

# CEE4330 Syllabus

Air Pollution Engineering

Fall, 2026

## Instructor Information

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**Instructor: Da Pan**

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## General Course Information

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### Description

Introduction to the physical and chemical processes affecting the air pollution at local, regional, and global scales. Particular emphasis is on tropospheric pollutant chemistry and transport.

### Course Learning Outcomes

The course is designed to introduce students to fundamental principles needed to address air pollution. Upon course completion, the student will have knowledge of the air pollutants of most concern, their source and control, their atmospheric transport and fate, and air pollution management policies.

### Required Course Materials

All needed information will be presented in class. Two textbooks can be used for reference:

- *Air Pollution Control: A Design Approach 4th Edition*; C. David Cooper and F. C. Alley
- *Introduction to Atmospheric Chemistry*; D. J. Jacob, available for free online

### Grading Policy:

Grades are composed of four components, weighted according to the distribution below. Final grades are rounded to the nearest whole number. There is no curve. Grades are assigned as stated below:

- Problem sets (4), each account for 10 points towards final grade (40 points in total);

- Quizzes (2), each account for 5 points towards final grade (10 points in total);
- Micro-lecture assignment (1), accounting for 10 points towards final grade (10 points in total);
- Exams (2, or 2 + final) 40 points in total.
- Grading Scale: A:  $\geq 85\%$ , B: 75 - 84%, C: 65 - 74%, D: 50 - 64%

### **Description of Graded Components**

**Problem Sets:** Due at the beginning of class. Hard copies are preferred. Electronic versions are accepted but will not receive the level of feedback you would get from a hard copy. If you are submitting electronically, upload your entire assignment as a SINGLE PDF ONLY (not multiple files). Any submissions with multiple files or corrupted files will be treated as an incomplete or late assignment. An assignment must be submitted either as a PDF or in-person, not some combination of the two.

Problem sets are designed to both build and test deeper understanding. Each question is more detailed than what you'd have time for in an exam. Exams questions more closely resemble in-class examples. There are only four problem sets. They are not designed to be completed in a single effort. Read the problem sets as soon as they are available. Work on them soon after covering the content in class.

**Quizzes:** Two quizzes about unit conversions and environmental chemistry, which are fundamental skills needed to succeed in this class. They will be explicitly tested very early in the semester.

**Micro-lecture Assignment:** Students will generate and upload micro-lectures and an accompanying quiz question as part of an end-of-semester project. Details will be made available on Canvas.

**Exams:** Exams are in-person, closed-note/book/internet/phone. The final exam is optional. If taken, then all 3 exams are weighted equally. There are dedicated class periods where you will work with classmates on shorter, exam-type practice problems. No new material will be presented. This time is to make sure you are keeping up on information, to work out any unclear parts with others and/or me.

## **Course Policies**

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### **Attendance and/or Participation**

Attendance is not required but encouraged. Attendance has been the biggest indicator of student success in previous semesters. If you must miss classes, I can provide resources for remote learning.

## **Late Work**

Late work is not accepted. This policy allows me to post solution sets in a timely manner. I provide two “late pass” exception: you may submit one problem set via as a PDF on Canvas up to 24 hr late with no penalty. Upload your assignment as a SINGLE PDF ONLY (not multiple files). Do not email me that you are using your late pass- no explanation or accounting is needed. If you have already used your “late pass”, then further late work will not be accepted. If exceptional circumstances cause you to need further extensions or extensions on multiple assignments, contact the Office of Student Life. There is an online form available at <https://studentlife.gatech.edu/resources/class-attendance>. Medical information should not be emailed directly to a professor.

## **Regrade**

Problem sets are graded by a grader according to an agreed-upon rubric. If you believe the rubric was not accurately applied to your work, you will need to turn our work back in to me in-person the next time class meets along with a note of your concern. I will then review go over the entire assignment (not just the noted question) together with the grader. If more than 1 class has passed since you received your grade, then the regrade window is closed.

## **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## **Core IMPACTS**

[Core IMPACTS](#) is the University System of Georgia’s General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

## **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment

to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## **Optional Course Expectations, Policies, and Resources [Remove this heading in your final syllabus and eliminate the separation between the required and optional policies]**

*[While the following policies are not required, they include important expectations and resources that you may choose to share with your students. [Visit our Course Policies page](#) to find more sample policies, information about Georgia Tech specific rules and regulations, and suggestions for what to consider when setting each policy.]*

*As you write this portion of your syllabus, use language that emphasizes your students' role in the process, and aim for a tone that communicates both authority and approachability. Each policy should make it clear what is and is not expected/permissible in this class, what the rationale or motivation behind the policy is, what students need to do in extenuating circumstances, and what the consequences will be if they fail to live up to the expectations laid out in the policy. Finally, your policy should represent something that you are comfortable implementing consistently throughout the course.]*

