

**ROY G. PERRY COLLEGE OF ENGINEERING
ELECTRICAL & COMPUTER ENGINEERING
DEPARTMENT
PRAIRIE VIEW A&M UNIVERSITY**

ASSESSMENT REPORT

ELEG 3304 ELECTRONICS I

Spring 2022 SEMESTER

NAME OF INSTRUCTOR: Dr. Mohan Ketkar

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Detailed Course Syllabus
(Distributed to Students at the beginning of the Semester)

Course Description in ABET Format

Please use the following format for the course syllabi (2 pages maximum in Times New Roman 12 point font)

1.	Course number and name:	ELEG 3304 ELECTRONICS - I
2.	Credits and contact hours:	3 credit hours; 3 contact hours
3.	Instructor's or course coordinator's name:	Dr. Mohan Ketkar
4.	Text book: Title:	MICROELECTRONIC CIRCUITS
	Author:	A.S. Sedra and K.C. Smith
	Publisher, Year & Edition:	Oxford University Press, 8 th Edition
	a. Other Supplemental material	1. J.O. Attia, "Circuits and Electronics: Hands-on learning with Analog Discovery" 2. Handouts 3. Electronics Circuits books in the library
5.	Specific course information	
	a. Brief description of the content of the course (catalog description)	Operational amplifiers. Diodes and nonlinear circuits. Field effect transistors. Analysis and design of linear amplifiers. Biasing, small and large signal behavior. Operation of bipolar junction transistors.
	b. Prerequisites or Co-requisites	ELEG 3033 Minimum Grade of C and ELEG 3013 Minimum Grade of C
	c. *Indicate whether a required, elective, or selected elective (as per definition provided) course in the program	Required
6.	a. Specific goals for the course specific outcomes of instruction (e.g. The student will be able to explain the significance of current research about a particular topic.) <i>Students will be able to :</i>	b. Explicitly indicate which of the student outcomes listed in Criterion 3 or any other outcomes are addressed by the course. <i>The specific goals for the course specific outcomes listed on the left column will address the following student learning outcomes:</i>
	1. Understand the characteristics of operational amplifiers and should be able to design electronic circuits using operational amplifiers	
	2. Understand the operational characteristics of diodes, MOSFETs, and BJTs	

	3. Be conversant with basic electronic circuits such as rectifiers, inverting amplifiers, non-inverting amplifiers, integrators, differentiators, clipping and clamping circuits.	
	4. Recognize and analyze various MOSFET and BJT amplifier circuits	
	5. Use PSPICE or MATLAB to solve electronic circuits' problems	Outcome 6 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
	6. Design, construct, test electronic circuit that satisfies multiple constraints	
7	Brief list of topics to be covered	Introduction to Electronics Operational Amplifiers Diodes Applications of Diodes MOSFETs Bipolar Junction Transistors

***Required** courses are required of all students in the program, **elective** courses (often referred to as open or free electives) are optional for students, and **selected elective** courses are those for which students must take one or more courses from a specified group

ELEG 3304 Electronics – I Spring 2022

General Course Information

Information Item	Information
Instructor:	Dr. Mohan Ketkar
Section # and CRN:	ELEG 3304 P01 CRN 20145
Office Location:	NENR 351
Office Phone:	(936) 261-9847
Email Address:	maketkar@pvamu.edu
Office Hours:	1:30 pm – 4:30 pm R, and 9:30 am – 12:00 pm W via prearranged zoom meeting
Mode of Instruction:	Face to face
Course Location:	NENR Rm 126
Class Days & Times:	11:00 am – 12:20 pm T R
Catalog Description:	ELEG 3304 Electronics I: 3 semester hours. Operational amplifiers. Diodes and nonlinear circuits. Field effect transistors. Analysis and design of linear amplifiers. Biasing, small and large signal behavior. Operation of bipolar junction transistors.
Prerequisites:	Undergraduate level ELEG 3033 Minimum Grade of C and Undergraduate level ELEG 3013 Minimum Grade of C
Co-requisites:	
Required Text(s):	A.S. Sedra and K.C. Smith, 'Microelectronic Circuits', 8 th Edition, Oxford University Press
Recommended Text(s):	1. J.O. Attia, "Circuits and Electronics: Hands-on learning with Analog Discovery" 2. Handouts 3. Electronics Circuits books in the library

General Course Information Table

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:	Program Learning Outcome Alignment	Core Curriculum Outcome Alignment
1. understand the characteristics of operational amplifiers and should be able to design electronic circuits using operational amplifiers		
2. understand the operational characteristics of diodes, MOSFETs, and BJTs		
3. be conversant with basic electronic circuits such as rectifiers, inverting amplifiers, non-inverting amplifiers, integrators, differentiators, clipping and clamping circuits		
4. recognize and analyze various MOSFET and BJT amplifier circuits		
5. use PSpice or MATLAB to solve electronic circuits' problems	6	
6. design, construct, test electronic circuit that satisfies multiple constraints		

Student Learning Outcomes Table

ABET PROGRAM OUTCOMES (ABET Criterion 3, Student Outcome 6)

On completion of course the student should have demonstrated an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

ASSIGNMENTS: Problems on the topics discussed in class will be assigned. Assignments should be completed and uploaded on time. Late homework will not be accepted. The completed homework assignments will not be graded but they should be considered as practice sets that will help you to prepare for tests/exams. Solutions to the homework problems will be provided.

COMPUTER APPLICATION PROBLEMS:

There will computer applications problems that will involve the use of the MATLAB and/or MULTISIM/PSICE for solving electronics problems.

DESIGN PROJECT:

You will be asked to design an electronic circuit that meets some specifications. You have to select the circuit components, build and test the circuit in the lab (e.g., using Analog Discovery board/development kit). A design project report is also required. The report should include, among other things, the circuit diagram, component values, and design equations, testing methodology, test results and conclusions.

EXAMS/TESTS: There will be three in-class tests and a final examination. Your two highest test scores and the final exam (comprehensive) will count towards the final course grade. The tentative dates for the tests/exams are as follows:

Test #1: Thursday February 10, 2022*

Test #2: Thursday March 10, 2022*

Test #3: Thursday April 14, 2022*

Final Exam: May 5 – 12, 2022 The dates for the tests* and final exam are subject to change.

