

## ME 3120: Manufacturing Processes and Their Application, 3 (3,0)

Fall 2020, MWF 8-8:50 AM

**FULLY ONLINE IN SYNCHRONOUS MODE USING ZOOM** (connection details available in Canvas)



**Instructor:** Rodrigo Martinez-Duarte, Ph.D.

**E-mail:** [rodrigm@clermson.edu](mailto:rodrigm@clermson.edu) I will try my best to answer promptly but it may take me up to 48 hours, plan accordingly!

**Virtual Office Hours:** By appointment only in order to accommodate your various schedules. We will be connecting through Zoom.

**Course Description:** Fundamental principles associated with production processes and their application to the manufacture of products from metals, polymers, ceramics, and composites. Emphasizes the physical and quantitative aspects of processing, the selection of processes to create products, and the identification of processes used to manufacture existing products.

### Corequisites:

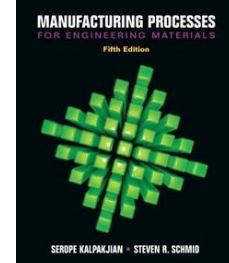
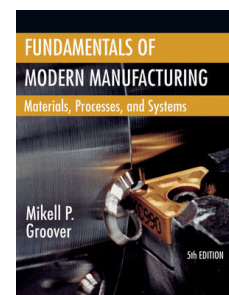
(ME 304) Heat Transfer.

(ME 306) Fundamentals of Machine Design.

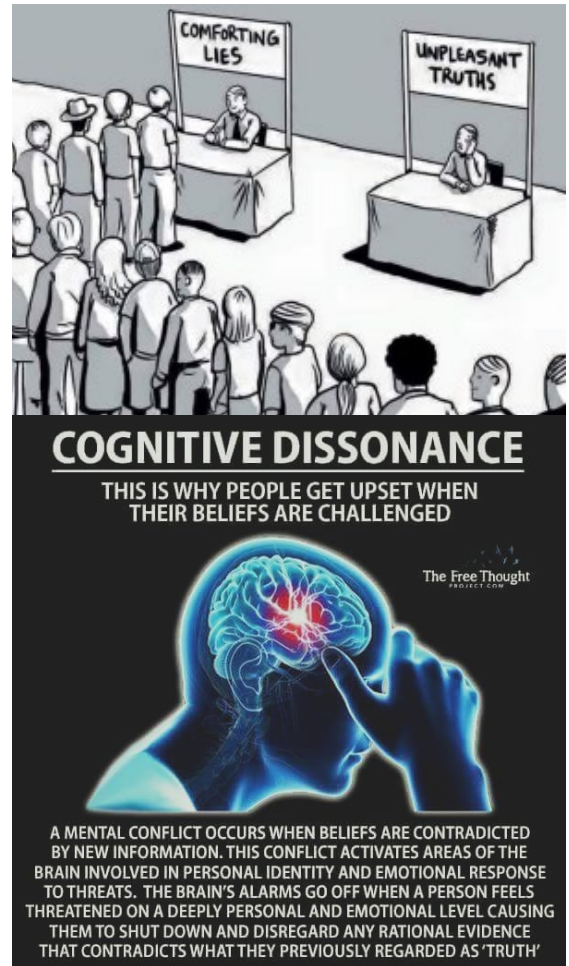
(ME 333) Mechanical Engineering Laboratory II.

**RECOMMENDED References, there is no required textbook (*These references are not required but strongly recommended if you are the type of student that benefits from reading the material to fully comprehend it*). Make an appointment for virtual office hours if you want to examine these books before buying them.**

- Groover, Mikell P.; 2013, *Fundamentals of Modern Manufacturing: Materials, Processes and Systems*, 5<sup>th</sup> edition, Wiley (ISBN #9781118231463). General introduction to manufacturing. Easy read and good structuring.
- Kalpakjian, S., and Schmid, S., 2007, *Manufacturing Processes for Engineering Materials, 5th Edition*, Prentice Hall (ISBN # 9780132272711). More in depth knowledge. Not as user friendly as Groover.
- Lefteri, Chris; 2013, *Making It*, 2<sup>nd</sup> edition, Laurence King Publishing (978-1-85669-749-1). Good general introduction to different manufacturing techniques. Snippets about each technology. Great overview but not in depth at all.



