment is due.

See section above for more details on the two Carlson papers and the final individual summary paper.

See IEE 486 syllabus.
IEE 486 Systems Design Capstone II
Course Syllabus

Instructor: Dr. Mary R. Anderson-Rowland, 480-720-0000, mary.anderson@asu.edu
Office Hours: TBD
Class Meeting: TBD

Teaching Assistant: TBD
TA Office Hours: TBD

Textbook: Don’t Sweat the Small Stuff At Work
– Richard Carlson, available used on-line for about $5

Optional References: TBD

Prerequisites: Must be a senior Engineering BS/BSE student and have completed ENG 101, IEE 475 or IEE 477, have completed with a grade of C or better IEE 376 or IEE 476, and have completed IEE 485 with a grade of C or better.

Course Description: This class, IEE 486, is the second of a two semester senior capstone project course; the first class is IEE 485. In IEE 486, students will execute the capstone project that they planned in IEE 485.

Learning Objectives: Upon completing IEE 486, students will understand the requirements for working well in a team, working with management and employees, designing alternative solutions, selecting a best alternative, writing project communications including two progress reports and a final report, giving oral presentations, and possibly handling project focus changes.

Topics: The following topics will be covered:
- Academic honesty, plagiarism (throughout the semester)
- Effective presentations, elevator speech, Carlson project (one week)
- DMAIC review, team rules (one week)
- Revised proposal (one week)
- Process improvement (~one week)
- Oral/Written Progress Report 1 (~four weeks)
- Oral/Written Progress Report 2 (~four weeks)
- Exit Survey Review (½ week)
- Oral/written Final Presentations (~two weeks)

Readings, Special Materials, Required Activities, Assignments, and Quizzes
Classes will consist of lecturing, active learning exercises, discussions, and presentations.

Assignments and class schedule will be posted on Blackboard. Completed assignments will be posted to Blackboard. Students are expected to put in at least 10 hours of work on the course each week. This time includes both class time and time spent at the project site. Approximately 40% of
the class meetings are “Team Days” for the teams to work on their project either at the project site or otherwise.

Students will already be divided into teams from IEE 485. Each team will have produced a Project Scope document, detailed Work Breakdown Structure and dictionary, Project Schedule Baseline in Microsoft Project, Project Budget Baseline, Project Risk Management Plan, and a Monitor and Control Plan for the project once it gets started during the prerequisite class IEE 485.

Each team will give oral presentation and written reports for their revised (if necessary) project proposal, two progress reports, and the final report; each team member must participate in the presentation and give their fair share of the presentation. Mentors for the projects (primarily industrial) are invited to the final presentations where the students will also provide the final documented project plan to their mentors. Assignments will be submitted on Blackboard. Each written assignment will be graded and feedback given to the student before another assignment depending on that work is due. (C4)

A handout is available detailing the requirements of the individually written Carlson papers.

The summary paper on the Exit Exam review shall include:
- Five new items learned from the presentation
- The selection of one of them with an explanation of how you can put that new knowledge to work in the next week and how you succeeded in accomplishing this task.

Each student will write a summary paper (minimum 3 pages) of their individual role in the Capstone Project including: defining the problem, determining the methodology, the gathering of data, the analysis, interpretation, and evaluation of the data, the definition of alternatives, and the recommendations, and conclusions. (C2)

Each individual student will write a report explaining their role in the team and evaluate the performance and contribution of each of their team members. Final project grades of each student will depend heavily on the results of their team members’ peer reviews.

The course grade will be determined on the basis of cumulative numeric scores. The elements for these scores are shown below. Late homework will be discounted. Late assignments turned in within a week of the due date may be docked up to one-third its value and within two weeks, two-thirds of its value. After that the assignment counts zero.

The final grades will be based on a “standard” 90-80-70 percent structure. (≥90% = A)

<table>
<thead>
<tr>
<th>Individual Class Points</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevator Speech Oral/Written</td>
<td>25</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>5</td>
</tr>
<tr>
<td>Plagiarism Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Class Attendance (18 days, 17@ 3 points per class day)</td>
<td>51</td>
</tr>
<tr>
<td>Activity Sheets due each Monday for the prior week</td>
<td>75</td>
</tr>
<tr>
<td>*Carlson “Work Problems” paper</td>
<td>75</td>
</tr>
<tr>
<td>*Carlson Log Report paper</td>
<td>75</td>
</tr>
<tr>
<td>Summary paper of Exit Survey Exam review</td>
<td>25</td>
</tr>
</tbody>
</table>
Peer Assessment 25
*Summary paper of Individual Role in Capstone Project 100
Exit Survey Exam 100
Final Project Attendance 10
*= (C3) 571 (500 individual) (C1)

Team Project Components and Points
Team Rules 25
Team Meeting Minutes (1/week) 45
Revised Proposal Oral/Written 50
Progress Reports Oral/Written (2@ 75 points) 150
Final Report – Oral Presentation 50
Final Report – Written 100
420 991 total points

Classroom Behavior
Cell phones must be turned off during class to avoid causing distractions. Laptops must also be turned off during class with the exception of dates when laptops are required for the classroom exercise or training. The use of recording devices is not permitted during class. Any violent or threatening conduct by an ASU student in this class will be reported to the ASU Police Department and the Office of the Dean of Students.

Absence & Make-up Policies
Accommodations will be made for religious observances provided that students notify the instructor at the beginning of the semester concerning those dates. Students who expect to miss class due to officially university-sanctioned activities should inform the instructor early in the semester. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences. [Note: The preceding policies are based on ACD 304–04, “Accommodation for Religious Practices” and ACD 304–02, “Missed Classes Due to University-Sanctioned Activities.”]

Academic Integrity
All students in this class are subject to ASU’s Academic Integrity Policy (available at http://provost.asu.edu/academicintegrity ) and should acquaint themselves with its content and requirements, including a strict prohibition against plagiarism. All violations will be reported to the Dean’s Office, who maintains records of all offenses.