Major Course Requirements**Method of Determining Final Course Grade**

Course Grade Requirement	Value	Total
1. Class Attendance & Homework (not graded, for practice only)	10	10
2. Course Design Projects / Computer Application Problems	20	20
3. Tests (two best test scores)	20	40
4. Final Exam (Comprehensive)	30	30
Total:		100

Course Grade Requirement Table

Grading Criteria and Conversion: A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = 0 – 59 %

Detailed Description of Major Assignments:

Assignment Title	Description
1. Test # 1	Test covering Chapter 1 and 2
2. Test # 2	Test covering Chapter 4
3. Test # 3	Test covering Chapter 5
4. Final Exam	Comprehensive
5. Computer Assignment	Based on Chapters 4, 5 and 6

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your department, but for general information, you can visit Taskstream via the link in eCourses/Canvas.

Semester Calendar	
Week	Description
Week One: Topic Description	Introduction to Electronics
Readings:	Chapter 1 sections 1.1 – 1.4
Assignment (s):	
Week Two: Topic Description	Introduction to Electronics and Operational Amplifiers
Readings:	T Chapter 1 sections 1.5 – 1.6 R Chapter 2 sections 2.1 – 2.3
Assignment (s):	
Week Three: Topic Description	Operational Amplifiers
Readings:	Chapter 2 sections 2.4 – 2.7
Assignment (s):	
Week Four: Topic Description	Operational Amplifiers and Test # 1
Readings:	Chapter 2 section 2.8
Assignment (s):	
Week Five: Topic Description	Review of Semiconductors and Diodes
Readings:	Chapter 3 Selected sections Chapter 4 sections 4.1 – 4.2
Assignment (s):	
Week Six: Topic Description	Diodes
Readings:	Chapter 4 sections 4.3 – 4.6
Assignment (s):	
Week Seven: Topic Description	Applications of Diodes and Test # 2
Readings:	Chapter 4 sections 4.7
Assignment (s):	
Week Eight: Topic Description	MOSFETs
Readings:	Chapter 5 sections 5.1
Assignment (s):	
Week Nine: Topic Description	MOSFETs
Readings:	Chapter 5 sections 5.2
Assignment (s):	

Week Ten: Topic Description	MOSFET's
Readings:	Chapter 5 sections 5.3 – 5.4
Assignment (s):	
Week Eleven: Topic Description	Test # 3 and Computer assignment
Readings:	
Assignment (s):	Computer assignment(s) for Taskstream
Week Twelve: Topic Description	Bipolar Junction Transistors
Readings:	Chapter 6 section 6.1
Assignment (s):	
Week Thirteen: Topic Description	Bipolar Junction Transistors
Readings:	Chapter 6 sections 6.2 – 6.3
Assignment (s):	
Week Fourteen: Topic Description	Bipolar Junction Transistors
Readings:	Chapter 6 sections 6.3 – 6.4
Assignment (s):	
Week Fifteen: Topic Description	Review for Final Exam
Readings:	
Assignment (s):	
FINAL EXAM	Exact date according to University Final Exam Schedule

The instructor reserves the right to adjust the syllabus according to lecture progress. NOTE: Scheduling of TESTS may change depending on the progress of the class. At the discretion of the instructor, additional (optional) assignments and or makeup exam may be given for extra credit. The instructor reserves the right to change the grading matrix and/or the grading scale of individual assignments/ tests/make ups based on the continuous class performance.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as

crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for

information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory

- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-

grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

End of Semester Course Assessment Report

This summary contains the following Information

1. Performance Statistics

- Total number of students in class
- The class average performance (**stated as %**) in each course outcome assessed in this class and the **two previous times course was assessed**.
- The acceptable class average for the class in each outcome area as set by your department. **You cannot use any number of your choice**
- Percentage of students who scored below the expected average in each outcome.

2. Implementation Summary

- Brief summary of plans implemented during the semester based on last assessment report

3. Perceived Problems

- Instructor's **critical evaluation** of perceived problems that affected students' performance. **Realistic problems should be identified throughout the semester and summarized in this section of the report.**

4. New Plans for Addressing Problems

- Instructor's plans for addressing the perceived problems the next time the class is taught. **These should be specific enough for another instructor to implement. Most of these should be things that, you, the instructor can implement to help students to improve. Be creative.**

5. Overall Trend over last three assessment periods

- Instructor's summary of overall performance trend for each outcome measured over the last three periods.

5. Were Expectations Met?

Answer **YES** if the **class average was above the expected average** and the **stated percentage of students** scored at or above the expected average, else answer **NO**.

END OF SEMESTER COURSE OUTCOME ASSESSMENT REPORT
ELEG 3304-P01 ELECTRONICS I (COMPUTER ENGINEERING MAJORS)
Spring 2022 SEMESTER

Report Prepared by: Dr. Mohan Ketkar

Report Date: May 15, 2022

Semester	Analysis Type	Number of Students	Outcome 6 Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions			
			Expected Class Average/	Expected Percent of students at or above average	Class Average	% Students meeting Expected Average
Spring 2022	Direct	4	70	70	83.3	100
Spring 2021	Direct	10	70	70	82.7	90
Fall 2020	Direct	5	70	70	87.4	100
Spring 2020	Direct	11	70	70	79.5	81.8
Implementation Summary	Items implemented from previous report or after meeting previous instructor	Students designed circuits that meet desired specifications, create circuit for simulation, run simulation, and modify to ascertained that the specifications were met. In addition, the students wrote reports that have the following parts: (i) introduction, (ii) circuit design with calculations, (iii) experimental setup to simulate and test the designed circuit, (iv) conducting the experiment, (v) analysis and interpretation of simulation results, (vi) discussion of results, and (vii) conclusions.				
Perceived Problems	Perceived problems are directly related to the PC and the sub items under them	Some of the students did not follow the required format for writing the project report. This resulted in students writing reports without describing in detail the experimental setup and how the experiments were conducted. Since Computer Engineering majors are not required to take the Electronics Lab, there were limitations for students to do physical experimentation.				
Plans for Addressing Problems	Plans for address specific measures to address PC and their sub areas	The following plans will be implemented the next time the course is taught: (a) Require all the students to follow the format for writing the design project report. The instructor will not accept project reports that do not have the required format that address all the parts of Outcome 6. (b) Emphasize to the students the importance of (i) describing the experimental setup for testing the designed circuit, (ii) the data collected, and analyzed, and (iii) interpretation of results. (c) Sample of a good report will be provided to help the students				
Overall Trend over Periods	Ascertain if there were improvements over previous semesters	The class average increased by 0.6 points, higher than expected level				
Were Expectations Met?		YES				