**Clemson Thinks2:** This is a CT2 course to nurture your skill to think critically. Critical thinking is the objective analysis and evaluation of an issue in order to form a judgement. To this end, this course will feature activities focusing on metacognition, or thinking about your thinking. Society expects you to be a mature thinker who is able to think in the abstract and consider a number of solutions to a problem. We were all immature thinkers at some point of our lives but then a fantastic journey started into increasing the quality of our thoughts. This will be an ongoing process for the rest of your life. Metacognition will help you increase the pace at which you develop your thought. Although simple in nature, it takes practice. You must develop the habit of asking yourself why you believe what you do, why do you act the way you do, and other interesting questions that are most likely to lead to unpleasant truths (see cognitive dissonance) but will help you identify the problem and become a better you. A better you can lead to better opportunities, and ultimately a better society. The purpose of making this a CT2 course is to help you strengthen your metacognition skill. Hence, you will be constantly required to think about your thinking through reflections, either individually or as a group.



**Learning Environment:** Research on critical thinking indicate that three activities are particularly effective to nurture critical thinking: dialogue, real-world problems and mentoring. This class will feature extensive discussion and you must be prepared to partake in this discussion. You must do two things **BEFORE** engaging with your instructor and peers: 1) study the material assigned for that day (check Canvas); and 2) take the online quiz. This way, you will be prepared to intellectually contribute to the conversation. Plan well ahead to allow for enough time in your busy schedule for these prep activities and to account for the unexpected. The material to be covered during the entire semester is already posted in Canvas. The calendar is also posted. You must take the assigned quizzes as detailed in Canvas **BEFORE** class. Class time will be dedicated to activities to deepen your learning about a topic. These activities will include analysis of manufacturing methods, evaluation of choices to manufacture a product, and/or creation of new manufacturing processes.

My role in this course is that of a facilitator and mentor in your learning process. You are solely responsible for your own learning and you are in control of your own grade. My job is to give you the tools to make the best out of this course and mentor your thinking. Your job is to use them and stay engaged. Prepare before class and before engaging with your peers so you can have a productive experience during this course.

### Student Learning Outcomes:

Following successful completion of the course, you should be able to:

- Predict the influence a manufacturing process has on the material properties of a finished product. (*Apply level in Bloom's taxonomy below*)
- Compare economic costs and environmental impacts between manufacturing processes. (*Analyze*)
- Classify fundamental manufacturing processes and identify the key parameters for each process. (*Evaluate*)
- Evaluate the manufacturing process(es) used to produce a finished part. (*Evaluate*)
- Critique your metacognition skill, i.e. Is my thinking deep enough? (*Evaluate*)
- Create a manufacturing process for making a product that fulfills a need. (*Create*)

These objectives were set following the well accepted *Bloom's Taxonomy* to develop expertise, shown in Fig. 1. This taxonomy postulates that the development of skills and abilities depend on a knowledge base. In this class, you will achieve the *Remembering* and *Understanding* stages before class by reviewing and studying class materials and solutions to representative problem sets. Class time will be dedicated to strengthen the stages on top of the pyramid in different degrees.

The CT2 activities in this course will help you strengthen your skills of analyzing, evaluating and creating by examining the details of your thought process and efforts towards becoming an expert in a topic. Although you will be applying these skills to manufacturing processes in this class, the aim is that you strengthen these skills and keep using in any other future topic.



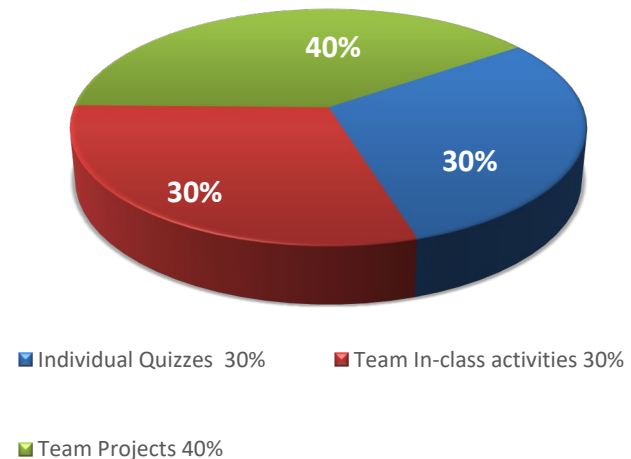
Figure 1. Bloom's Taxonomy as revised in 2001. From <https://www.pinterest.co.uk/pin/551128073140341612/>