Disability Accommodations
Suitable accommodations will be made for students having disabilities and students should notify the instructor as early as possible if they will require the same. Such students must be registered with the Disability Resource Center and provide documentation to that effect.
Working in a project team environment can be stressful and frustrating. Depending on your personality type and work habits you may find yourself participating on an assignment that becomes overwhelming. The book, "Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others" provides 100 short lessons on dealing with these issues in the workplace. The lessons are written to help you introspectively assess your problems and develop strategies for improvement.

Your assignment is to perform a critical self-assessment of your own problem issues when working in a team-based environment. Use the Carlson book to help identify the top five (5) lessons in priority order that best deal with the issues that cause you the most stress. I will accumulate this data from your reports so that we can create a histogram of lessons that are of primary importance to our class.

Using the book’s lessons, formulate a plan for mitigating your top five problems that you have identified. Your plan on how to deal with these issues should then be implemented throughout the semester, especially when you are working with your class team. At the end of the semester you will provide a log summary on how well your plan worked.

**Carlson Self-assessment and Plan Due: 1/22**

1. Rank ordered list of your self-assessed, stress causing issues when working on a project team. Identify these using Carlson lesson numbers and the name of the lesson.

2. For each of your top five lessons identified, provide a half up to full page discussion of how you will use that lesson to your advantage. For example, if you constantly complain about the unreasonable timeframe of your deadlines the lesson on "Don't Dramatize the Deadlines" would probably be appropriate. In that lesson the author talks about how some people waste more time complaining about unreasonable deadlines than they spend accomplishing their goal. This 'negative' energy certainly hinders your ability to meet the difficult deadline. Your plan might be to 'catch' yourself if you begin to complain and put a dollar in a jar as a penalty. At the end of the semester you can use the money to treat your teammates to lunch!

3. When you write your paper (minimum three full pages), identify each of the top five by number and title.

4. You need to tell what the penalty will be when you break each of your five rules. Your penalty needs to be something that makes a difference to you! Five minutes more of exercise is not really a penalty. Using money put in a jar to invest is not a penalty, but giving the money to charity is an acceptable “penalty”. If you usually have a coke everyday when you come home, then a possible penalty for breaking one of the lessons is
that you do not have a coke that day.

5. In this paper you need to:
   • Describe how you will keep track of how well you do with your five rules each week. You will be expected to turn these logs in at the end of the semester (12/4).
   • Note: It is expected that you will write a paragraph at the end of each week describing what rules you broke, how they occurred and what “penalty” you assessed yourself. These weekly writings are also to be included in the Carlson Log due on 4/23.

   (75 points)

Carlson Log Paper Due: 4/23

6. Keep a private tracking log by day and a summary each week throughout the semester so that at the end of the semester you can assess how well your plan worked or why it failed. You are then required to write a full two page minimum paper at the end of the semester which includes: general impressions of the assignment, an analysis of the log and summaries through the semester, a critique on how you improved in the five areas through the semester, lessons learned, what you might have done differently, and what you learned through this project. Submit your log and summaries along with the two-page (minimum) paper. The log may be hand written (legible) or entries in a notebook.

7. Reminder: You should log your violations the day that it happens (note the date). Describe what happened and what you did as a penalty for the violation.

8. At the end of each week of the semester you should write a short summary of the week and reflect on how you did. This will help you with the exercise as well as provide good material for the final Carlson paper.

   (75 points)

Carlson Paper Additional Information

Read: “Don’t Sweat the Small Stuff at Work” by Richard Carlson. (Note: “Don’t Sweat the Small Stuff and It’s All Small Stuff” is a different book.)

After reading the book, select five habits of the 100 written about in the book that you would like to break. Select the five most significant habits for you.

For the paper, first list the top five that you have selected in rank order and list the Carlson number and the name of the lesson.

For each of the five lessons that you have chosen:
1. Give the # and the title
   a. What does Carlson say about this habit?
b. How does this relate to you? Why did you select it? Give examples of how this habit is one that you need to change.

2. What is your plan to change your behavior?
   a. Give a practical plan that you will attempt to change your behavior. Example: a good friend will be asked to tell you if you break the rule.

3. What is the penalty you have chosen to use on yourself as a reminder and incentive to change? Penalties should be something appropriate such as foregoing a coke or cup of tea that night. No chocolate for a day. Can't watch tv for a day. $.25 or $1.00 in a jar to be given to a named charity at the end of the semester. Be creative. This is not a "punishment" but a reminder or incentive to change your behavior.

4. Documentation
   a. Describe how you will document if you break a rule between now and when the assignment is due. Include above in you Carlson Paper.
   b. Note that you will need to include with an infraction:
      1) When did it happen?
      2) Circumstances in which it happened
      3) How and why it happened.
      4) Penalty paid.
   c. Write a summary at the end of each week

5. At the end of the semester, write a summary of the experience and turn in along with log.
Materials Submitted for Literacy Approval for IEE 486 Capstone Course II

- Literacy and Critical Inquiry Checklist
- IEE 486 Systems Design Capstone II Course Syllabus
- IEE 486 Text Table of Contents

**Individual Assignments**
- Academic Integrity and Plagiarism Assignment
- Elevator Speech Oral/Written
- Activity Reports due weekly
- Carlson Reports
- Summary Paper of Exit Survey Exam review
- Peer Assessment
- Summary paper of Individual Role in Capstone Project
- Exit Survey Exam

**Team Assignments**
- Team Rules
- Team Meeting Minutes
- Revised, Updated Proposal Oral/Written
- Two Progress Reports Oral/Written
- Final Report Oral/Written
Rationale and Objectives

