



MARYLAND APPLIED GRADUATE ENGINEERING

Renewable Energy Applications (ENPM624) Sections 0101 and ME01

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Office Hours: Wednesday: 3:00 pm – 5:00 pm

Credits: 03

Term: Summer 2026
Course Dates: June 1st – July 24th

Course Times: Thursdays 6:00 pm – 8:40 pm and Online
Classroom: JMP 2216

Canvas/ELMS: <https://elms.umd.edu>

Course Description

This course will provide students with the fundamentals, design, and analysis of state-of-the-art alternative energy technologies. The course will begin with discussions on energy resources and a global perspective of current and future energy demand/consumption trends. Next, we will cover prime alternative energy technologies, including wind, solar, hydro, geothermal, and ocean thermal energy conversion. The last section of the course will cover relevant contemporary topics, including the economics of alternative energy, CO₂ capture and storage, decarbonization of industry through electrification and renewable energy, electrical and thermal energy storage, and fusion.

Prerequisites

Knowledge of thermodynamics, fluid mechanics, and heat transfer, and permission of the Maryland Applied Graduate Engineering.

Learning Outcomes

After successfully completing this course, you will be able to:

- Describe the physical laws and resources that constrain energy systems
- Describe the environmental aspects, advantages, and disadvantages of non-conventional energy resources compared to various conventional energy systems.
- Do the necessary calculation and analysis to compare solar, wind, and bioenergy among other systems, their prospects, advantages, and limitations.
- Learn about some of the emerging technologies in sustainable renewable energy.

Course Materials

Required Resources

- Book:
 - **Highly recommended:** Kreith, Frank: “Principles of Sustainable Energy Systems”, ISBN: 9781466556966, 2nd edition, 2014.
 - Ohadi, Michael; Qi, Jianwei; Ganapathy, Harish. “Alternative Energy Technologies: Price Effects”, In: Encyclopedia of Energy Engineering and Technology, 2nd edition, Taylor & Francis, New York, 2014.
 - Duffie, John; Beckman, William. “Solar Engineering of Thermal Processes”, ISBN 0-471-69867-9, John Wiley and Sons, Inc., 2006.

Supplemental Resources (no purchase required)

- Readings: None.
- Hardware/Software: System Advisor Model™ (SAM™).

Course Structure

This course includes both on-campus and online sections. To attend synchronously online, log into ELMS-Canvas during the Section 0101 class on Tuesday and Thursday from 6:00 pm – 8:40 pm and select “Video Conference” from the left side menu. This will open a Zoom link to the live classroom.

For asynchronous online students, all lectures will be recorded and made available on ELMS-Canvas under “Panopto Recordings/Video Lectures” within 24 hours of the class time.

On-campus students come to class prepared to engage with the lecture and materials. Online students, be sure to log into Canvas regularly and participate in discussions and activities. Regardless of the section you are enrolled in, participation is expected.

Please note that F1 students enrolled in the on-campus section must attend in person. If you have a conflict on a particular day, please reach out to me in advance to discuss.

Communication Guidelines

Communicating with the Instructor

My goal is to be readily available to you throughout the semester. I can be reached by email at apsc@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS-Canvas (e.g., When is this assignment due? How much is it worth? etc.), but please DO reach out about personal, academic, and intellectual concerns/questions. Questions by email are welcome at any time and will be responded to within 24 hours, when possible.

Additionally, please review [these tips for 'How to email a Professor'](#). By following these guidelines, you will ensure a timely and courteous response.

Finally, if you need to discuss issues that are not appropriate for the classroom or email, we can arrange to talk by phone, over Zoom, or in person. Send me an email asking for a meeting, and we can set something up.

Announcements

All IMPORTANT messages, announcements, and updates will be sent through ELMS-Canvas. To ensure you receive this information in a timely fashion, make sure your email and announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS-Canvas ([How to change notification settings in CANVAS](#)).

Log into our ELMS-Canvas course site at least once every 24-hour period to check your inbox and the Announcements page.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body and is committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives), and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students appropriately, and I ask that you do the same for all your fellow Terps.