Course Grades

	CPEG	
1		83.3
2		85
3		76.7
4		85
5		86.7
	Average	83.3
	% Above target of 70	100

**ELECTRICAL & COMPUTER ENGINEERING
OUTCOMES SPECIFIC ASSIGNMENT COVER SHEET
ELEG3304 ELECTRONICS I**

Instructor: Dr. Mohan Ketkar

ELEG3304 Spring 2022
Course Design Project

In this assignment you will be (a) design a DC power supply to meet the specifications and (b) design experimental set up to test a DC power supply to measure performance parameters

After completing the designs each student will write a report with following items in it.

- a. **Introduction:** Introduce the reader to the project goals.
- b. **Define the objectives:** Describe the two parts of the assignment. Discuss how you will be approaching the solutions. State clearly any assumptions you make, if any.
- c. **Develop Experiment to Test circuits:** Identify parameters to be measured; identify the equipment or component for measuring the parameters of interest, and provide the steps for setting up and conducting the experiment. Upload the screenshots of each circuit including the probes.
- d. **Conduct Experiment (Extra Credit Optional):** Conduct experiment (testing), collect the data needed.
- e. **Design and calculations**
- f. **Discussion** Show that your design meets the specifications. Make direct comparisons between expected results and experimental measurements. Comment on major differences, if any.
- g. **Conclusions:** Draw appropriate conclusions and recommendations using engineering judgement.

You have to upload your report to two places (i) eCourse and (ii) Taskstream ELEG3304 Assignment (Outcome 6) by April 29, 2022 by 11:59 pm.

- (a) DC Power supply specifications
Input voltage: 120 V AC, 60 Hz
Output voltage: 9V
Max output current: 350 mA
Output ripple: Less than 50 mV_{pp} at max current
Describe methods to provide short circuit protection.
List all part numbers.
Determine the cost of your design.
- (b) Design experimental set up to test your power supply. Describe a procedure to test and measure (a) ripple, (b) line regulation (10% change) and (c) load regulation (10%)

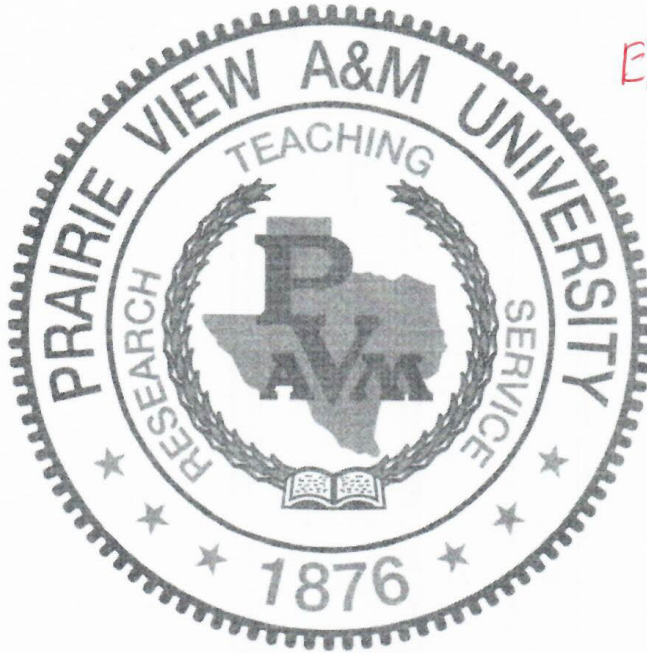
Above AVERAGE

GRADING SCHEME FOR ASSIGNMENT

ELE9

Item	Points achieved	Maximum Points
1. Objectives and constraints - Plan of the project - Involve safety and economic features	27	30
2. Literature review and preliminary design Simulation results	4	5
3. Circuit design - Calculations and simulations - Include safety and economic considerations	14	15
4. Design of Experimental set up Test equipment needed	18	20
5. Analysis and interpretation of results - Present data in tabular form or graphical form. - Use of appropriate statistical method to analyze the results.	14	15
6. Discussion of results and Conclusions Draw appropriate conclusions	9	10
7. General write-up of report Grammar and adequacy of graphs and figures Proper labeling of graphs and figures Proper references	4	5
8. Composite Grade	90	100
9. Grade for Student Outcome 6 (Items #3, 4, 5, and 6)	55	60
10. Grade for Student Outcome 6 (Normalized to 100%)	91.7	100

Course Design Project – DC Power Supply



Excellent work

ELEG 3304– Electronics I ✓

Adrian Small ✓

Dr. Mohan Ketkar

Spring 2022 ✓

Date of Submission: 04/29/22

Date of Performance: 03/24/22

PVAMU College of Engineering

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Discussion of Results.....	8
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Introduction

The DC power supply is an electronic device that can supply electric power to an electric load. Moreover, the device's purpose is to convert electric current from a power source to an accurate voltage, current, and frequency to power the load. For this design project, we are tasked with analyzing the power supply parameters and constructing the device with the given specifications.

Objective and Constraints

To meet the DC power supply specifications, we will use an input signal of 120 AC voltage with a frequency of 60 Hz, producing a DC output of 9V, maintaining a maximum current of 350 mA, and keeping the voltage ripple less than 50 mV. The method to prevent any short circuit from occurring is by using a voltage regulator, one of the design components. In particular, the linear voltage regular can provide both protection against short circuits and overload of the current by smoothing out the voltage and keeping the level at a constant voltage. One of the safety factors includes using the RC filter, in which the capacitors from the filter aids in reducing the ripple voltage. A high ripple voltage can cause significant loss of power and overheating of electrical components, damaging the circuit and inefficiency of accurate measurements. The voltage regular serves as a safety component that keeps the voltage level at constant DC output. According to Mouser Electronics, the total cost for the design of the equipment needed is \$12.61. From an individual price for the full-wave bridge rectifier (\$4.87), transformer (\$5.08), voltage regulator (\$1.96), two capacitors (\$0.50), and two resistors (\$0.20).