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Each student will write a summary paper of their individual role in the Capstone Project.  
Each student will take the Exit Survey Exam which is primarily in the form of essay questions. | See the highlighted table on page 2 of the syllabus identifying points for the individual assignments and exit exam.  
50.45% of the grade is applied to an oral/written elevator speech, activity sheets, three papers, a summary paper of the exit survey exam, and a summary paper of the student's individual role in the capstone project.  
Each student is also required to give peer assessments of team members at the end of the semester and evaluate their percentage contribution to the team project. |
| 2                          | The two Carlson Papers involve the gathering, interpretation, and evaluation of evidence.  
The Capstone Projects themselves are all about the gathering, interpretation, and evaluation of evidence. Each student will write a paper on how they individually participated in each of these areas of the project. | See syllabus and description on Carlson assignment  
Each student will base their first Carlson paper (three page minimum) on the reading of the Carlson text, the selection of five areas, the identification of the importance of the areas, and the selection of appropriate penalties.  
Each student will base their second Carlson paper (two page minimum) on the data they have recorded during the semester, an analysis of the log and |
summarizes, a critique on their improvement in the five areas during the semester, lessons learned, what might have been done differently, and what was learned.

Each student will write a summary paper (minimum 3 pages) of their individual role in the Capstone Project including: defining the problem, determining the methodology, the gathering of data, the analysis, interpretation, and evaluation of the data, the definition of alternatives, and the recommendations and conclusions.

| 3 | The syllabus includes three substantial individual writing tasks, as well as team tasks of a proposal, two progress reports, and a final report. The three substantial individual writing assignments are two Carlson papers and a summary of the individual's participation in the Senior Capstone project. All assignments are submitted via Blackboard. The assignments are graded as they are completed. Any assignments upon which a follow-on assignment depends will be graded and the feedback given to the student before the follow-on assignment is due. | See section above for more details on the two Carlson papers and the final individual summary paper. See IEE 486 syllabus. |
IEE 486 Systems Design Capstone II
Course Syllabus

Instructor:          Dr. Mary R. Anderson-Rowland, 480-720-0000, mary.anderson@asu.edu
Office Hours:       TBD
Class Meeting:      TBD

Teaching Assistant:
TA Office Hours:

Textbook:           Don’t Sweat the Small Stuff At Work
– Richard Carlson, available used on-line for about $5

Optional References: TBD

Prerequisites:      Must be a senior Engineering BS/BSE student and have completed ENG 101, IEE 475 or IEE 477, have completed with a grade of C or better IEE 376 or IEE 476, and have completed IEE 485 with a grade of C or better.

Course Description: This class, IEE 486, is the second of a two semester senior capstone project course; the first class is IEE 485. In IEE 486, students will execute the capstone project that they planned in IEE 485.

Learning Objectives: Upon completing IEE 486, students will understand the requirements for working well in a team, working with management and employees, designing alternative solutions, selecting a best alternative, writing project communications including two progress reports and a final report, giving oral presentations, and possibly handling project focus changes.

Topics:
- Academic honesty, plagiarism (throughout the semester)
- Effective presentations, elevator speech, Carlson project (one week)
- DMAIC review, team rules (one week)
- Revised proposal (one week)
- Process improvement (~one week)
- Oral/Written Progress Report 1 (~four weeks)
- Oral/Written Progress Report 2 (~four weeks)
- Exit Survey Review ( ½ week)
- Oral/written Final Presentations (~two weeks)

Readings, Special Materials, Required Activities, Assignments, and Quizzes
Classes will consist of lecturing, active learning exercises, discussions, and presentations.

Assignments and class schedule will be posted on Blackboard. Completed assignments will be posted to Blackboard. Students are expected to put in at least 10 hours of work on the course each week. This time includes both class time and time spent at the project site. Approximately 40% of
the class meetings are “Team Days” for the teams to work on their project either at the project site or otherwise.

Students will already be divided into teams from IEE 485. Each team will have produced a Project Scope document, detailed Work Breakdown Structure and dictionary, Project Schedule Baseline in Microsoft Project, Project Budget Baseline, Project Risk Management Plan, and a Monitor and Control Plan for the project once it gets started during the prerequisite class IEE 485.

Each team will give oral presentation and written reports for their revised (if necessary) project proposal, two progress reports, and the final report; each team member must participate in the presentations and give their fair share of the presentation. Mentors for the projects (primarily industrial) are invited to the final presentations where the students will also provide the final documented project plan to their mentors. Assignments will be submitted on Blackboard. Each written assignment will be graded and feedback given to the student before another assignment depending on that work is due. (C4)

A handout is available detailing the requirements of the individually written Carlson papers.

The summary paper on the Exit Exam review shall include:
- Five new items learned from the presentation
- The selection of one of them with an explanation of how you can put that new knowledge to work in the next week and how you succeeded in accomplishing this task.

Each student will write a summary paper (minimum 3 pages) of their individual role in the Capstone Project including: defining the problem, determining the methodology, the gathering of data, the analysis, interpretation, and evaluation of the data, the definition of alternatives, and the recommendations, and conclusions. (C2)

Each individual student will write a report explaining their role in the team and evaluate the performance and contribution of each of their team members. Final project grades of each student will depend heavily on the results of their team members’ peer reviews.

The course grade will be determined on the basis of cumulative numeric scores. The elements for these scores are shown below. Late homework will be discounted. Late assignments turned in within a week of the due date may be docked up to one-third its value and within two weeks, two-thirds of its value. After that the assignment counts zero.