Communicating with your Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves professionally and work together to foster and preserve a virtual classroom environment where we can respectfully discuss and deliberate on controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind that free speech has its limits, and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication must be conducted in a professional and courteous manner at all times, guided by common sense, collegiality, and basic etiquette.

Grading

Grade Breakdown

Assignment	Percentage %
Homework	Will not be collected

Quizzes	20% (2 x 10%)
In-semester projects	35%
Midterm	20%
Final Project	25%
Total	100%

Course Assignments

Homework

Homework will be assigned and will not be collected. Solutions to homework will be posted on the course website. You are urged to work on the problems yourself before looking at the solutions.

Projects

Two projects will be assigned and will require submission of a report and power point presentation summarizing the report.

Quizzes

Quizzes are typically designed for a 25-minute duration. They may include both statement types and problems to solve. Quizzes are normally closed-book/notes, but you are allowed to have a reference sheet (earlier in the semester, one side of an 8.5" by 11" sheet, and later in the semester, both sides of an 8.5" by 11" sheet). Necessary tables will also be provided. Every quiz might involve some calculations, thus you need to have your calculator with you. You are urged to properly indicate the units of the calculated variables to receive partial credits for your solutions. This is important for all quizzes, exams, projects, and other assignments to avoid losing points that otherwise are deserved. Grading error due to a lack of clarity in the paper will be strictly your responsibility.

Midterm and Final Project

Midterm and final exams may typically consist of two parts: the first part will focus on statement-type questions, and the 2nd part on problems to solve. They are normally closed-book and closed notes. However, you are allowed to have a reference sheet (earlier in the semester, one side of an 8.5" by 11" sheet, and later in the semester, both sides of an 8.5" by 11" sheet). Necessary tables are provided or you are asked ahead of time to bring them with you to the exam. You need to have your calculator with you. The midterm will be an hour-long exam (60 minutes). The Final Project will be devoted to presentation and will be for 90 minutes.

Grading of Assignments

All assignments will be graded according to a predetermined set of criteria (i.e., rubric) which will be communicated to students before the assignment is submitted.

To progress satisfactorily in this class, students need to receive timely feedback. To that end, it is my intention to grade all assignments within **7 days/ 1 week (s)** of their due date. If an assignment is taking longer than expected to grade, students will be informed of when they can expect to see their grade.

Grade Computation

All assessment scores will be posted on ELMS/Canvas page. If you would like to review any of your grades (including exams) or have questions about how something was scored, please email me to schedule a time to meet and discuss.

It is expected that you will submit work by the deadline listed in the syllabus and/or on ELMS-Canvas. Late work will be penalized according to the late work policy described in the **Course Policies and Procedures** section below.

Grade Disputes: I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs

Letter Grade	Cutoff
A+	97%
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Schedule

Week #	Date	Topic	Deliverable
1	06/02	Introduction to the course and review of fundamentals applicable to the course. U.S. and World Energy Resources and Demographics	HW # 1 assigned
2	06/04	Thermal Energy Storage Ocean Thermal Energy Conversion (OTEC)	HW # 1 Solutions posted; HW # 2 assigned
3	06/09	Geothermal Energy I and II	HW # 2 Solutions posted; HW #3 assigned
4	06/11	Wind Power I Wind Power II	Project Part I Assigned
5	06/16	Wind Power III Fusion—the next large-scale alternative to carbon-free energy supply	Project 1 Questions/Discussions QUIZ 1
6	06/18	Hydro Power I Hydro Power II	HW # 3 Solutions posted