Develop Experiments to Test Circuits/Circuit Design

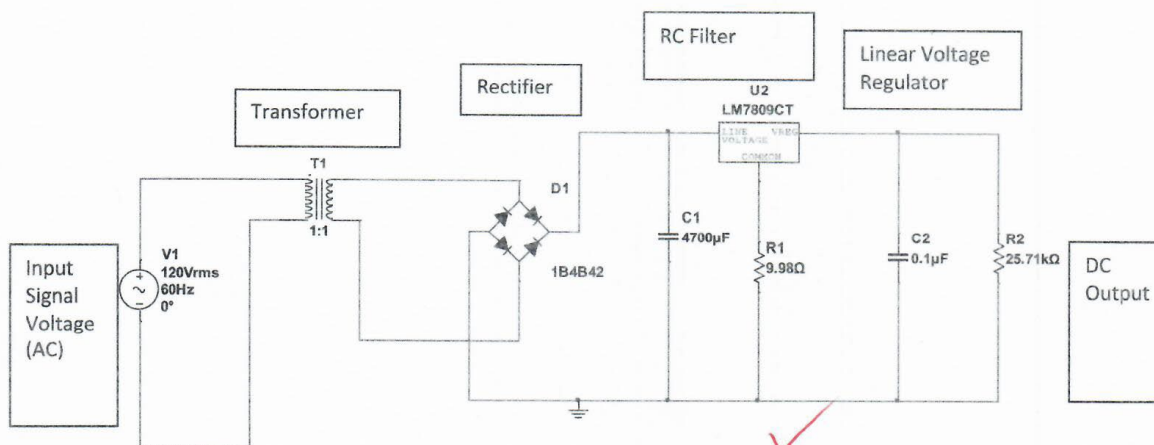
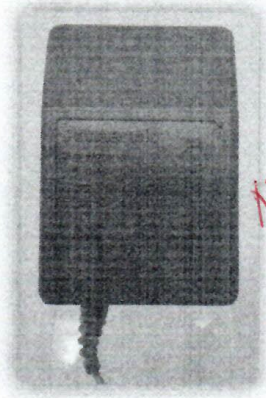


Figure 1: DC Power Regulated Supply Configuration

In Multisim, we have created the DC circuit power supply and plan to measure the device in the lab. We will need to use the Multimeter, Breadboard, and Oscilloscope to estimate the parameters in the lab. The parameters that we will measure in *Figure 1* include the DC output voltage, voltage ripple, and max current. We can then calculate the load regulation (10%), line regulation (10%), and voltage ripple in both simulation and lab measurement from these parameters. The procedure for lab measurement requires the DC power supply to be measured by the Multimeter, assemble the resistors load on the Breadboard, using the Oscilloscope to collect the value of the voltage ripple.



Not
clearly
visible

Figure 2: AC/DC Adapter Power Supply with Operating Metrics

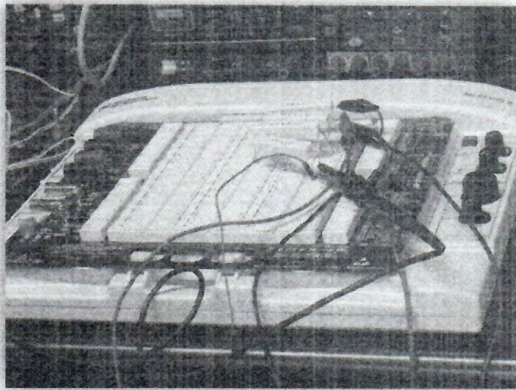


Figure 3: The Four Resistors in Series Value of 24.8Ω on Breadboard

Conduct Experiment

After setting up the equipment in the lab, we can now analyze to test the DC power supply and test the power supply in Multisim. In the laboratory, we have used four resistors in series to achieve the resistor value of 24.8Ω (referenced in *Fig 3*), close to the resistance load value in Multisim. The resistors were placed onto the Breadboard to find VL's voltage load. When using the Multimeter, we obtained the DC output voltage, V_O . The measure value results in a voltage of 8.98 V. The Multimeter with the reading can be shown below in *Figure 4*. The no-load voltage, V_{NL} , results in a voltage of 14.95 V. This voltage will be helpful later in the **Design and Calculation** section when calculating the load regulation.

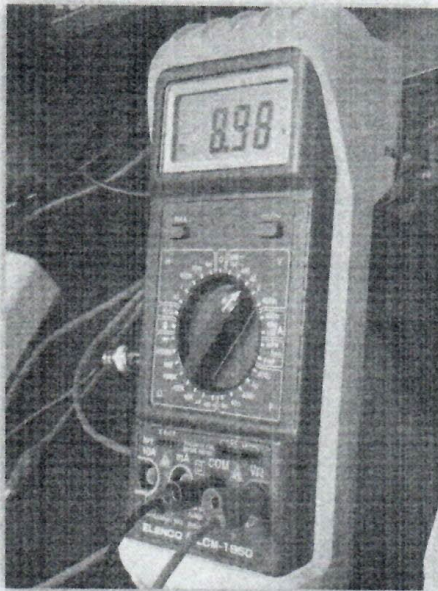


Figure 4: DC Output Voltage of the AC/DC Power Supply using the Multimeter

Furthermore, we have computed the max current by using the V_O/R_L to value the current at 362.5 mA. In retrospect, it went beyond the design specification. The last parameter to be measured is the voltage ripple, $V_{peak-peak}$. Using the Oscilloscope, we gathered the ripple to produce a voltage of 68 mV.