**Overview of Tentative Course Outline (continuously double check details in Canvas):**

<b>Week</b>	<b>Subject</b>
1	Course Introduction and Structure
2	Framing a Problem Review Material Selection and Properties on your own
3	Casting Processes
4	Casting Processes
5	Casting Processes
6	Casting Principles of Shaping by Deformation
7	Deformation Processes
8	Deformation Processes
9	Deformation Processes
10	Deformation Processes
11	Subtractive/Additive Manufacturing Processes
12	Subtractive/Additive Manufacturing Processes
13	Integrative Activities
14	Integrative Activities
15	<i>Thanksgiving</i>
16	Integrative Activities

## Grading Breakdown (see more information in slides from Lecture 2 in Canvas):

90.0-100%	A	<b>Excellent.</b> Indicates work of a very high character, outstanding quality
80.0-89.99%	B	<b>Good.</b> Indicates work that is definitely above average, though not of the highest quality
70.0-79.99%	C	<b>Fair.</b> Indicates work of average or medium character
60.0-69.99	D	<b>Pass.</b> Indicates work below average and unsatisfactory.
<59.99	F	<b>Fail.</b> Indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.



### INDIVIDUAL ACTIVITIES

The individual activities are meant to ensure YOU are prepared to engage with your team throughout this course. They are very important to guarantee that the time investment from everyone is worth it... after all no one wants to work with an individual that cannot contribute to the team.

**INDIVIDUAL QUIZZES (Several, All of equal value):** Quizzes feature multiple-choice questions aimed at validating that each of you have studied the material before class. **Quizzes are individual, require RespondusLockDown and you must take the quiz online by the deadline stipulated in Canvas.**

**Quizzes are timed and you only have one attempt.** You are encouraged to assemble a cheat sheet before the quiz and use it during the quiz, but you won't have the time to scan the slides for answers in a separate device while taking the quiz. Hence, you must study the slides (and do practice problems if applicable) **BEFORE** taking a quiz. Plan ahead so you can request office hours as needed, bare in mind that immediate office hours will not be available. **Late quizzes will be graded as ZERO (even if Canvas still lets you take it).**

All quizzes have the same value, regardless of the number of questions. Check the deadline schedule for quizzes in Canvas. **All quizzes are now available for you to take. Plan ahead and do not leave taking the quiz to the last day, emergencies do happen. There will be no make-up quizzes.** The only exception to this rule will be major emergencies, i.e. becoming ill with COVID-19, long-term hospitalization and other long-term undesirable scenarios that prevent you from engaging with the course for periods >2 days. *In those cases, you are directed to BOTH use the Notification of Absence module in Canvas AND notify your instructor by email ASAP.*



**SELF-ASSESSMENT REQUIRED THROUGHOUT THIS COURSE** As mentioned above, critically thinking about yourself and your work is a must to keep growing sustainably. Continue your self-assessment throughout this course. A good tool to do this is here <https://wabisabilearning.com/blogs/mindfulness-wellbeing/self-assessment-questions-growth-mindset>

**EW Online Modules** – The E-learning modules from EducateWorkforce (EW) are available for your further reference. You can find them under Assignments tab in Canvas. Use this material to refresh or reinforce concepts related to materials and manufacturing. ***There is no credit associated with ANY of these activities.*** Nevertheless, you are encouraged to benefit from this resource. To this end, there will be reminders in your Canvas home about completing selected modules that closely map the contents of this class. Please contact [support@educateworkforce.com](mailto:support@educateworkforce.com) **DIRECTLY** in case of any trouble with the e-learning platform and *copy me* in your email to them.

## **TEAM ACTIVITIES**

It should not be a surprise to you that your future professional life will largely rely on you collaborating with a team. Those teams will likely be formed by members of different cultures, background, disciplines, etc. who have different expectations, priorities, time commitments and capabilities. It is a challenging endeavor to form a functional team! It takes practice to first be an excellent team member and eventually an inspiring team leader. To this end, this course features many team activities.

