

academic years, three ENTS students recently from India decided to do their drive testing late at night to avoid traffic. They were driving in a residential area in Wheaton at about 20 mph around 2 AM. Someone must have noticed this suspicious vehicle with two antennas on the top and foreign looking people in it going slowly and notified the police. Suddenly the students were stopped by several Montgomery County Police cars and questioned for over an hour. The police then escorted them to the Beltway and told them to go directly home. When the students arrived at their apartment in Spring Hill Lake, several Prince Georges County Police cars were waiting for them. The police took the laptop PC and then said it had been reported as stolen. The students showed the police the sales receipts and shipping documents for the PC to prove that they had bought it legally. However, the police kept the PC, gave the students a contact number, and left. They were not charged with any offenses. By now it had been many hours and was early in the morning and the students were totally terrorized.

The three students sent frantic e-mail messages to Dr. Dellomo and me, since I was the Director of the ENTS Program, asking for help. We contacted the Provost, Dr. Bill Destler who had originated the ENTS Program while he was Chairman of ECE, and Dr. Nariman Farvardin who was Dean of Engineering, asking the University to help these students. The matter was turned over to the campus police chief since police know how to work with other police units. The PC was returned over a week later and I suspect it may have been examined by the FBI. Dr. Farvardin arranged a meeting with the students, myself, Dr. Dellomo, and a few other University administrators to show the students the University cared about their welfare and to help them get over their traumatic introduction to the U.S. law enforcement system. Dr. Dellomo now warns students in his course not to do drive tests late at night and gives them a letter explaining that they are doing a project for a course at the University of Maryland and includes his telephone numbers.

27 Creative Answers to Exam Questions

Over the years, I have seen students give very creative answers to exam questions. Some of the best ones are included here.

27.1 A Miracle

A question on an ENEE 425 Digital Signal Processing exam was “Prove the bandpass signal representation formula.” The student writes three vaguely relevant lines at the beginning and the almost correct bandpass signal representation formula at the bottom and his proof in the middle is “miracle happens here.”

$$3) V(t) = 2 \cos \omega_c t m(t), \quad \omega_c = 2\pi f_c$$

$$V(f) = M(f-f_c) + M(f+f_c) \quad \checkmark$$

$$S(f) = V(f)H(f)$$

miracle happens here

$$s(t) = \underbrace{\left(\frac{1}{2}m(t)\right)}_x \underbrace{\cos(2\pi f_c t)}_{\omega_c} - \underbrace{\left(\frac{1}{2}m(t)\right)}_x \underbrace{\sin(2\pi f_c t)}_{\omega_c}$$

27.2 The Axioms of Probability

A question on one final exam for ENEE 324 Engineering Probability was "What are the three axioms of probability?"

3) Probability students always do Better 4) $P_X(x) = P(X < x)$	when they study
--	----------------------------

-10
 THAN 1
 ✓ ② PROBABILITY IS NOT LESS THAN 0
 ③ X PROBABILITY THAT I AM SWEATING
 BECAUSE I DON'T REMEMBER 3 IS ≈ 1 .

The image of the last two lines may not be clear to you. They are "Probability THAT I Am SWEATING Because I DON'T remember 3 is ≈ 1 ."

27.3 A Sad Story

If I have not done satisfactorily to
merit a D. If you give me an
I, I could take the final over
what I have really been able to
prepare for it. This way my
new car (my graduation present to
myself in honor of my new job) will
not be repossessed, ~~since~~^{because}
with no job, I will not
be able to ~~pay for it~~
meet the payments.

a suicidal student

I never saw this student again. Should I have referred him to the Counseling Center? His course average was 36.75/100 and I gave him an F for the course.

27.4 Mercy

Mercy is ~~is~~ a quality only
few great men possess.

This plea did not help. The student had a course average of 37/100 and received an F for the course. I guess it means I am not a great man.

27.5 Lack of Sleep

P.S. ^{know this} DR. TRETTER.
I, ^{know this} EXAM wasn't hard. and before the
exam I think I know everything, and
now, because I haven't have any sleep ⁱⁿ the
last 2 days, and I'm so tired and I
can't remember anything. Because I have
2 exams today (Monday) & 2 tomorrow.
well what can I say. God want me ^{to die} this way.

This student had a course average of 33.5/100 and received an F for the course.

27.6 The Winner

This student seemed to be staring at the ceiling during most of an ENEE 324 final exam. I was curious to see what he wrote in his exam book. The following four images show his creative work. His score on this final exam was 12/100 leading to a grade of F with probability 1.

27.6.1 Divine Worship

Notice the additions to the Academic Dishonesty Notice in exam books. Divine worship did not help this student.

Academic Dishonesty

- A. Cheating - intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- B. Fabrication - intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- C. Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- D. Plagiarism - intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. *(Unless citing references.)*
- E. Divine worship resulting in inflation of score.

