

# CEE 1090 Syllabus

Exploring CEE, All Sections, and 2 Credits

Summer 2026

## Instructor Information

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**Instructor: Joe Manous**

**Email: [joe.manous@gatech.edu](mailto:joe.manous@gatech.edu)**

## General Course Information

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### Description

A course for introducing new CEE students to the fields of civil and environmental engineering framed within cross-cutting topic areas

### Course Learning Outcomes

Upon successful completion of this course, you should be able to:

- Understand what civil and environmental engineers do and develop a personal connection to CEE practice.
- Identify the types of infrastructure, design considerations, ethical considerations, socio-enviro-cost constraints commonly encountered in CEE, and the value of CEE work for society.
- Explain the basic tools of CEE, including problem scoping, scenario analysis, common calculations, and communicate your thought process and experiences in writing.
- Apply critical thinking skills toward CEE-style problems, drawing on experience from observation, challenges, and integrating perspectives from multiple sources.
- Understand where to go for more information and how to curate the kinds of classes you might be interested in, the kinds of jobs you will be able to work with a CEE degree, and the kinds of problems you might be interested in working on.

### Required Course Materials

None

## Grading Policy:

Grades are rounded to the nearest integer number. Letter grades are assigned as follows:

- A: 90% - 100%
- B: 80% < 90%
- C: 70% < 80%
- D: 60% < 70%
- F: < 60%

## Assignments

- Attendance and Participation: 5%
- Introduction Paragraph: 5%
- In-studio assignments: 25%
- Group projects: 25%
- Scavenger Hunts: 10%
- Module Reflections: 20%
- Final Reflection: 10%

## Description of Graded Components

- **Individual work:** The introduction paragraph, scavenger hunts, and all reflections should be completed individually outside of class.
- **Studio work:** In-studio assignments are to be completed during the designated studio session. Collaboration is encouraged. You must be in attendance to receive credit. A makeup assignment is possible only in the event of an absence approved in advance of the class (see attendance policy).
- **Group projects:** While group projects are assigned in studio and include some dedicated class time for collaboration, additional work outside of class will be necessary. Group members are expected to formalize expectations for each member, including meeting times and contributions, communicate effectively, and contribute according to those agreed-upon standards. Any problems with group dynamics that members cannot resolve independently should be brought to the attention of the TA before, not after, a project is due. Although all group members typically receive identical grades for a project, instructors and TAs reserve the right to withdraw credit from students who do not meet group expectations.
- **We do not accept late assignments.** This applies to every assignment in the course and to every student. Issues such as technical difficulties, memory lapses, and any other personal planning challenges do not qualify as exceptions to this rule. If you have a major multi-week issue preventing you from completing assignments (e.g.,

long-term hospital stay), contact the module instructor to discuss potential alternative assignments.

## Course Policies

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### Attendance and/or Participation

This course features guest lectures from subject matter experts and studios requiring significant teamwork; therefore, attendance in both lectures and studios is required and graded. To receive full credit, you must arrive on time, attend the entire session, and participate fully in all activities. Please note that if you arrive late and miss the attendance collection, you will not receive credit for that session. To account for personal needs, one attendance grade will be dropped, allowing for one unexcused absence without penalty.

Excused absences are verified through the [Class Absence Verification Form](#) provided by the Office of Student Life. Neither the Dean of Students nor any other campus office issues "excuse notes" for routine absences. However, the Dean of Students will notify faculty in cases of emergencies such as hospitalizations or family emergencies when a student is unable to communicate directly.

If you must be absent, you are required to email the appropriate instructor in advance of the class session. For studio absences, contact your TA; for lecture absences, contact the instructor leading that specific module. Please be aware that notifications sent after a session has begun will not be considered for an excused absence.

### 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 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.