

**SOUTH PLAINS COLLEGE**

COURSE SYLLABUS      Fall 2015

COURSE TITLE:            ELPT 1411 (4:4:1)  
                                  BASIC ELECTRICAL THEORY

INSTRUCTOR:              Paul Harbin

OFFICE LOCATION        LE 104 806-716-2285  
PHONE/E-MAIL:            pharbin@southplainscollege.edu

OFFICE HOURS:            As given

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

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**GENERAL COURSE INFORMATION:**

Course Description: This course gives an overview of the theory and practice of electrical circuits, including calculations as applied to alternating and direct currents.

Course Learning Outcomes: The goals/objectives of this course are:  
The student will explain atomic structure and basic electrical values such as voltage, current, resistance and power.  
Calculate electrical values for combination circuits in alternating and direct current containing resistance, inductance, and capacitance.  
Calculate voltage drop based on conductor length, type of material, and size.  
Summarize the principles of magnetism.

Academic Integrity: The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. If you have a question as to whether you may work with other students on any assignment, ASK YOUR INSTRUCTOR.

Assignment Policy: All required work must be turned in on time in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is DUE ON THE CLASS PERIOD ASSIGNED. The instructor has sole discretion as to whether late work is acceptable.

Attendance Policy: The South Plains College attendance policy is stated in the General Catalog. Punctual and regular attendance in class is required of all electrical power transmission students. Each student is responsible for all class work covered while he or she was not in class. At the discretion of the instructor, a student may complete make-up work assignments for unavoidable absences. **ANY STUDENT WITH FOUR CONSECUTIVE ABSENCES WILL BE DROPPED FROM CLASS. STUDENTS WITH MORE THAN FOUR ABSENCES WILL BE DROPPED AT THE INSTRUCTORS DISCRETION.**

SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

**Textbook and Other Materials:** Delmar's Standard Textbook of Electricity by Stephen L Herman, Delmar Press, ISBN: 0-8273-8550-1

**Calculator with scientific functions.**

Grading Policy/Procedure: Grades will be determined by averaging scores from three categories.

\*Major Exams

\*\*Daily Attendance

\*\*\*Final Examination

\*Make-up tests may be administered at the discretion of the instructor; students are expected to be present and prepared for all announced examinations.

\*\*Attendance is taken daily and accrues three points per class attendance. A total of 100 points is possible.

\*\*\* Final Examination is required for all students.

Special Requirements: Safety Policy. Students should adhere to safety standards established in the SPC Student Handbook. Further, chemical hazards and appropriate MSDS safety practices will be covered by the instructor during the first class session if potential for exposure exists.

Disabilities Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator.

*Levelland Campus*

For more information, call or visit the Special Services Office in the Student Services building, 806-716-2529.

*Reese Center and the Byron Martin Advanced Technology Center (ATC)*

For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, 806-716-4654.

Diversity Statement: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.