### **Pre- &/or Co-Requisites**

*[If applicable, list pre-requisites here. In some instances, you may also want to describe the background knowledge/experience that is most likely to lead to success in your course (this is often relevant in a graduate level seminar and upper-level elective courses).]*

### **Extra Credit Opportunities**

*[If applicable, include a statement about opportunities for extra credit here. Views on extra credit opportunities vary among faculty. You might decide not to offer extra credit opportunities because you want your students to work hard in class and spend time working on actual assignments, or because you think extra credit lowers academic standards. However, extra credit can also be a good learning opportunity because it gives students an additional chance to learn the material (especially students who are struggling in the course). It also reduces student anxiety and builds their motivation and confidence.]*

### **Collaboration, Group Work, and Use of Generative AI**

*[The university's Honor Code gives you the job of defining for your students the levels of collaboration that are permitted, as well what outside resources they are permitted to use (on assignments, exams, projects, etc.), and how they are supposed to report their use of those outside resources. You may also choose whether or not and to what extent students may collaborate with Generative AI in their course work. CTL provides guidance and some*

*adaptable template syllabus statements for use of GenAI in [this web resource on Establishing Course Policies](#). Articulate your policy here.]*

### **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

*[Students need to know what your policy is on things like late assignments and missed exams. You should be as clear as possible about your rules and the consequences for your students if they do not follow them. You want to help students focus their efforts appropriately and make it easy for you to be consistent throughout the course. Note also that, at Georgia Tech, some exceptions are made for “approved Institute activities” (e.g., field trips and athletic events) and religious observances. [Read more about approved exceptions](#). Note also that instructors are encouraged to consider the impact of events like the [All-Majors Career Fair](#) and off-campus interviews, and to plan accordingly.]*

### **Inclement Weather and Digital Learning Days**

*[If a weather-related event affects campus operations, instructors have the discretion to cancel class or pivot to digital instruction. Informed by departmental and/or program considerations, you may choose to include language here that proactively instructs students what they should expect in such an event. [Read more about the policy regarding the requirements, procedures, and responsibilities related to Digital Learning Days for Modified Campus Operations](#). Explore the [Digital Learning Day Toolkit](#) to learn more about guidance and tools that will make pivoting to digital learning easier.]*

### **Student Use of Mobile Devices in the Classroom**

*[To set this policy, think about individual students, the overall dynamic you would like to see at work in your classroom, and your own tolerance of distractions in the classroom. See [our Course Policies page](#) for more information about factors to consider when it comes to setting your policy for the use of mobile devices in your classroom.]*

### **Additional Course Policies**

*[There are a variety of additional policies you might include in your in your syllabus, depending on your specific context and approach to your course. For example, many instructors include at least one of the following policies explicitly on their syllabus ([View additional course policy examples](#)):*

- *Remote proctoring*
- *Accommodations for religious observances*
- *Food and drink in the classroom*
- *Freedom of expression and guidelines for discussion*

- *Institute-approved absences*
- *Lab safety*
- *Preparation for guest speakers*
- *Re-grading and re-submission*
- *Recording class activities]*

## Campus Resources for Students

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*[Students might not be aware of all available campus resources. In this section you can include specific resources that might help students succeed in your class (e.g., the library, The Communication Center, or Tutoring and Academic Services).*

### **Undergraduate Student Academic Success Resources:**

*[For undergraduate courses, a sample statement that might be included in your syllabus for this section is “A list of resources for undergraduate students’ academic success and information about advising can be found at [Success at Tech.](#)]*

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at [success.gatech.edu/tutoring](http://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

### **Graduate Student Academic and Professional Success Resources:**

*[For graduate courses, a sample statement that might be included in your syllabus for this section is*

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and

- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events”

### **Student Well-Being:**

*[Some faculty include resources that support students’ mental and emotional well-being. Including these additional resources on your syllabus communicates to students that you care about them and that you are committed to facilitating their academic progress. For all courses, a sample statement that might be included in your syllabus is*

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))

*[More resources on supporting student well-being on the syllabus and beyond are available through the [Learning Well Initiative](#).]*

### **Additional Syllabus Components [remove this heading from your final syllabus]**

*[Depending on your specific context, as well as your own approach to your course and your teaching, you might decide to add other components to your syllabus. Research suggests that a more detailed syllabus is seen by students as a sign of teaching effectiveness, instructor approachability and flexibility, and as a motivating factor in class preparation. Additional information on your syllabus might include:*

- *a statement of your teaching philosophy;*
- *Consider linking to [the strategic plan](#) and emphasizing the intention to create a holistic learning environment where all individuals can grow and learn to lead healthy, purposeful, impactful lives;*
- *a statement about the importance of student mental health and well-being.*
- *rationale for your teaching techniques;*
- *grading rubrics;*
- *information about labs, recitations, etc.;*
- *advice on how to succeed in your course.]*