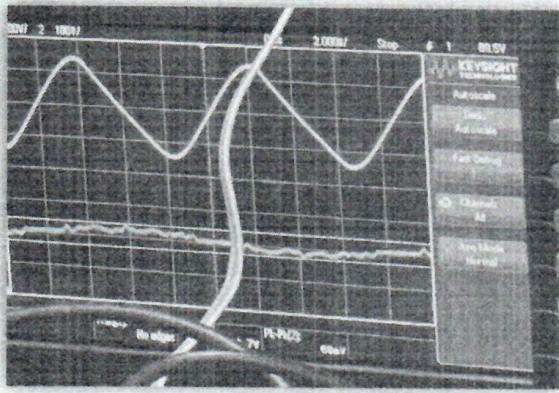


Figure 4: Voltage Ripple of the AC/DC Power Supply using the Oscilloscope

In Multisim, we have assembled the circuit (*Fig. 1*) to test the basis of the given specifications of the power supply. When testing the V_O , the DC output voltage has valued precisely at 9V. In this circuit, the max current, I_{max} , results in a current of 350 mA, and the ripple voltage is tested at 669 μV or 0.669 mV. The simulation for the test reads can be shown below in *Figure 5*.

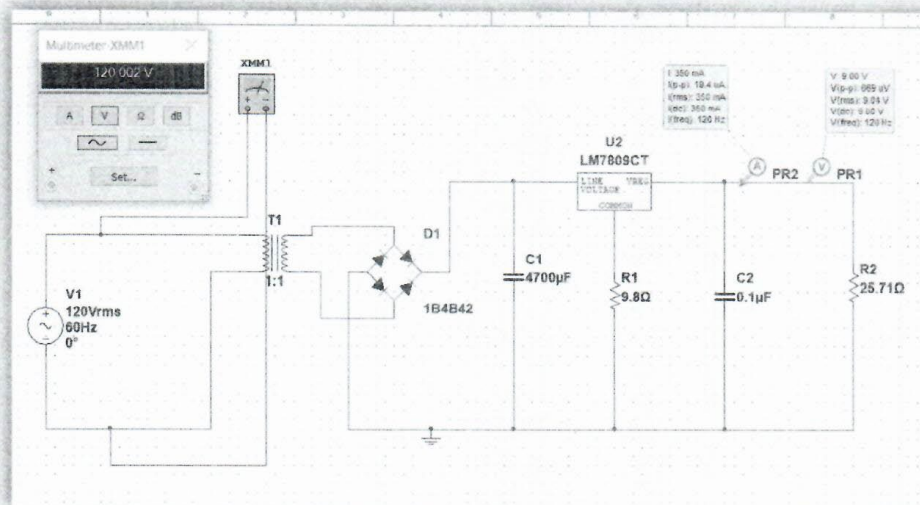


Figure 5: DC Regulated Power Supply with testing parameters of I_{max} , V_O , and V_{p-p} in Multisim

Design and Calculations

The metrics for the calculations are the load and line regulations. Ideally, the goal is to achieve a 0% for both regulations. The load regulation accounts for the measurement of the regulator to maintain a DC output voltage, besides the change in the current load. The line regulation accounts for the ΔV_{OUT} and ΔV_{IN} or the change in voltage out and voltage input. The formula for $Line\ Regulation = \left(\frac{\Delta V_{OUT}}{\Delta V_{IN}} \right) * 100\%$ and $Load\ Regulation = \frac{V_{NL} - V_{FL}}{V_{FL}} * 100\%$. Acquiring a 10% change for both regulations. For the physical device, the $V_{NL} = 14.95\text{ V}$ and $V_{FL} = 8.98\text{ V}$ so that we can compute load regulation (10%). Thus, the load regulation is 66.48%. However, we cannot determine the line regulation due to

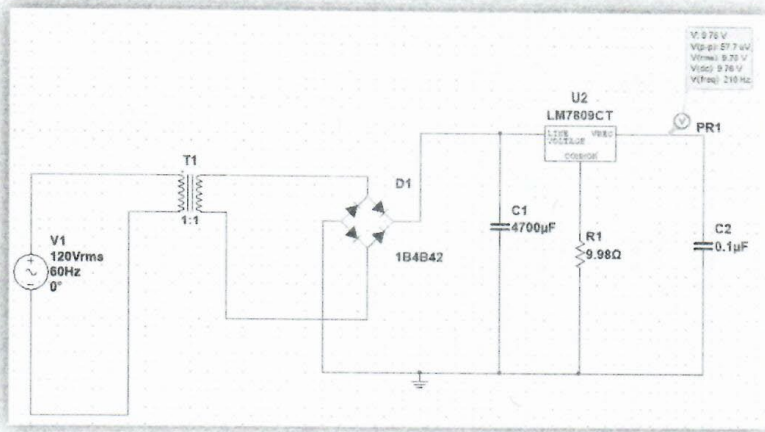


Figure 6: DC Regulated Power Supply with testing parameters of V_{NL} at 9.76 V in Multisim

Line Regulation			
	Voltage	Current	Ripple
Normal (120V AC)	9V	350 mA	0.669 mA
-10%	9V	350 mA	0.364 mA
+10%	9V	350 mA	0.499 mA

Table 1: Load Regulation (10%) of ΔV_{OUT} and ΔV_{IN}

The experimental analysis of the line regulation in Multisim results in 0%, taking $120\text{ V} * .01 = 12\text{ V}$ (10% change). At 108 V , the output voltage stays at 9V; thus, the $\left(\frac{9V - 9V}{108V} \right) * 100 = 0\%$.

The $\Delta V_{IN} * 10\% = 12$, adding now 12 V results to 132 V , and at 132 V , the output voltage reached 9.00 V . Thus $\left(\frac{9V - 9V}{132V} \right) * 100 = 0\%$

Load Regulation		
	V_{NL}	V_{FL}
Normal (120 AC)	9.76 V	9V
-10%	8.78 V	8.1 V
+10%	10.74 V	9.9V

Table 2: Load Regulation (10%) of V_{NL} and V_{FL}

For the load regulation for the simulation, compute to $\frac{8.78\text{ V} - 8.1\text{ V}}{8.1\text{ V}} * 100 = 8.4\%$ and $\frac{10.74\text{ V} - 9.9\text{ V}}{9.9\text{ V}} * 100 = 8.48\%$

Discussion of Results

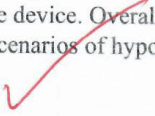
Testing the physical device and simulation circuit, we have found the overall indicators of each parameter and can infer the outcome of each measurement. From the experimental analysis, we have compiled the parameters to be precisely the design specifications that produce favorable results. For example, the voltage output (9V) also helps achieve the I_{max} at 350 mA. Also, the circuit had durable protection against any short circuit or overload of current and voltage. Thus, making the circuit's functionality most prominent in this analysis. However, when testing and measuring the physical DC power supply. The voltage output (8.98V) did not meet the design specifications as well as the I_{max} (362.5 mA) and ripple (68 mV). We can speculate that the physical device's internal circuit is deteriorating from these parameters and also can be an old device. The table below shows the parameters for both the theoretical and actual analysis.