The University is an academic community dedicated to teaching, learning, and research. Like other communities, the university can function properly only if its members share an expectation of intellectual candor and academic integrity. It follows that academic dishonesty is a corrosive force in the life of a university, and that apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Academic dishonesty jeopardizes the quality of each student's education, as well as depreciating the genuine achievements and accomplishments of others.

To report academic dishonesty
dial 314-8206.
Ask for the Campus Advocate.

27.6.2 Exam Rules

This student added some items to the list of examination rules printed in exam books.

EXAMINATION RULES

1. All unauthorized materials (e.g., books, notes, calculators) must be left with the proctor before the student is seated.
2. Students should be seated at least every other seat apart, or its equivalent; i.e., about three feet. Where this arrangement is not possible some means must be provided to protect the integrity of the examination.
3. If mathematical tables are required in an examination, they shall be furnished by the instructor. If text books are used, this rule does not apply.
4. Proctors must exercise all diligence to prevent dishonesty and to enforce proper examination decorum, including abstention from smoking.
5. No student who leaves an examination room will be permitted to return, except in unusual circumstances, in which case permission to do so must be granted by the proctor prior to the student's absence. *e.g. explosive diarrhea, Fetching beer from the IEEE fridge, the game is on, etc.*
6. All conversation will cease prior to the passing out of examination papers, and silence will be maintained in the room during the entire exam period.
7. Examination papers will be placed face down on the writing desk until the examination is officially begun by the proctor.
8. Examination papers will be kept flat on the writing desk at all times.
9. *If this is your first day at Fight Club, you have to fight.*
10. *No shirt, no shoes, no exam. Go back to WVU, ya couch-burnin' hillbilly.*
11. *Two drink minimum.*

27.6.3 Nutritional Information

I had never considered the nutritional value of exams before!

Nutrition Information

serving size 1 Exam

~~Amount Per Serving:~~

Calories - 200

~~Amount Per Serving:~~

% Daily
value

Total Fat 0g 0%

Sodium 0mg 0%

Total Carb. 0g

Sugars 0g

Protein less than 4g

Fiber 25g

~~Amount Per Serving:~~

Not a significant
source of pleasure,
satisfaction or
enlightenment.

Warning: This product
may cause temporary
black-outs, brain-farts &
random acts of comedy.

27.6.4 The ENEE 324 Ship Sinks

Perhaps this student was better suited to a career in graphics arts.



27.7 ENEE 322 Essay

Someone wrote this essay in an exam book during the hour and 15 minute first exam for ENEE 322 Signals and Systems on March 15, 2011 and turned it in.

UNIVERSITY OF MARYLAND

Honor Pledge

The University is committed to Academic Integrity, and has a nationally recognized Honor Code, administered by the Student Honor Council. In an effort to affirm a community of trust, the Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

Please write the exact wording of the Pledge, followed by your signature, in the space below:

Pledge: I pledge on my honor that
I have not given or received
any unauthorized assistance
on this examination

Your Signature: Maximus Wang

Instructor's Symbol

Grade

Student Maximus Wang

Subject Enes 322 Section 0103

Date 03/15/11

This booklet is provided by the University of Maryland exclusively for examinations. Its possession is authorized only when distributed by a member of the faculty of the University. Examination rules are set forth on the back cover of this Examination Book.

Dear Professor or T.A.
Let me save you some time and trouble.

DO NOT Bother

Grading This

EXAM

But do continue reading if
you wish to be entertained.

So, I'm not actually in your class. Much rather, I do not even attend school here. I was merely asked if I could accompany a couple of my friends while they take this exam.

Clearly, if the name "Maximus Wang" did not tip you off than hopefully, the pink ink will. Upon looking at this exam that you've given. It looks hard. Ridiculously so. I am actually very glad that I did not have to take this class. I have now found respect for engineers. But then again, if it was easy, anyone could do it.

Well, now I'm just gonna babble on about nothing. You really should stop reading. But if you insist on doing so be my guest.

My first comment will be about that guy who asked "Is that what I think it is?". I mean seriously what kind of question is that? Are those the kind of questions ~~these~~ you get on a daily basis. That's just really lame. How are you suppose to know what he thought is was? Did he expect you to just randomly guess or blurt out the correct response. If some smart Alec decided to ask me that, I'd just respond with ~~Only if you know the right answer~~ or a simple "yes". So either he'll question if he's actually correct cause you did not really verify anything. Or assume he is and move from there. leading him to either failure or success.

Judging by the exam though.
Most likely failure.

The next thing I'd like to talk about is this girl in your class. She's pretty cute. If I were to take this class it would only be to study with her. It's really a shame that I don't even know her name.