The final grades will be based on a “standard” 90-80-70 percent structure. (≥90% = A)

<table>
<thead>
<tr>
<th>Individual Class Points</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevator Speech Oral/Written</td>
<td>25</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>5</td>
</tr>
<tr>
<td>Plagiarism Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Class Attendance (18 days, 17@ 3 points per class day)</td>
<td>51</td>
</tr>
<tr>
<td>Activity Report due each Monday for the prior week</td>
<td>75</td>
</tr>
<tr>
<td>*Carlson “Work Problems” paper</td>
<td>75</td>
</tr>
<tr>
<td>*Carlson Log Report paper</td>
<td>75</td>
</tr>
<tr>
<td>Summary paper of Exit Survey Exam review</td>
<td>25</td>
</tr>
</tbody>
</table>
 Peer Assessment 25
*Summary paper of Individual Role in Capstone Project 100
Exit Survey Exam 100
Final Project Attendance 10
* = (C3) 571 (500 individual) (C1)

Team Project Components and Points
Team Rules 25
Team Meeting Minutes (1/week) 45
Revised Proposal Oral/Written 50
Progress Reports Oral/Written (2@ 75 points) 150
Final Report – Oral Presentation 50
Final Report – Written 100

420 991 total points

Classroom Behavior
Cell phones must be turned off during class to avoid causing distractions. Laptops must also be turned off during class with the exception of dates when laptops are required for the classroom exercise or training. The use of recording devices is not permitted during class. Any violent or threatening conduct by an ASU student in this class will be reported to the ASU Police Department and the Office of the Dean of Students.

Absence & Make-up Policies
Accommodations will be made for religious observances provided that students notify the instructor at the beginning of the semester concerning those dates. Students who expect to miss class due to officially university-sanctioned activities should inform the instructor early in the semester. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences. [Note: The preceding policies are based on ACD 304–04, “Accommodation for Religious Practices” and ACD 304–02, “Missed Classes Due to University-Sanctioned Activities.”]

Academic Integrity
All students in this class are subject to ASU’s Academic Integrity Policy (available at http://provost.asu.edu/academicintegrity) and should acquaint themselves with its content and requirements, including a strict prohibition against plagiarism. All violations will be reported to the Dean’s Office, who maintains records of all offenses. See also IEE 486 Academic Integrity and Plagiarism assignments.

Disability Accommodations
Suitable accommodations will be made for students having disabilities and students should notify the instructor as early as possible if they will require the same. Such students must be registered with the Disability Resource Center and provide documentation to that effect.
DON'T SWEAT THE SMALL STUFF AT WORK
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THE SMALL STUFF
DON'T SWEAT

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Attached Files:  
CIDSE Academic Integrity Policy agreement.docx (26.043 KB)

Attached is a form that you should print out, sign, and turn in to Dr. A-R by Tuesday, January 15, 2013.

This is worth 10 points.

In addition, you should read the information on plagiarism and then take the exam to get a Certificate showing that you understand what plagiarism is. You will earn 15 points for the Certificate when you turn in a copy to Dr. A-R. You have until the end of January to complete this.

You complete the questionnaire at the end:  
https://www.indiana.edu/~istd/
Preparing Your Elevator Speech

An 'elevator speech' is a term taken from the early days of the internet explosion when web development companies needed venture capital. Finance firms were swamped with applications for money and the companies that won the cash were often those with a simple pitch. The best were those that could explain a business proposition to the occupants of an elevator in the time it took them to ride to their floor. In other words, an elevator speech that worked was able to describe and sell an idea in 30 seconds or less. Today, an 'elevator speech can be any kind of short speech that sells an idea, promotes your business or markets you as an individual.

An elevator speech is as essential as a business card. You need to be able to say who you are, what you do, what you are interested in doing and how you can be a resource to your listeners. If you don't have an elevator speech, people won't know what you really do.

KNOW YOUR AUDIENCE- Before writing any part of your elevator speech, research your audience. You will be much more likely to succeed if your elevator speech is clearly targeted at the individuals you are speaking to. Having a 'generic' elevator pitch is almost certain to fail.

KNOW YOURSELF - Before you can convince anyone of your proposition you need to know exactly what it is. You need to define precisely what you are offering, what problems you can solve and what benefits you bring to a prospective contact or employers

Answer the following questions:
1. What are your key strengths?
2. What adjectives come to mind to describe you?
3. What is it you are trying to 'sell' or let others know about you?
4. Why are you interested in the company or industry the person represents?

OUTLINE YOUR TALK - start an outline of your material using bullet points. You don't need to add any detail at this stage; simply write a few notes to help remind you of what you really want to say. They don't need to be complete sentences.

You can use the following questions to start your outline:
1. Who am I?
2. What do I offer?
3. What problem is solved?
4. What are the main contributions I can make?
5. What should the listener do as a result of hearing this?

FINALIZE YOUR SPEECH - Now that you have your outline of your material, you can finalize the speech. The key to doing this is to expand on the notes you made by writing out each section in full.
To help you do this, follow these guidelines:

1. Take each note you made and write a sentence about it.
2. Take each of the sentences and connect them together with additional phrases to make them flow.
3. Go through what you have written and change any long words or jargon into everyday language.
4. Go back through the re-written material and cut out unnecessary words.
5. Finalize your speech by making sure it is no more than 90 words long.
Elevator Speech

**Purpose:**

1. Introduces yourself to the group
2. Provides speaking experience in front of a friendly group
3. Generates feedback on a strength and perhaps an improvement opportunity

**What is an Elevator Speech?**

See Adobe Acrobat File on BB

**Tell us about yourself and your project**

1. Give your name and where you call home.
2. What would you like us to know about you?
3. How will you be able to help your team on your project? Emphasis your major strengths.
4. What are you looking forward to this semester in this class?

**Timing**

1. Each student has no more than 90 seconds.
2. Target for 75 sec ± 15 sec
3. Make the most of your time
4. Try not to ramble

**Evaluations in Class**

1. Evaluation forms provided
2. Each student provides 1 strength and 1 improvement opportunity for each speaker
3. We will pause 1 min after each speaker to allow time for evaluation.
4. Don’t just say “good speaker” but identify one quality that supports this. For example:
   a. Well-organized
   b. Informative
   c. Comfortable in front of group
   d. Strong voice
5. Possible improvement areas:
   a. Needs more organization
   b. Try to reduce “uhhs”
   c. Try to project more
   d. Smile!