Parameters	Theoretical	Actual
V_{ripple}	0.669 mV	68 mV
V_{out}	9.00V (DC)	8.98 V
I_{max}	350 mA	362.5 mA
R_L	25.71 Ω	24.8 Ω

Table 3: DC Power Supply Parameters of Theoretical and Actual Results

Conclusion

It is evident that the simulation circuit meets the criteria and durably performed well against the physical device. The results confirm that the device is weakening and maturing, so in a few months to a couple of years, the power supply is to be obsolete because of the aging of the internal electronic components. From an engineering perspective, the physical DC supply will always be subjective to aging; that is why there are many updated versions there. However, the life cycles of the electronics components emphasize the need to develop more lasting electronics to reduce the process of aging and maintain a longer life cycle of the device. Overall, the analysis underscores the purpose of testing the concept and analyzing both scenarios of hypothetical and actual indications.



Very good

AVERAGE

GRADING SCHEME FOR ASSIGNMENT

CPEG

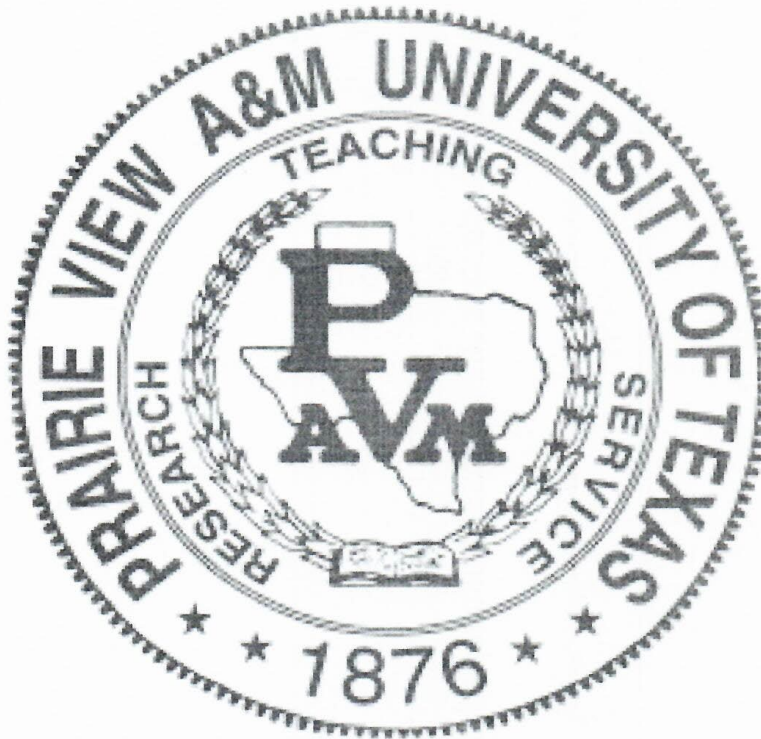
Item	Points achieved	Maximum Points
1. Objectives and constraints - Plan of the project - Involve safety and economic features	26	30
2. Literature review and preliminary design Simulation results	4	5
3. Circuit design - Calculations and simulations - Include safety and economic considerations	13	15
4. Design of Experimental set up Test equipment needed	17	20
5. Analysis and interpretation of results - Present data in tabular form or graphical form. - Use of appropriate statistical method to analyze the results.	13	15
6. Discussion of results and Conclusions Draw appropriate conclusions	8	10
7. General write-up of report Grammar and adequacy of graphs and figures Proper labeling of graphs and figures Proper references	4	5
8. Composite Grade	85	100
9. Grade for Student Outcome 6 (Items #3, 4, 5, and 6)	51	60
10. Grade for Student Outcome 6 (Normalized to 100%)	85	100

Course Design Project ✓

ELEG 3304 ✓

Electronics I ✓

Good



Designed BY: Trevion Jordan ✓

Introduction:

In this project, you will (a) develop a DC power supply that meets the requirements, and (b) implement an experimental setup to test a DC power supply and analyze performance metrics. The specifications of this experiment includes:

(a) DC Power supply specifications

Input voltage: 120 V AC, 60 Hz

Output voltage: 9V

Max output current: 350 mA

Output ripple: Less than 50 mV_{pp} at max current

Describe methods to provide short circuit protection.

Determine the cost of your design

(b) Design experimental set up to test your power supply. Describe a procedure to test and measure (a) ripple, (b) line regulation (10% change) and (c) load regulation (10%)

Other ramification also in this project are :

- a. **Introduction:** Introduce the reader to the project goals.
- b. **Define the objectives:** Describe the two parts of the assignment. Discuss how you will be approaching the solutions. State clearly any assumptions you make, if any.
- c. **Develop Experiment to Test circuits:** Identify parameters to be measured; identify the equipment or component for measuring the parameters of interest, and provide the steps for setting up and conducting the experiment. Upload the screenshots of each circuit including the probes.
- d. **Conduct Experiment (Optional):** Conduct experiment (testing), collect the data needed. e. **Design and calculations**
- f. **Discussion: Show** that your design meets the specifications. Make direct comparisons between expected results and experimental measurements. Comment on major differences, if any.
- g. **Conclusions:** Draw appropriate conclusions and recommendations using engineering judgment.