~~I'd describe her~~ She's got this very "Je ne sais pas" about her that's very attractive. To be honest, I did not expect to see a girl I like her in an engineering class. ~~That makes~~ ~~me~~ I wish I could talk to her and give her this pink pen I found. I think she'd like it. There's so many guys here that most of the girls would be so

so easy to spot. Hmm I wonder how she did on the exam. She seems smart. She's been jotting down stuff the whole time. ~~prob~~. Probably calculating equations or drawing graphs. I think you should give her an A. Hell I think you should give all the girls an A. I mean how many female engineers are there. I'm sure the guys would appreciate it if more girls became engineers. Whether is school or the professional realm. Productivity would be pretty high. Or at least we would hope so. But in all seriousness I think you should help develop said female engineers. They have such a competitive advantage in the job market just by being a girl.

If you think about it. Most recruiters would be like "holy crap, a female engineer ----" and would like talking to them. Of course just being female isn't enough, they actually have to be engineers. Which is kind of why professors should help develop them. Being dominated in a male industry. Female engineers usually end up in one of 2 categories. The first being uber nerdy that she gets along with and almost acts like any other normal engineer. The second, because it is male dominated they seek to be on top and aim to completely beat out all male counterparts. While the latter would seem very good.

It leaves much to be desired in the realm of harmony and co-existant. ~~is~~ Neither side male or female should be extremely dominant yet such is the case. It might seem unfair of me to ~~to~~ categorize all female ~~that are~~ engineers into two groups. It is very true that there are those who do not fall into either category. But very far and far inbetween.

Another thing I noticed stemmed from the Russian in your class. I assume he is russian due to his accent and that he called everyone comrades. Another stereotype and over generalization. Yes, Yes, I know I know. But stereotypes and generalizations aside. I think he really is Russian.

I mean he uses Russian humor.
~~Very loud and quite~~ He also
seemed very loud and crass.
Also making assumptions that every
one is going to fail. I'm sure
there are those who will have
done quite well. Of course I
have also heard that usually
a large curve is given. Which
makes me ponder. Why? why
test something so difficult that
the majority are expected to
do poorly. Then boost it
up so that they did average
or maybe even decent.
Why not give them the grade
they ~~desse~~ deserved and weed
out those who really would
not want to be engineers. Because
it seems like in order for someone
to really wanna do something.

So difficult and complicated, they would have needed to devote a large portion of their time and energy ~~in~~ into this. They would try to learn and appreciate it. That's not saying those who do not are failures. But maybe it could help them realize they are meant for something else. That they can develop a different set of skills. After all, isn't that what school is really about? To discover what we know, ~~we~~ what we're good at and what we should be doing for our future. While I understand the curve aids students. But what if it gives them the unwarranted notion that they are doing good in something they really do not enjoy. Or do not truly

understand. I am merely trying to suggest that curves can push students to pursue something just because they feel they are good at when it may not necessarily be so. Of course course work is nothing like real life. They are not judged based on right or wrong answers. Instead by whether or not they can reach a desired goal or result. Whether they can solve a problem with what they are given. But then is that what the curve does. To get students to understand that it is not the end result but the process of getting there? So they are less worried about whether their response is correct but more

~~about~~ about. whether their thinking
is correct? I suppose that makes
a lot of sense. then.

Hmm looks like people are finishing
up. Not bad. I would have assumed
they would need the entire class
period. But I guess finishing up
early does not mean they
necessarily did well. Seeing
people early can be damaging
for some students though. They
think "Oh my god, he finished?"
and begin wondering if the
test was actually easy and
that they are just hopelessly
struggling. You know, the
entire time, I was debating
whether or not I should turn
~~it in~~ in my exam
early. I thought it would

have been funny to freak
some people out if I turned
the test in really quickly.

Maybe at like the ⁴⁵ or
30 min mark? But looking
at the exam, I figured that
wouldn't work.

So I've decided to wait
until ~~was~~ 7 minutes before the
end of class. Also because.
I'm starting to get the
urge to pee. If you've
actually read through
the entirety of this non-sense
Kudos to you. I hope
you have a sense of humor,
cud know that I didn't
really mean any harm
by this.

Sincerely
Maximus. Wang.

28 Department Heads and Chairmen

Here is a list of the regular and acting Department Heads and Chairmen I have seen during my years at the University of Maryland.

1. George Corcoran, Head, (while I was student)
2. Howard Tompkins, Head, 1965 (?) –1967
3. Henry Price, Acting Head, fall 1967
4. Nicholas DeClaris, Head, Spring 1968 – 1974
5. Don Gross, Acting Co-Chairman, 1974–75 from wind tunnel
6. Bob Harger, Chairman, 1975–79
7. Jim Pugsley, Acting Chairman, 1980
8. Lee Davisson, Chairman, 1980–85
9. Bill Destler, Acting Chairman, Spring 1986; Chairman, Fall 1986–94
10. Nariman Farvardin, Chairman, 1994–2000
11. Steve Marcus, Chairman, 2000–05
12. Patrick O'Shea, Chairman, 2005–June 30, 2011
13. Ramalingam Chellappa, Acting Chairman, July 1, 2011–2012
14. Ramalingam Chellappa, Chairman, July 1, 2012–present