**FORMING A TEAM ONLINE:** As a first step, analyze yourself in the context of this course. What grade are you targeting? How hard are you willing to work for such grade? What is your time, effort, and resource commitment to this course? How important is this course to you? What is your preferred way of working? What are your skills? What are your weaknesses? What behaviors, attitudes, skills are you expecting from other team members? Towards facilitating the formation of teams in these unprecedented time, please fill the survey here <https://forms.gle/63JYKNbBqJsrnmUe7> Completion of this survey will count as a quiz. You will receive full quiz credit (1/1) if you complete the survey in a meaningful way that reflects self-analysis. Incomplete surveys will receive no credit (0/1). You will be able to opt-in to include your profile in a database to be released to the rest of the class with the purpose of facilitating team formation. Profiles will only be linked to an email address, not names. You must fill the survey for credit regardless of whether you share it with the group or not. You may only edit your responses before the deadline posted in Canvas.

Using such database or through your own means, engage in an honest conversation with individuals about teaming together. You can use the address provided in a profile to directly send an email to potential teammates and start such conversations. Ideally you will team with individuals with similar expectations, priorities, work ethic and with skills complementing yours. Practically, you likely won't find your ideal teammate but you will know what strengths, weaknesses, attitudes, etc. to expect so you can proactively address any concerns that may compromise the efficiency and productivity of the team.

**TEAM IN-CLASS ACTIVITIES (Several, All of equal value):** Team In-class activities are scheduled throughout the semester. Most are announced in Canvas but few may be randomly assigned in class. When announced in Canvas, you are required to have the required supporting material available to you. Supporting material may include carburetor, measurement tools, and show pieces. You will be provided with a guided activity/challenge in most activities. You will address these questions with your team and assemble a deliverable that is due by the specified date in Canvas. Get effective at collaborating online

with your team and finishing the activity during class period, otherwise you will require to work more outside class. *See section below for tips on online collaboration.* You are responsible to coordinate with your team in case you did not attend class. Credit for a team activity will only be given to those names written in the submitted deliverable. **There will be no make-up in-class activities.** **Since last minute emergencies do happen and in the case of team activities you cannot control the schedule of your teammates (as you can control your schedule in the case of individual quizzes), the three lowest grades of in-class activities will be dropped at the end of the semester.** Further consideration might be possible but only in case of major emergencies, i.e. becoming ill with COVID-19, long-term hospitalization and other long-term undesirable scenarios that prevent you from engaging with the course for periods >2 days. In those cases, you are directed to BOTH use the Notification of Absence module in Canvas AND notify your instructor by email ASAP.

**TEAM PROJECTS (2 Team Projects of equal value):** Your team will be required to hand in a deliverable for each of these activities. Instructions and details will be posted in Canvas. We will start these activities in class but you will finish them outside class. Your deliverable will be due on the dates detailed in Canvas. You are responsible to coordinate with your team in case you did not come to class. Credit for an activity will only be given to those names written in the submitted deliverable.

**IMPORTANT:** significant amount of points will be taken for omitting the unit of measurement in your results, *i.e.* kg, m, in, etc., or providing the wrong units. You are responsible for knowing conversion values between metric and English units such as meters to inches, kilograms to pounds, liters to ounces, etc.



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**TEAM EVALUATIONS to be included in ALL team activities and projects:** Your grade in each team activity will depend on the evaluation of Your performance by you and the rest of your team. You may not receive full credit for the activity if your team considers your performance was not at par with the rest. The following table details the guidelines for evaluating the work by you and each team member.

Grade	Rationale
0-2	NOT ACCEPTABLE: Did not show up to meetings/activities or exhibited detrimental behavior when he/she did. Insignificant contributions to the team, if any. Constantly provided excuses to the team, unwilling to communicate with the team.
3-5	UNACCOUNTABLE: Does not respond to the team effort, i.e. it was difficult to get him/her show up to team meetings and exhibited negative behavior when he/she did. Marginal and/or sporadic contributions of varying quality, e.g. came to one meeting, wrote one paragraph, only suggested ideas, made 1 figure here and there... that actually required more work from the rest of the team.
6-8	POOR: Assisted to ALL meetings/activities but came unprepared, his/her contributions were of poor quality, i.e. poor digital drawings, unclear/unedited text, hand-written equations or pictures of hand-written equations, hand drawings or pictures of hand-drawings. It was difficult to keep him/her engaged with the team.
10	EXPECTED: Easy to organize team meetings with him/her and always came prepared and with a positive attitude, remained engaged in ALL meetings/activities and constantly made high quality contributions to the team. It was a positive experience to work with such accountable person. <i>This should be the standard grade for all team members in a functional team.</i>