7	06/23	Solar Energy Fundamentals. Also, models for Predicting Solar Flux on a surface, Analysis of solar collectors for domestic hot water and space heating systems	
8	06/25	Solar Cooling Systems—heat-activated cooling	MIDTERM Projects Part II Assigned; Projects Part I due
9	06/30	Solar Photovoltaic Systems, Solar Photo Thermal Systems Regulatory and Price Incentives to promote Renewable Energy	HW # 4 Assigned
10	07/02	Bio Energy as Alternative Fuel and for Power Generation I Bio Energy II	HW # 4 Solutions posted
11	07/07	Large-scale Solar Thermal/Power Applications Solar Desalination systems	QUIZ 2 HW # 5 assigned
12	07/09	Smart Grid principles and its infrastructure impact Energy Battery/Electricity Storage for Renewable Energy Applications	Projects Part II and comprehensive (summary of Parts 1 and 2) Report Due on July 9th, 11:59 PM
13	07/14	PROJECT PRESENTATIONS	HW # 5 Solutions posted
15	07/16	Emerging Technologies in Renewable/Sustainable Energy — CO2 capture and storage Emerging Technologies in Renewable/Sustainable Energy — Case example on De-carbonization of industry through Electrification	
16	07/21	Emerging Technologies in Renewable/Sustainable Energy — Additive Manufacturing Applied to Energy and Water Conservation Course Overview	
17	07/23	FINAL PROJECT PRESENTATION	

Note: This is a tentative schedule, and subject to change as necessary – monitor ELMS-Canvas for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Course Policies and Procedures

The University of Maryland’s conduct policy indicates that course syllabi should refer to a webpage of course-related policies and procedures. For a complete list of graduate course related policies, visit the [Graduate School website](#). Below are course-specific policies and procedures which explain how these Graduate School policies will be implemented in this class.

Satisfactory Performance

The Graduate School expects students to take full responsibility for their academic work and academic progress. The student, to progress satisfactorily, must meet all the academic requirements of this course. Additionally, each student is expected to complete all readings and any preparatory work before each class session, come to class prepared to make substantive contributions to the learning experience, and to proactively communicate with the instructor when challenges or issues arise.

Questions about Assignments

Please ask all questions you may have about an assignment by 17h00 PM the day before the assignment is due. Any questions asked after that time may not be answered in time for you to make changes to your work.

Make-up Policy

No make-up will be given for quizzes. If you miss a Quiz and your excuse is accepted then the weight of that Quiz will be distributed on the remaining Quizzes. Make up for midterm or final examinations will only be given in the exceptional cases when the individual can demonstrate with proper documentations that the emergency involved was beyond his/her control. In case of any religious observance, the student must personally hand over a written notification of the projected absence in the first week of the semester.

Late Work Policy

Assignments should be completed by the due date and time listed with the assignment, on the syllabus, and/or in the course calendar. If you are unable to complete an assignment by the stated due date, it is your responsibility to contact your instructor to discuss an extension, at least 24 hours BEFORE the assignment is due. Extensions are not guaranteed, but may be granted at the instructor's discretion.

Assignments submitted late will receive a 10% deduction in total grade per each calendar day late up to a maximum of three days late (i.e., there is a maximum of a 30% grade reduction for assignments submitted late). Work submitted more than three days late will not receive feedback and will automatically earn a grade of zero.

Religious Observance

It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.

Academic Integrity

For this course, some of your assignments will be collected via Turnitin on ELMS/Canvas. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**







It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, **collaboration on graded assignments is strictly prohibited unless otherwise stated**. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Graduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ***"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."***

If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!***

To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

Assignment Type	 OPEN NOTES	 READ BOOK	 LEARN ONLINE	 GATHER CONTENT WITH AI	 ASK FRIENDS	 WORK IN GROUPS
Quizzes	✓	✓	---	---	---	---
Projects	✓	✓	✓	✓	✓	✓
Midterm and Final Project	✓	✓	---	---	---	---

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

Tips for Succeeding in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** I recommend that you log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Pro tip! Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me and your classmates for support.

Student Resources and Services

Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit the [Counseling Center's Academic Resources](#) to learn more about the wide range of resources available to you. Below are some additional resources and services commonly used by graduate students. For a more comprehensive list, please visit the Graduate School's [Campus Resources Page](#).

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

Writing Center

Everyone can use some help sharpening their communication skills (and improving their grade) by visiting [The Graduate School's Writing Center](#) and schedule an appointment with them. Additionally, international graduate students may want to take advantage of the Graduate School's free [English Editing for International Graduate Students \(EEIGS\) program](#).

Health Services

The University offers a variety of physical and mental health services to students. If you are feeling ill or need non-emergency medical attention, please visit the [University Health Center](#).

If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at ocrsm.umd.edu.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.