**Grading**

Oral presentation is 10 points and written speech is 15 points.

WJT IEE490 1/16/07
Week One: through Monday, August 27, 2012

Note: Each student in IEE 490 is expected to spend a minimum of 10 hours per week on the course.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount of Time</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Time</td>
<td></td>
<td></td>
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<tr>
<td>Reading “Don’t Sweat” Book</td>
<td></td>
<td></td>
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<tr>
<td>Assignment 1 (resume, info, preference)</td>
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<td></td>
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<tr>
<td>Reading Information on Companies</td>
<td></td>
<td></td>
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<tr>
<td>Elevator Speech</td>
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<tr>
<td>Team Meetings</td>
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<tr>
<td>Contacting Company</td>
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<tr>
<td>Meeting at/with Company</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Total Hours</strong></td>
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</table>

The Activity Sheet is to be submitted weekly on Monday, detailing all work done the week before.
Working in a project team environment can be stressful and frustrating. Depending on your personality type and work habits you may find yourself participating on an assignment that becomes overwhelming. The book, "Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others" provides 100 short lessons on dealing with these issues in the workplace. The lessons are written to help you introspectively assess your problems and develop strategies for improvement.

Your assignment is to perform a critical self-assessment of your own problem issues when working in a team-based environment. Use the Carlson book to help identify the top five (5) lessons in priority order that best deal with the issues that cause you the most stress. I will accumulate this data from your reports so that we can create a histogram of lessons that are of primary importance to our class.

Using the book’s lessons, formulate a plan for mitigating your top five problems that you have identified. Your plan on how to deal with these issues should then be implemented throughout the semester, especially when you are working with your class team. At the end of the semester you will provide a log summary on how well your plan worked.

**Carlson Self-assessment and Plan Due: 1/22**

1. Rank ordered list of your self-assessed, stress causing issues when working on a project team. Identify these using Carlson lesson numbers and the name of the lesson.

2. For each of your **top five** lessons identified, provide a half up to full page discussion of how you will use that lesson to your advantage. Explain why you have selected each lesson and how it will apply to your team engagement. For example, if you constantly complain about the unreasonable timeframe of your deadlines the lesson on "Don't Dramatize the Deadlines" would probably be appropriate. In that lesson the author talks about how some people waste more time complaining about unreasonable deadlines than they spend accomplishing their goal. This 'negative' energy certainly hinders your ability to meet the difficult deadline. Your plan might be to 'catch' yourself if you begin to complain and put a dollar in a jar as a penalty. At the end of the semester you can use the money to treat your teammates to lunch!

3. When you write your paper (minimum four full pages), identify each of the top five by number and title.

4. You need to tell what the penalty/consequence will be when you break each of your five rules. Your consequence needs to be something that makes a difference to you! Five minutes more of exercise is not really a penalty. Using money put in a jar to invest is not a penalty, but giving the money to charity is an acceptable “penalty”. If you
usually have a coke everyday when you come home, then a possible penalty for breaking one of the lessons is that you do not have a coke that day.

5. In this paper you need to:
   • Describe how you will keep track of how well you do with your five rules each week. You will be expected to turn these logs in at the end of the semester (12/4).
   • Note: It is expected that you will write a paragraph at the end of each week describing what rules you broke, how they occurred and what “penalty” you assessed yourself. These weekly writings are also to be included in the Carlson Log due on 4/23.

(75 points)

Carlson Log Paper Due: 4/23

6. Keep a private tracking log by day and a summary each week throughout the semester so that at the end of the semester you can assess how well your plan worked or why it failed. You are then required to write a full four page minimum paper at the end of the semester which includes: general impressions of the assignment, an analysis and interpretation of the log and summaries through the semester, a critique on how you improved in the five areas through the semester, lessons learned, what you might have done differently, and what you learned through this project. Submit your log and summaries along with the paper. The log may be hand written (legible) or entries in a notebook.

7. Reminder: You should log your violations the day that it happens (note the date). Describe what happened and what you did as a penalty for the violation.

8. At the end of each week of the semester you should write a short summary of the week and reflect on how you did. This will help you with the exercise as well as provide good material for the final Carlson paper.

(75 points)

Carlson Paper Additional Information

Read: “Don’t Sweat the Small Stuff at Work” by Richard Carlson. (Note: “Don’t Sweat the Small Stuff and It’s All Small Stuff” is a different book.)
After reading the book, select five habits of the 100 written about in the book that you would like to break.
Select the five most significant habits for you.
For the paper, first list the top five that you have selected in rank order and list the
Carlson number and the name of the lesson.
For each of the five lessons that you have chosen:
1. Give the # and the title
   a. What does Carlson say about this habit?
   b. How does this relate to you? Why did you select it? Give examples of how this habit is one that you need to change.
2. What is your plan to change your behavior?
   a. Give a practical plan that you will attempt to change your behavior. Example: a good friend will be asked to tell you if you break the rule.
3. What is the penalty you have chosen to use on yourself as a reminder and incentive to change? Penalties should be something appropriate such as foregoing a coke or cup of tea that night. No chocolate for a day. Can't watch tv for a day. $.25 or $1.00 in a jar to be given to a named charity at the end of the semester. Be creative. This is not a "punishment" but a reminder or incentive to change your behavior.
4. Documentation
   a. Describe how you will document if you break a rule between now and when the assignment is due.
      Include above in you Carlson Paper.
   b. Note that you will need to include with an infraction:
      1) When did it happen?
      2) Circumstances in which it happened
      3) How and why it happened.
      4) Penalty paid.
   c. Write a summary at the end of each week
5. At the end of the semester, write a summary of the experience and turn in along with log.
Individual Summary Paper of Exit Exam Review presented in class

The summary paper on the Exit Exam review shall:

- Be professionally written in Times New Roman, 12 font, double-spaced, 1” margins on the top, bottom, left, and right. Use Microsoft Word for the paper.
- One page in length
- The paper will include:
  - Five new items learned from the presentation
  - The selection of one of the five items with an explanation of how you can use that new information or knowledge in the next week and how you succeeded in accomplishing this task.