Each deliverable from a team activity will include the following table. The grades given to you by yourself and your teammates will be averaged and reported in the last column for each team member. This average will be a multiplier to the grade your team gets for the project, i.e. you got a 0.65 average from your team and your project got a 85/100 grade... *YOU* get 55.25/100. **Note that self-evaluation and calculated averages are required.** Any disputes will be solved with all team members present. **Team members must provide hard evidence (i.e. emails, text messages) to support their arguments.**

Team member to evaluate	Team member evaluating					
	1, John Doe	2	3	4	5	Average
1, i.e. John Doe						
2						
3						
4						
5						



## POSTING OF GRADES AND REQUESTS FOR REVISION

Grades will only be posted in Canvas. An announcement will be sent to the class when grades are posted. Requests to re-evaluate individual or team deliverables will only be accepted during the 5 business days following such announcement, regardless of whether you became aware of it or not. Hence, make sure your Canvas communication settings are correct and your email can always receive new messages. Revision requests must be submitted by email and must provide a detailed justification for re-evaluation. Revisions will be done online. The entire deliverable will be subjected to a complete re-evaluation of the grade.

## Course and University Policies

### EXPECTED ZOOM ETIQUETTE AND BEHAVIOR DURING ONLINE CLASS:

Your Zoom profile must display your full name and a professional picture of you.

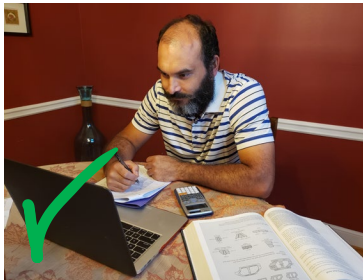
This is an 8 AM class. More than once you will be tempted to take class from your comfy bed while you are waking up, while having breakfast, etc. While this is understandable, it is not acceptable. You are expected to wake up early and get ready for online class. Don't fool yourself into thinking that you are as alert and engaged with your instructor, and most importantly your teammates, while half-awake in your bed... with the temptation of going back to sleep; while having breakfast, etc.



Once you are out of bed, fully awake, dressed appropriately and presentable, connect to our class in Zoom following the links provided to you in Canvas. As much as possible, be in a quiet environment without noise distractors, i.e. playful pets, common rooms, surrounded by strange noises, etc. I understand this can be difficult sometimes but make the extra effort, so you remain focused on the material and collaborating with your peers with no distraction to you or your team. You are encouraged to speak up during class but please remain muted while not speaking... we will all appreciate not getting our eardrums blown due to echoes, resonances and other uncomfortable noises!



You are strongly encouraged to activate your camera when speaking with your teammates and as your instructor deems necessary during class. Beware that professional meetings in today's world often require such visuals, so take this opportunity to become confident and comfortable while interacting, and collaborating, with others through a camera. If your laptop or stationary computer does not have a camera, either get one or benefit from the various ways of using a phone camera as a webcam, i.e. DroidCam for PC users. Such apps may perform best when connected to your computer through USB instead of WiFi, so please optimize your setting before class. Connection only through phone is strongly discouraged given the size of the screen. Additionally, keep your phone away from any source of distraction during class time such as social media, messaging, etc. Lastly, you may



also be asked to turn your camera off in case the quality of the Zoom call starts getting compromised

**Any behavior, such as verbal abuse, threats, disruptive audio or visuals, that compromises the learning environment during class will be reported to campus police immediately.**

Below are a few useful references on structuring your day while working at home (many more available, dig deeper as necessary!):

1. Aronson, B., "How to succeed in online classes during the COVID-19 pandemic" InChemistry, ACS, March 31, 2020. <https://inchemistry.acs.org/content/inchemistry/en/college-life/transitioning-to-online-classes.html>
2. "Tips for taking Online classes: 8 strategies for success", Northeastern University, March 26, 2020. <https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/>
3. Khazan, I., "7+7 Strategies for Working from Home during COVID-19", Psychology Today, March 16, 2020. <https://www.psychologytoday.com/us/blog/biofeedback-and-mindfulness-in-everyday-life/202003/77-strategies-working-home-during-covid-19>

