



1. General Course Information

1.1 Course Details

Course Code:	1301ENG
Course Name:	Electric Circuits
Trimester:	Trimester 1, 2025
Program:	Diploma of Engineering
Credit Points:	10
Course Coordinator:	Dr James A. Kirkup
Document modified:	9/01/2025

Course Description

Electric Circuits is a 10 credit point course within the Diploma of Engineering. The course is normally situated within the second semester of the program. The Diploma of Engineering is designed to provide students with a pathway to:

- * further university studies in Engineering and related degrees; or
- * direct employment.

This course introduces students to four fundamental engineering concepts related to electrical and electronic engineering: storage of electrical energy and transport of an electrical charge, interconnection of passive components to make small or large systems, operation of systems under conditions of constant electrical load or excitation, and the operation of systems under conditions of variable electrical load or excitation. The concepts are studied using the physical processes within the components and circuits of electrical systems in a practical context. The fundamental rules used to analyse electrical circuits are also covered in the course.

Assumed Knowledge

1018ENG Engineering Science is a prerequisite for this course and must be completed successfully before you can be eligible to undertake this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr James A. Kirkup	james.kirkup@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

To introduce students to the basic principles and practice of electrical and electronic engineering concepts that apply to the behaviour of electric circuits. In the process, the course will introduce mathematical models and physical processes.

Engineering practice involves the detection and measurement of various engineering and physical properties. As most detection and measurement systems are currently electrical and/or electronic in nature, knowledge of the fundamental principles of electric circuits is essential for all engineers.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply theoretical laws and frameworks to simple circuits and understand the purpose and use of simple circuit components, devices and signal sources;
2. Apply DC Response analysis on simple circuits and components and safely use electronic laboratory instruments for the measurement of various electrical parameters including, voltage, current, resistance and power;
3. Apply AC Response analysis on simple circuits and components and design basic electrical circuits using web-based circuit simulation software then author technical reports on these projects;
4. Explain the principles of generation, distribution and safety systems of electrical power.



2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		
	Creativity and Future Thinking		



3. Learning Resources

3.1 Required Learning Resources

Boylestad, Robert, L., (2016) Introductory Circuit Analysis, Global Edition, 13/E, Pearson Education, ISBN-10: 1292098953, ISBN-13: 9781292098951.

Secondary (Optional)

Hambley, A.R., (2017) Electrical Engineering: Principles & Applications, 7/E (5th Edition or later is acceptable) Pearson Education, United States, ISBN-13: 9780134484143.

3.2 Recommended Learning Resources

Additional learning resources can be found on the 1301ENG Electric Circuits course site.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

International students enrolled in Language Development Modules (LDM100 / LDM200 or LDH100 / LDH200)

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
Module 1: Introductory Electrical Concepts					
1	Introductory Concepts Online mini lessons	Practice problem solving questions.	Homework Activities		1
2	Basic Electrical Concepts Online mini lessons	Practice problem solving questions. Preparation for PROJECT 1: Light Sensitivity Switch.	Homework Activities Scaffolding Lab 1 (introduction to circuit components and voltage and current measurement)	Mini Weekly Quiz PROJECT 1: Light Sensitivity Switch (due in week 6)	1
3	Resistive Circuits Online mini lessons	Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	1
Module 2: DC Response to RLC Circuits					
4	Capacitance Online mini lessons	Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	2

5	Inductance Online mini lessons	YouTube Video. Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	2
6	DC RLC Circuits Online mini lessons	Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz. Module 1 & 2 Exam (held in week 7)	2
Module 3: AC Response to RLC Circuits					
7	AC RLC Circuits Online mini lessons	Practice problem solving questions. YouTube video. Preparation for PROJECT 2: AC-DC Regulated Power Supply	Homework Activities Scaffolding Lab 2 (AC to DC conversion)	Mini Weekly Quiz. PROJECT 2: AC-DC Regulated Power Supply (due in week 11)	3
8	Steady state sinusoidal analysis Online mini lessons	Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	3
Module 4: AC Power					
9	AC Electrical Circuits Online mini lessons	Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	4
10	AC to DC Conversion Online mini lessons	Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	4
11	Electrical Power and Safety Online mini lessons	YouTube video. Practice problem solving questions. Computer Lab	Homework Activities	Mini Weekly Quiz.	4
12	Revision of Topics 9, 10 and 11	Practice Problems	Homework Activities	Module 3 & 4 Final Exam (date TBA)	3,4

4.2 Practical Laboratory Classes

Practical laboratory classes are delivered in weeks 2 and 10. Topics are detailed in 4.1 Learning Activities Laboratory sessions. Please look out for the timetable details.



