

**SOUTH PLAINS COLLEGE**

**Levelland Campus**

**COURSE SYLLABUS**

**Spring 2018**

**COURSE TITLE:                    ELPT 2305    MOTORS AND TRANSFORMERS**

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

**OFFICE HOURS:                As given**

**SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE**

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**GENERAL COURSE INFORMATION:**

Course Description: Prerequisites: ELPT 1315, 1411. This course is the study of the principles and operation of single and three-phase motors and transformers. Topics included here are transformer banking, power factor correction, and protective devices.

Course Learning Outcomes: The goals/objectives of this course are:  
The student will match the type of single-phase motor with its type of operation.  
Compare the operating characteristics of three types of three-phase motors.  
Explain the advantages of Wye and Delta connections in motor and transit applications.  
Size overcurrent, short circuit, and ground fault protection devices.  
Utilize nameplate information.

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: Electrical Transformers and Rotating Machines by  
Stephan L. Herman. Delmar Publishers**

**<http://www.coursesmart.com/IR/1837982/9781111039134>**

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.

SPC Disability 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 Disability 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 Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) & Lubbock Center 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

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.