**TIPS TO ONLINE COLLABORATION.** These are just a few, there are many more available online:

- Barber, K., "Remote work tips and tools: a how-to guide" Conceptboard, April 13, 2020 <https://conceptboard.com/blog/remote-work-tips-tools-guide/>
- Barber, K. "Virtual Whiteboard for better teamwork and brainstorming" Conceptboard, June 24, 2020 <https://conceptboard.com/blog/virtual-whiteboard-for-better-teamwork-and-brainstorming/>
- "Tech against Coronavirus" <https://techagainstcoronavirus.com/>
- Hurst, H., "How to improve Team collaboration, Tips, Tricks & Pitfalls" Workfront, December 18, 2018, <https://info.iointegration.com/blog/how-to-improve-team-collaboration-tips-tricks-pitfalls>
- Jolly, J., "Zoom, Google Meet, Teams: Can't get a webcam? That old phone in a drawer can help" USA Today, Apr 13, 2020 <https://www.usatoday.com/story/tech/columnist/2020/04/13/zoom-google-meet-teams-video-chat-without-webcam/2974537001/>
- "Teaching and Learning Tools" Clemson University, <https://www.clemson.edu/online/tools/>

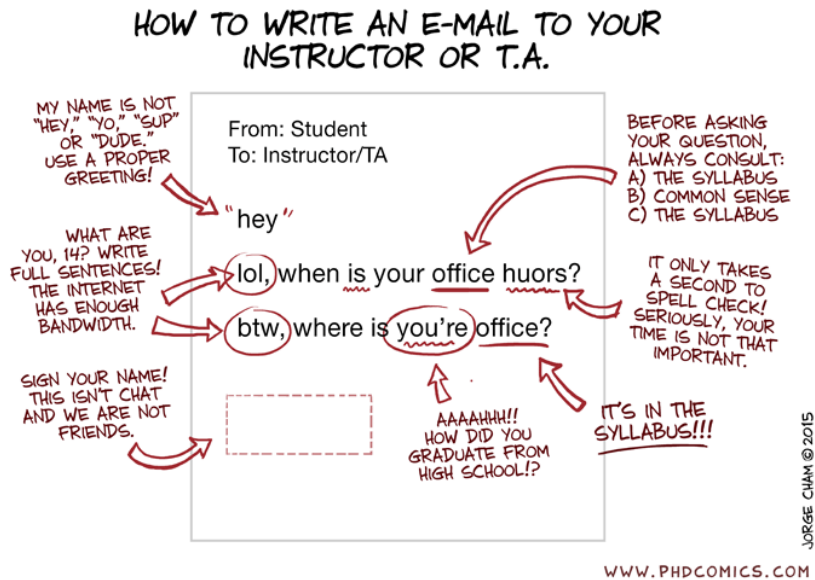
**There are really plenty of tools to enable online collaboration! Be proactive about this and experiment with your team, ask your classmates, instructor for further tips!**

**CANVAS:** Your Canvas web page will be used to post your schedule with all assignments and other useful documents, announcements and deadlines. You are responsible for the continuous monitoring of your Canvas page for such information. Canvas will also be the way I will keep you informed about your progress in the course.

**TECHNOLOGY USAGE:** Canvas, CAD, word processing, presentation slides, possibly video production using Adobe Premiere or similar tools. You are responsible for having the appropriate instructional technology as required for each activity.

**E-mail:** E-mail will be used to deliver important and/or urgent information throughout the semester. You are responsible for checking your e-mail for such information and keeping your e-mail address in Canvas accurate. You will be responsible if you miss important information because your account is full, not available, etc. or because you don't regularly check the e-mail address listed in Canvas. Forwarding to external accounts such as Hotmail and Yahoo accounts that get overloaded will cause you to miss important information.

There is a professional etiquette you will follow when sending me an email. You may address me as Dr. Rodrigo, Prof. Rodrigo, Dr. Martinez-Duarte or Prof. Martinez-Duarte. See figure for common mistakes when sending an email. The use of [Hey as greeting is particularly discouraged in a professional setting \(links to external site\)](#)



**ACADEMIC INTEGRITY:** As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge."

- Cheating on any class activity, including exams, quizzes and project, will not be tolerated in any form. A grade of 0 will be given for that activity and formal charges of academic dishonesty will be pursued.
- Outstanding submissions of any class activity may be used as instructional aids in future offerings of this course, so all project submissions must be free of copyrighted work.