This paper is worth 25 points.
IEE 486 Senior Design Fall 2013 Peer Review

Team Name:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>% Contribution to Project</th>
<th>Rating and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rate each item from 1 (Excellent), 2 (Very Good), 3 (Good), 4 (Fair), 5 (Poor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting Attendance:</td>
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<td></td>
<td></td>
<td>Time at industry/on project:</td>
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<td></td>
<td></td>
<td>Idea contribution:</td>
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<tr>
<td></td>
<td></td>
<td>Work load carried:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall team support:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I would want this person to be a teammate in the future:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>

|              |                           | Meeting Attendance: |
|              |                           | Time at industry/on project: |
|              |                           | Idea contribution: |
|              |                           | Work load carried: |
|              |                           | Overall team support: |
|              |                           | I would want this person to be a teammate in the future: |
|              |                           | Comments: |

|              |                           | Meeting Attendance: |
|              |                           | Time at industry/on project: |
|              |                           | Idea contribution: |
|              |                           | Work load carried: |
|              |                           | Overall team support: |
|              |                           | I would want this person to be a teammate in the future: |
|              |                           | Comments: |
| % Contribution to Project includes: Attendance at meetings, time at industry, idea contribution, work load carried, writing load carried, and overall team support. If everyone contributed their fair share, then the % will be 33.3 for each student for teams of 3 and 25% for each student for teams of 4. | 
|---|---|
| Signed: | 
| Date: |
Individual Summary Paper of Exit Exam Review presented in class

The summary paper on the Exit Exam review shall:
- Be professionally written in Times New Roman, 12 font, double-spaced, 1” margins on the top, bottom, left, and right. Use Microsoft Word for the paper.
- One page in length
- The paper will include:
  - Five new items learned from the presentation
  - The selection of one of the five items with an explanation of how you can use that new information or knowledge in the next week and how you succeeded in accomplishing this task.

This paper is worth 25 points.
Please answer each question in the space provided while being as specific as possible. Use your best professional judgment, reflecting upon what you have learned while studying for your B.S.E. degree in industrial engineering. This exam will be used to assess whether our curriculum is preparing students for professional practice. This process is important for enhancing the value of your degree, for improving the program for future students, and for ensuring the accreditation of your IE degree.

1. You are concerned about excessive variation in a key performance characteristic of the product your company produces. You believe the variation comes from a specific manufacturing operation. What technique(s) would you use to understand and improve the situation?

2. Your company has six manufacturing plants spread around the world and each is capable of producing the hundred different product types that you sell. Marketing has provided you with demand forecasts for each product type for each of the thirty countries in which you have customers. What kind of model would you use to decide how much to produce of each product type at each plant? What data would you need to obtain to build your model?
3. Your company has just designed and market tested a new product. It looks like a winner (that is, the public liked it) and they have charged you with developing a manufacturing plan. What are three questions you ask before beginning this task (management may not know the answers, so you may have to find them yourself)?

4. Imagine that you are the manager of a United Blood Services branch office that has 5 chairs that can be used to collect blood from donors. A study by one of your IE’s has determined that donors arrive according to a Poisson process and that the time to collect blood is exponentially distributed. You are interested in how long customers spend in the system. What modeling technique would you use to analyze this situation?

5. It is your first day on your new job as an IE supporting a manufacturing facility. Your boss asks you to analyze a manufacturing process that appears to be a bottleneck. What data do you need to establish a baseline? What performance measures would you use in your analysis?
6. Why is it important to take repeated observations in a statistical study or in a design of an experiment?

7. Which of the following are important for the successful function of multi-disciplinary teams (indicate Yes or No):
   ______ a. Respect for the technical expertise and concerns of other members;
   ______ b. Standardization of definitions for terms to ensure common usage;
   ______ c. Ensuring your discipline receives the most credit for project success;
   ______ d. Ensuring all team players communicate and coordinate activities;
   ______ e. Setting agendas for meeting and documenting all team decisions;
   ______ f. Considering all environmental, safety, economic, and organizational objectives
   ______ g. Respecting and encouraging diversity of opinion in creating potential solutions
   ______ h. Ensuring your discipline’s concerns are put ahead of those from other disciplines

8. What is the optimal solution to the following set of equations:

   Max $3X_1 + 5X_2$

   Subject to: $X_1 \leq 4$
   $X_1 + 2X_2 \leq 12$
   $3X_1 + 2X_2 \leq 18$

   $X_1, X_2 \geq 0$
9. Suppose you had a concern about an unprofessional or unethical situation at work related to costs charged to a contract. How would you decide between your responsibility to your employer and your responsibility to society?

10. List at least two options for how you can continue learning after you graduate and begin working.

11. Contemporary Industrial Engineering issues are current situations, locally and globally, in which Industrial Engineering techniques and innovations are applied. One example of a contemporary Industrial Engineering issue is Lean Manufacturing. Another is Supply Chain Management. Cite two more examples of contemporary Industrial Engineering issues that you have learned while a student at ASU.

12. For each of the following, identify an algorithm or the name of a software program you can use to solve the model:

   a. Linear Programming ________________________________

   b. Discrete Event Simulation Model ______________________

   c. Test to determine if the means of two populations are equal _______________________________
13. **Directions:** Answer these questions in 200-300 words using paragraphs and in essay form. You will be graded on writing ability, so pay attention to punctuation, grammar, and organization. (You will not lose points for spelling, since there is no spell check readily available.)

a) Describe what you believe were the strengths and weaknesses of the IE curriculum.

b) Do you believe you are prepared to enter the business world and be a contributing engineer and citizen?

c) What recommendations would you make for improving the IE program?
Vous ne nous avez pas donné une liste de contrôle pour les règles de l'équipe car nous voulions que vous pensiez et que vous créiez les règles nécessaires et les règles qui pourraient aider le processus de l'équipe. La plupart des équipes ont pris cette tâche au sérieux et ont bien réfléchi à la question. Cependant, il était évident que pas une seule équipe avait pensé à tous les éléments importants qui pourraient aider l'équipe à fonctionner bien. Assurez-vous que les règles sont explicites – par exemple, tous les membres de l'équipe devraient être à l'heure aux réunions. (Quelle est “la majorité” du temps?) Si vous avez une pénalité, comme une amende, les règles et le processus doivent dire ce qui sera fait avec l'argent collecté.