Objectives/Procedure:

Circuit to another of multiple circuits Transformers can also be used for isolation, Where the voltage in equals the voltage out with separate coils not electrically bonded to one another

Parameters given for this experiment:

i/p voltage : 110 to 120V

o/p: 9v to 12.2 V

$f = 60 \text{ HZ}$

Turns ratio = $V_{DN} = 0.7 \text{ V}$

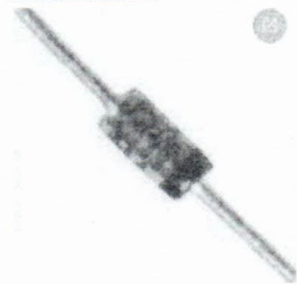
$V_{Z0} = 12\text{V}; r_2 = 2\Omega$

Current range = 10mA - 350mA

Turns ratio: The amount of voltage induced in each turn of the secondary winding will be the same as the voltage across each turn of the primary winding

$K_t = N_1 \div N_2$

Zener diode



Vishay BZX55C3V3-TR

Zener Diodes

\$0.20

Mouser Electronics

Figure 1a

A Zener diode is a special type of diode designed to reliably allow current to flow "backwards" when a certain set reverse voltage, known as the Zener voltage, is reached.

Zener diodes are manufactured with a great variety of Zener voltages and some are even variable. Some Zener diodes have a sharp, highly doped p-n junction with a low Zener voltage, in which case the reverse conduction occurs due to electron quantum tunneling in the short space between p and n regions – this is known as the Zener effect, after Clarence Zener.

Ripple Voltage:

Ripple voltage in electronics is the residual periodic variation of the DC voltage within a power supply which has been derived from an alternating current (AC) source. This ripple is due to incomplete suppression of the alternating waveform after rectification.

Calculations:

$$n = \frac{N_1}{N_2}$$

from fig for R_1

$$R_1 \text{ min} = \frac{V_{\text{min}} - V_2}{I_{\text{max}}}$$

$$V_{\text{min}} = \frac{110 \times 3.2}{3} = 117.78 \text{ V}$$

$$V_{\text{min}} = 117.78 \text{ V}$$

$$I_{\text{max}} = I_{2\text{max}} + I_{\text{min}} \\ = 100 \text{ mA} + 25 \text{ mA} =$$

$$125 \text{ mA}$$

$$R_1 = \frac{117.78 - 12.2 - 1.4}{125 \times 10^{-3}}$$

$$R_1 = 846.76 \Omega$$

$$R_1 = \frac{5.84}{12.5 \times 10^{-3}}$$

$$= 466.76 \Omega$$

$$R_1 = 466.76 \Omega$$

$$\text{ripple voltage } (V_{\text{max}} - 2V_{0N}) \left[\frac{1}{2R_1C_1} \right]$$

from i/p voltage

$$V_{\text{max}} = \frac{120 \times \sqrt{2}}{3} = 56.57 \text{ V}$$

$$V_{0\text{max}} = 56.57 \text{ V}$$

$$S = \frac{1}{f} = \frac{1}{60}$$

$$f = 60 \text{ Hz}$$

$$0.2 = 56.57 - 1.4 \left[\frac{1/60}{2 \times 466.76 \times C_1} \right]$$

$$\frac{0.2}{12.81} = \frac{1}{5611.76 C_1}$$

$$1122.24 C_1 = 12.81$$

$$C_1 = 0.01142 \text{ F} \approx 11.42 \mu\text{F}$$

Circuit Design:

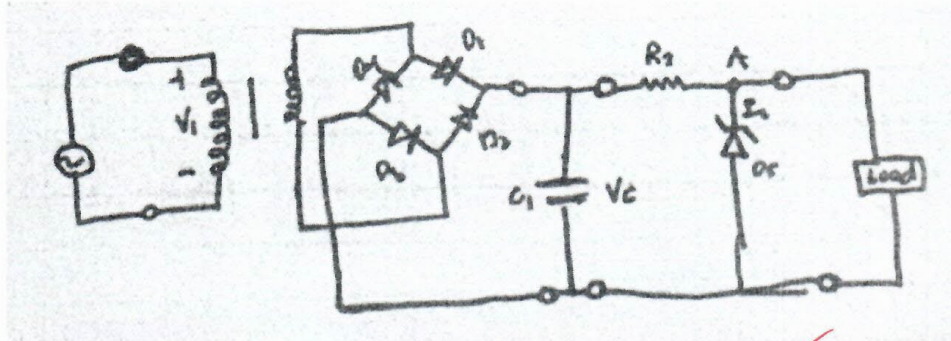


Figure 2A: Experimental Circuit Design

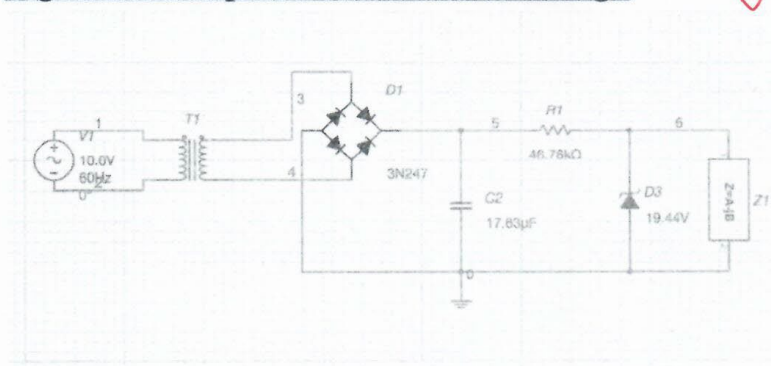


Figure 2B: Multisim Circuit Design

Simulation?

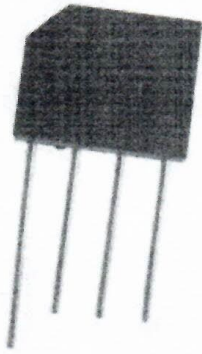


Figure 3B: Bridge Rectifiers 3N427



Discussion/ Conclusion:

First and foremost, we would like to discuss the cost of the schematic and do extensive research of all the parts of the project the parts for are fairly cheap. For example, the zener diode(**Figure 1A**) is only twenty cents and in this economy; I'm surprised that anything is less than a dollar, especially for electrical equipment. Anyhow, with parts being so cheap, such as the Bridge Rectifiers(**Figure 3B**), less than about twenty cents a part, I estimate that circuit would cost around 5 dollar minimum.