**PLAGIARISM.** A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. All students, faculty and administrators at Clemson University are expected to abide by ethical standards of conduct. Accordingly, students are prohibited from copying or submitting any work done by others for personal credit. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office. See the [Undergraduate Academic Integrity Policy \(Links to an external site.\)](#) website for additional information about academic integrity at Clemson. Examples of plagiarism include copying any portion of

an assignment (including any solution manuals), quiz, or test and submitting it as your original work. If in any doubt, consult pages about Do's and Don't's about plagiarism, ask your instructor, ask a librarian. Some examples of websites:

<http://online.sfsu.edu/rone/StudentHelp/Plagiarism.html#examples>

<https://www.indiana.edu/~istd/examples.html>

<http://www.deltastate.edu/academics/libraries/library-guides/roberts-laforge-guides/plagiarism-prevention-a-guide-for-students/>

<http://www.aresearchguide.com/6plagiar.html>

**COPYRIGHT.** All materials found in this course, including exams, quizzes and other forms of assessment, are strictly for the use of students currently enrolled in this course and only for instructional activities associated with and for the duration of the course; they may not be retained in another medium or further disseminated. They are provided in compliance with the provisions of the Teach Act. Students must seek permission from instructors to record any class activity, including lectures, discussions, and presentations. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair use Guidelines" policy on the CU website for additional information

<https://clemsun.libguides.com/copyright> Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

**ACADEMIC GRIEVANCES.** Students are advised to visit the [Ombuds' Office \(Links to an external site.\)](#)Links to an external site. prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. Any form of abuse, including verbal, will not be tolerated. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. The Office of Access and Equity is in 110 Holtzendorff Hall. It can also be reached by phone 864 656 3181 or by email [cuae@clemson.edu](mailto:cuae@clemson.edu). You may report an incident following this link <https://www.clemson.edu/campus-life/campus-services/access/title-ix/students/reporting.html>



**STUDENT ACCESSIBILITY SERVICES.** Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at the [Student Accessibility Services Website \(Links to an external site.\)](#) and the [Office of Access and Equity Website \(Links to an external site.\)](#).

**INCLEMENT WEATHER:** In case of class cancellation mandated by the university due to inclement weather, I will communicate with the class via Canvas to announce any changes in tests, quizzes, or other assessment.

**SAFETY:** Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- a. Ensure you are signed up for emergency alerts (<https://www.getrave.com/login/clemson>),
- b. Download the Rave Guardian app to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
- c. Learn what you can do to prepare yourself in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

**Additional Course Policies:**

- Students may leave the Zoom call if instructor is more than 15 minutes late, and he has not notified the class of a delay.
- Students that perform below expectations (D or less) during the semester should expect to be contacted by the instructor.
- Attendance will not be taken. However, keep in mind that there are no make-up quizzes or in-class activities, and that your performance will be continuously graded by your teammates. Failing to engage with your team and instructor with no valid reason will impact your grades on individual and team activities.
- Student will be kicked out of the Zoom call if he/she is disturbing the instructor or the class in any way. In these cases, student is responsible to find out about materials covered in class and any assigned work, i.e., homework, team work. If necessary, such disturbances may be reported through the appropriate channels.

**The schedule, policies, procedures, and assignments in this course are subject to change to improve learning outcomes.**



## Specific COVID-19 related information:



**Wear your Mask Right!** Check guidance <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the [Healthy Clemson](#) website, such as the use of wipes for in person classes. If an instructor does not have a face covering or refuses to wear an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student's actions to the [Office of Community & Ethical Standards](#) as a violation of the Student Code of Conduct. If the student's actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at 656-2222.

A student who reports testing positive, or is being asked to quarantine/isolate because of exposure to the virus, is required to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence module in Canvas to initiate this notification. Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course.

## Student Support Services

### Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the [Academic Success Center website \(Links to an external site.\)](#) for more information on their services and workshops.

### Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the [Writing Center's website \(Links to an external site.\)](#) for more information about their services or to make an appointment.

### **Cooper Library**

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian \(Links to an external site.\)](#) for more information or to get in touch with a librarian.

### **Technical Support**

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at [ITHELP@clemsun.edu](mailto:ITHELP@clemsun.edu) with a detailed description of your problem.

### **Academic Advising**

[Academic advising \(Links to an external site.\)](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

### **Registrar**

The [Registrar's office \(Links to an external site.\)](#) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.