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Mini weekly assignments	10%	1, 2, 3, 4	Weeks 2 - 11
2	Laboratory Activity and Project 1	15%	1, 2	Week 6
3	Module 1 & 2 Exam	15%	1, 2	Week 7
4	Laboratory Activity and Project 2	25%	2, 3, 4	Week 11
5	Final Exam Students must pass the 40% hurdle in this assessment to pass the course.	35%	3, 4	Examination Period

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (GenAI) applications are **not permitted** to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (GenAI) tools in relation to formative and summative assessment tasks (including how to cite GenAI tools, if relevant). It should be noted that Turnitin provides teaching staff with a GenAI percentage indicator as well as an Originality Report which detects plagiarism.

1. Evidence of Learning Task 1: Mini weekly quizzes

Task Type: Quiz

Due Date: Prior to the following class

Weight: 10%, Marked out of: 10

Duration: N/A

Task Description: Each week there will be an online (mini assignment) to promote some independent (blended) learning. The Mini Assignment is designed to test understanding of the concepts taught each week. The Mini Assignment will be held after each week's learning experiences.

Criteria and Marking: Out of the 10 quizzes for the course the student's top five Quiz marks will be counted towards a maximum of 10% where each quiz is worth 2%. There is no deferment or repeat of a quiz no matter what reason.

Submission: submission link via the course site

2. Evidence of Learning Task 2: Laboratory Activity and Project 1

Task Type: Engineering Report

Due Date: Friday 5:30pm Week 6

Weight: 15%, Marked out of: 5

Duration: N/A

Task Description: A Scaffolding Laboratory will be used to verify fundamental laws of basic electric circuits and the foundation for Project 1. Project 1 is a group-based project following on from scaffolding laboratory 1 and the content covered in the learning content and learning activities. Students are required to complete this project during the course using circuit simulation software (Tinkercad) and circuit drawing software (Scheme-It). This project is a circuit-based practical development exercise using real world examples. Details of the task for the project will be provided on an assignment sheet that will be available from the course website.

Criteria and Marking: A laboratory worksheet will be marked out of five (5) and worth 5% which will be included in the Laboratory Activity and Project 1 weighting. A report is required based on the project task and final product. Marking will be done by rubric given at the start of the semester. Report Presentation: 15%. Product and Deliverables: 85%. Project 1 is due in week 6.

Submission: submission link via the course site

3. Evidence of Learning Task 4: Module 1 & 2 Exam

Task Type: Examination

Due Date: Week 7 - To be advised in class.

Weight: 15%, Marked out of: 30

Duration: 2 hours 10 mins

Task description: This is a closed book 2-hour quiz assessment item of the first two modules, which covers weeks 1 to 6 of the course content. It will be made up of both multiple choice and small worked questions. This assessment will evaluate basic theoretical understanding of electric circuits and will be conducted at a suitable time in week 7.

Criteria & Marking: This quiz will be counted towards a maximum worth of 15%.

Submission: online quiz/exam

4. Evidence of Learning Task 3: Laboratory and Project 2

Task Type: Engineering Report

Due Date: Friday 5:30pm Week 11

Weight: 15%, Marked out of: 5

Length: N/A

Duration: N/A

Task Description: A Scaffolding Laboratory will be used to verify fundamental laws of basic electric circuits and the foundation for Project 2. Project 2 is an individual based project following on from scaffolding laboratory 2 and the content covered in the learning content and learning activities. Students are required to complete this project during the course using circuit simulation software (Lush projects) and circuit drawing software (Scheme-It). This project is a circuit-based practical development exercise using real world examples. Details of the task for the project will be provided on an assignment sheet that will be available from the course website.

Criteria and Marking: A laboratory worksheet will be marked out of five (5) and worth 5% which will be included in the Laboratory Activity and Project 2 weighting. A report is required based on the project task and final product. Marking will be done by rubric given at the start of the semester. Report Presentation: 15%. Product and Deliverables: 85%. Project 2 is due in week 11.

Submission: submission link via the course site

5. Evidence of Learning Task 5: Final Exam

Task Type: Examination

Weight: 35%, Marked out of: 35

Due Date: Examination Period

Duration: 2 hours 10mins

Task Description: This is a closed book 2-hour quiz assessment item of modules 3 and 4. The exam will cover weeks 7 to 11 of the course content. It will be made up of both multiple choice and small worked questions. This assessment will test an understanding of steady state sinusoidal analysis on basic AC electrical circuits, the conversion from AC to DC, electrical power and safety and relevant problem-solving skills. The exam will be held during exam week.

Criteria and Marking: This exam will be counted towards a maximum worth of 35%. Students must achieve a passing mark (40%) of the final exam to be eligible for a passing grade in this course.

Submission: online quiz/exam

In order to pass this Course, students must:

- A. Achieve an aggregate mark of at least 50% overall.**
- B. Achieve at least 40% of the final exam total available marks to achieve a grade of “Pass” or above. Failure to reach this 40% hurdle results in failing the course.**

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Tasks –

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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