In conclusion, I would really like to go farther in this project and actually take it hands-on by designing the project in the lab. Gain more knowledge by getting more experience in person rather than just a experimental prototype. However there are many things I learned during this project such as new types of diodes and their function. This will definitely help when moving to industry and testing and designing new hardware in the future.

Sources For experiment :

https://en.wikipedia.org/wiki/Zener_diode ✓

[https://www.digikey.com/en/products/detail/onsemi/1N5236B/9](https://www.digikey.com/en/products/detail/onsemi/1N5236B/977584)

77584

Below AVERAGE

Idonor

CSEG

GRADING SCHEME FOR ASSIGNMENT

Item	Points achieved	Maximum Points
1. Objectives and constraints - Plan of the project - Involve safety and economic features	23	30
2. Literature review and preliminary design Simulation results	3	5
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6. Discussion of results and Conclusions Draw appropriate conclusions	7	10
7. General write-up of report Grammar and adequacy of graphs and figures Proper labeling of graphs and figures Proper references	3	5
8. Composite Grade	75	100
9. Grade for Student Outcome 6 (Items #3, 4, 5, and 6)	46	60
10. Grade for Student Outcome 6 (Normalized to 100%)	76.7	100

Eromosele Idonor ✓

ELEG 3304 ✓

Dr. Ketkar ✓

April 29, 2022 ✓

DC Power Supply ✓

In this project I will design and test the specifications of a DC power supply. I will explain the design, the materials that would be used to make the power supply, the testing methods and machines required to do the tests, my finds compared to the ideal, and my conclusions on the results of my testing and my overall thoughts of the project.

This demonstration is split into the parts, first I will show a complete design of a DC power supply that has an input voltage of 120 V AC at 60 HZ, and I will also cover the overall costs and build. Then I will explore how the power supply could be tested to showcase the ripple, line regulation and load regulation.

In this experiment we need to measure the ripple of a dc power supply, the line regulation and the load regulation. The materials for the power supply are three diodes, two of them being 1N4007 and the last one being 1N4729A. Along with two capacitors both being one being $.78\mu f$ and the other being $780\mu f$. Lastly but not least are the two resistors needs, both being 470 Kilo Ohm resistors. With all these components assuming both power modules are provided the total cost of these materials would be under ten dollars. To test the power supply, we would need a N6782A source measure unit to hook up to the power supply and test the load and line regulation. Then we would need an oscilloscope to test the ripple in the power supply. To start we would start by assembling the power supply circuit by circuit connecting the 120 volt ac

power with the first resistor until it is fully built. Then we would test the ripple, then the line regulation and lastly the load regulation.

The ideal regulation for load and line should be 0% in a perfect scenario. The load regulation is the measurement of the regulator to maintain a DC output voltage beside the change in the current load. The line regulation is for the ΔV_{out} and ΔV_i which is the change in voltage

input and output. The load regulation formula is $\frac{V_{NL} - V_{FL}}{V_{FL}} \times 100\%$ while the line regulation

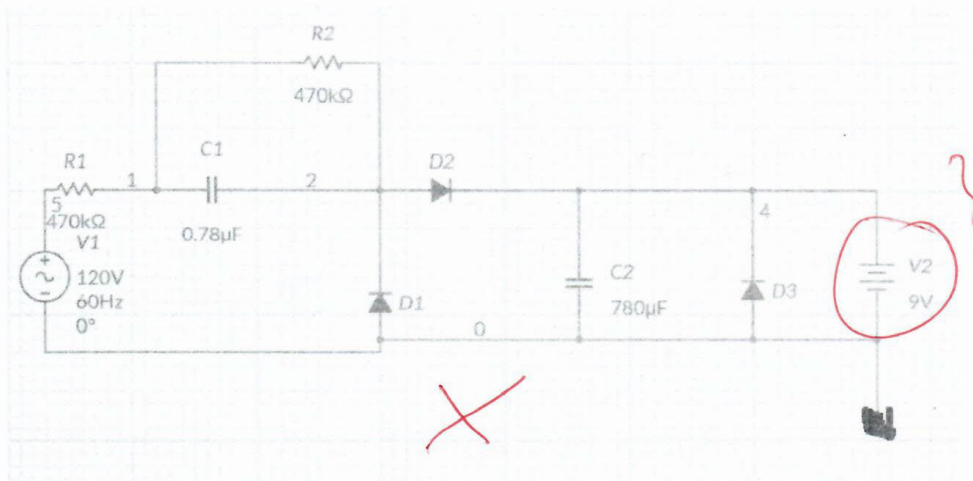
formula is $\frac{\Delta V_{OUT}}{\Delta V_i} \times 100\%$. *did you do this?* The experimental analysis of the line regulation in multisim results in

0% by taking $120V \times .01 = 12V$, which is a 10% change. At 108 V, the output voltage stays at

9V so the load regulations would be $\left(\frac{9V - 9V}{12V} \right) \times 100 = 0\%$. The reactance of the capacitors

could be found as $x = \frac{1}{2\pi fc}$ so $0.34 = \frac{1}{2 \times \pi \times 60 \times C}$ so $C = \frac{1}{2 \times 3.14 \times 60 \times 0.34}$, so reactance is

equal to $0.78 \mu f$.



My design includes the needed 120 V at 60 Hz AC input voltage along with the output voltage of 9V. The results I received from working on the experiment in multisim were close but not exactly what I had been expecting. There were small discrepancies that were in the margin of error and could have been chalked up to my own error. The voltage output of my experiment did not end up at 108 V after testing line regulations so my load regulation test was .513% instead of the desired 0%. My voltage had been 109.5 and I was not sure how I has mis-entered a value to reach that level.

In conclusion, my power supply was accurate enough to get the desired effect out of testing but there is always room for improvement in the layout and or the material that I used to build and test the power supply. There were some areas of the design that I stumbled at such as getting it to have a good short circuit resistance and having a good reactance was the best answer I arrived at. I also assumed the cost for the capacitors because I could not find the exact version I has used but I estimated based on what I had seen to arrive at my materials pricing.

OK
You could have asked for help & done better