Note: Les règles de l'équipe doivent être signées et datées par chaque membre de l'équipe. Cette révision est due au prochain cours, le 5 février.

Par conséquent, votre resubmission devrait inclure les articles suivants au minimum (pas nécessairement dans cet ordre). Une équipe peut librement avoir d'autres règles qui ne sont pas suggérées ici.

- Comment souvent les réunions seront tenues.
- Étre à l'heure aux réunions
- Combien de réunions doit un membre fréquenter?
- La responsabilité de chaque membre envers l'équipe
- Le fait de prévenir l'équipe si un membre ne peut pas assister à une réunion ou remplir une obligation. Combien de temps avant?
- La politique du téléphone, Internet, logiciels informatiques pendant les réunions
- L'établissement d'un ordre du jour à la fin de chaque réunion pour la réunion suivante
- Qu'arrive-t-il si un membre brise les règles: par exemple, un membre est en retard à trois réunions d'affilée: faites-vous a) prévenir le professeur; b) amender le membre, c) leur donner une tâche désagréable, etc.? (La première option n'est pas la bonne réponse. L'équipe doit traiter d'abord avec cette première option. Si le problème est chronique et affecte l'équipe, puis prévenir le professeur)
- Tous les emails relatifs au projet sont copiés à tous.
- Les assignations sont soumises à temps.
- La distribution du travail également
- Comment rapidement les membres de l'équipe devraient répondre aux emails du projet?
- Les horaires des réunions discutés et acceptés par tous les membres - qu'en cas de conflit?
Process:

Who is responsible for:

- Who makes sure submissions are proof read
- Who is responsible for the Agenda for the next meeting (done at the end of each meeting)
- Who runs the meeting (making sure that all members speak and contribute)
- Who is the team contact with the mentor
- Taking meeting minutes
- Watching time for all items on agenda to be covered in meeting
- Making sure rules are followed
- Turning in assignments on time

What is the rotation schedule for this (with names)?
Meeting Minutes Revised

Team Name: 

Meeting Date:  
Meeting Location: 

Time meeting began:  
Time meeting ended: 

AGENDA

1. Go over agenda; make changes if necessary (xx min.)
   Changes: At beginning of meeting list any new business items

2. Old Business (Items that have already been discussed in a meeting, but need more discussion or a check to make sure they are completed.)
   a. Item One listed here (xx min.)
      Action: complete when discussed in meeting

   b. Item Two listed here (xx min.)
      Action: complete when discussed in meeting

   c. Item Three listed here, etc. (xx min.)
      Action: complete when discussed in meeting

3. New Business (A topic to be discussed for the first time in a meeting. These can be set in the agenda already made for the meeting or added at the beginning of the meeting or during it, if needed.)
   a. Item One listed here (xx min.)
      Action: complete when discussed in meeting

   b. Item Two listed here, etc. (xx min.)

4. Agenda for next meeting (xx min.)
   Next meeting Date, Location, Time
   List Agenda with estimated minutes per item: Go over agenda, Old Business, New Business

5. Were any team rules broken during the meeting?
   What? Penalty?

6. Submitted by: Name
OUTLINE FOR PROJECT PROPOSAL/FINAL REPORT

1. The physical format should be that of a high quality term paper (typed, margins, spelling, grammar, etc.)

2. The organization should be those of a high quality engineering proposal (title page, executive summary, table of contents, body, appendix material, bibliography, etc.)

3. The contents should include:
   
a. Title Page – Arrange the following in an attractive format
      1. Descriptive project title
      2. Class number and name
      3. Team number, member names & contact info.
      4. Client organization name
      5. A picture of a product or something related to the organization
      6. Mentor name and contact
      7. Date of presentation

b. Executive Summary - Describe the key issues and expected results in at most a single page designed to communicate your message for a busy manager.

c. Background – Briefly describe the demographics of the organization.

d. Problem Statement - What problem is to be solved and why is the effort worthwhile.

e. Goals
   1. What are the goals/objectives of the project?
   2. Provide metric for goals/objectives.

f. Scope - Define the boundaries of your problem.

g. Assumptions – Identify any assumptions needed to allow the project to proceed. Why it is necessary to make these assumptions and not look for the "real" answers.

h. Methodology - What approaches, models, analysis and data are necessary to solve the problem? Consider alternatives. Provide an As-Is flow chart if applicable. Show any preliminary data that supports your solution approach.

i. Results Anticipated (Visualize your project outcome)
   1. How well the goals will be met.
   2. Cost analysis and justification of alternative solutions.
   3. What figures and tables (data analysis) and what drawings will be necessary to support anticipated results.
j. Deliverables – What you will be providing your client. This may include:

1. Progress Report (mandatory)
2. Final oral presentation and written report (mandatory)
3. Implementation plan (High level but mandatory)
4. Re-layout of an area based on sound IE principles
5. Establish a measurement system
6. Develop a simulation/analytical model
7. Establishment of SPC in a process area
8. Etc.

Note: In real life deliverables are many times tied to a progress payment for you or your firm. It is important that you be specific or you might not get paid.

k. Resources Needed - What is necessary to support project efforts and expected organizational and team resources to meet these needs?

l. Time Schedule - A Gantt (or milestone) chart showing significant elements of the project, team resource allocation and completion dates. You need at least 10-15 non-administrative activities.

m. Summary and Recommendations – Summarize your proposed solution plan and make a recommendation to proceed.
### INSTRUCTOR ASSESSMENT OF ORAL PROPOSAL PRESENTATION

**TEAM GRADED ___________________________**

**Student Names:** ______________________________ ______________________________
______________________________ ______________________________

Criteria for Oral Presentation
(Relative weighting indicated by numbers in parentheses)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RELATIVE WEIGHT</th>
<th>VALUE</th>
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<tbody>
<tr>
<td>1. Clarity</td>
<td>(3)</td>
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<tr>
<td>2. Statement of Purpose</td>
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<td>3. Logical Flow</td>
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<tr>
<td>4. Technical content</td>
<td>(3)</td>
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<tr>
<td>5. Quality of supporting information</td>
<td>(2)</td>
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<tr>
<td>6. Completeness</td>
<td>(3)</td>
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<tr>
<td>7. Question/Answer Capability</td>
<td>(1)</td>
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<tr>
<td>8. Overall Impression</td>
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</table>

**TOTAL POINTS** 20

**COMMENTS:**

Note: The written proposal will be scored at 70 points. An excellent oral presentation will be awarded +5 points and a very poor presentation will be scored -5 points. These points will be added to the written proposal score.
IEE 486
Guidelines for Progress Reports
Fall 2013

1. Hand in hard copy of report and slides at the beginning of class when presentations are made.
2. Send report and PowerPoint to the Grading Center by 5:00 pm on the day before class when presentations are made.
3. In PowerPoint include:
   a. Title Page as outlined in Proposal Guidelines
   b. Problem statement
   c. Quantified goals of project plus other smaller goals (if appropriate)
   d. Summary of work done to date with emphasis on what you have done since last proposal/progress report written
   e. Challenges/barriers
   f. Time limit of 10 minutes.
4. In Progress Report
   a. Title Page as outlined in Proposal Guidelines
   b. Correct and update Proposal to Current Report
   c. Include a Table of Contents and an Executive Summary
   d. Add Sections of “Progress since last report” and “Present Challenges/Barriers”
   d. Include updated Gantt Chart in Appendix

Grading:
1. 70 points for written Progress Report
2. PowerPoint and Presentation will be graded from -5 to +5. An outstanding PowerPoint and presentation could earn up to 5 points which would be added to the Progress Report score. An OK presentation would be a “0” and the Progress Report score stands the same. A poor presentation would be from -1 to -5 points taken from the written Progress Report score.

Questions? Please email Dr. A-R at mary.anderson@asu.edu.
DATE: TBD   NAME: ______________   ORGANIZATION ________________________

TEAM FOR THIS EVALUATION: ________________________________
(You may use the name(s) of one or more of the team members or the sponsor for identification)

Please evaluate your impressions of the quality of the design project presentations you have heard on this date. Consider, specifically, the professionalism, completeness, coherency, understandability and apparent application contained in the presentation.

Criteria for Oral Presentation
(Relative weighting indicated by numbers in parentheses)

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<td>3. Logical Flow</td>
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<td>4. Technical content</td>
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<td>5. Quality of supporting information</td>
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<td>6. Completeness</td>
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<td>7. Quality of Results</td>
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<tr>
<td>8. Time Management</td>
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<td>9. Effective Use of Media</td>
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<td>10. Question/Answer Capability</td>
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<td>______</td>
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<tr>
<td>11. Overall Impression</td>
<td>(5)</td>
<td>______</td>
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</table>

TOTAL POINTS 50  ______

Comments:


**Engineering Design:** The process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative) in which the basic sciences, mathematics, and engineering sciences are applied to convert resources optimally to meet a stated objective.

**NOTE: CATEGORIES SHOWN BELOW FORM AN APPROXIMATE GRADING STRUCTURE -**

<table>
<thead>
<tr>
<th>Category</th>
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<td>Executive Summary</td>
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<td>Background of the Problem</td>
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<td>Goals/Objectives of the Design Project</td>
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<td>Assumptions</td>
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<td>Methodology being Pursued in the Design Activity</td>
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<tr>
<td>c) Appropriateness</td>
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<td>Synthesis of Alternative Solutions for the Project</td>
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<td>a) More than one alternative evaluated</td>
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<td>b) Creativity</td>
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<td>Evaluation of the Alternative Solutions</td>
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<td>a) Clear comparisons being made</td>
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<td>b) Criteria for comparison clear</td>
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<td>Cost Analysis of the Alternative Solutions</td>
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<td>Special Considerations for Engineering Design</td>
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<td>Conclusions and Recommendations</td>
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<td>c) Professionalism of presentation</td>
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<tr>
<td>d) Clarity/understandability</td>
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<tr>
<td>e) Use of Figures/Tables/References (appropriate/necessary)</td>
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<tr>
<td>f) Creativity</td>
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<tr>
<td>g) Form and format</td>
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<tr>
<td>h) Spelling and grammar</td>
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<tr>
<td>i) Technical difficulty</td>
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**TOTAL POINTS (100)** __________
INSTRUCTOR ASSESSMENT
OF ORAL PROGRESS REPORT PRESENTATION

TEAM GRADED _________________________________

Student Names: ______________________________ ______________________________
______________________________ ______________________________

Criteria for Progress Report Presentation
(Approximate relative weighting indicated by numbers in parentheses)

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<tr>
<td>1. Clarity</td>
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<td>2. Statement of Goals with Metrics</td>
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<tr>
<td>6. Completeness (Emphasis on Progress since last report)</td>
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TOTAL POINTS -5 to +5

COMMENTS:

Note: Each final presentation will be judged by all students in the class (except for the presenting team) and by visiting project sponsors, as well as the instructor and the course TA. The final score will be weighted by 50% on the student and sponsor scores and 50% on the instructor and TA scores.