

Course Outline (W2026)

ELE404: Electronic Circuits I

Instructor(s)	<p>Dr. Virgilio Valente [Coordinator] Office: ENG450 Phone: (416) 979-5000 x 553728 Email: vvalente@torontomu.ca Office Hours: Tue 1pm-3pm (weeks 2-13)</p> <p>Dr. Sudip Nag Office: EPH 400Q Phone: (416) 979-5000 x 552143 Email: sudip.nag@torontomu.ca Office Hours: Tuesdays 11 a.m. to 01.00 p.m. (https://torontomu.zoom.us/j/91648468354)</p>
Calendar Description	<p>Introduction to electronics, diodes, linear and non-linear circuit applications. Bipolar junction and field-effect transistors: physical structures and modes of operation. DC analysis of transistor circuits. The CMOS inverter. The transistor as an amplifier and as a switch. Transistor amplifiers: small signal models, biasing of discrete circuits, and single-stage amplifier circuits. Biasing of BJT integrated circuits. Multi-stage and differential amplifiers. Current sources and current mirrors. Important concepts are illustrated with structured lab experiments and through the use of Electronic workbench circuit simulations.</p>
Prerequisites	<p>ELE 302 and MTH 312 and PCS 224</p>
Antirequisites	<p>None</p>
Corerequisites	<p>None</p>
Compulsory Text(s):	<ol style="list-style-type: none"> 1. A.Sedra, K.Smith, T. Carusone, and V. Gaunet, Microelectronic Circuits, 8th edition, Oxford University Press, 2020. 2. e-book license available for \$87.68 CAD on https://www.vitalsource.com/en-ca/products/microelectronic-circuits-adel-s-sedra-kenneth-c-kc-v9780190853532
Reference Text(s):	<p></p>
Learning Objectives (Indicators)	<p>At the end of this course, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Use fundamental knowledge of electric circuits to predict and understand the behavior of electronic circuits and amplifiers. (1c) 2. Apply engineering techniques and conduct computations to analyze and solve electronic circuit problems. (2b) 3. Transform functional objectives and requirements defined for an electronic circuit into candidate designs for the circuit. (4b) 4. Propose, evaluate, and rank the candidate circuit designs. Select the most suitable design from the candidates and understand and practice iterations in the design process. (4c)

	<p>5. Learn to verify and validate experimental results obtained in the labs and relating them to the theoretical nature of the electronic circuits under test, by comparing the experimental results with analysis techniques introduced in the lectures as well as computer simulation results. (5b)</p> <p>NOTE: Numbers in parentheses refer to the graduate attributes required by the Canadian Engineering Accreditation Board (CEAB).</p>														
Course Organization	<p>4.0 hours of lecture per week for 13 weeks 2.0 hours of lab per week for 12 weeks 0.0 hours of tutorial per week for 12 weeks</p>														
Teaching Assistants	<p>Mohammadreza Maleki (mohammadreza1.maleki@torontomu.ca) Sections 1,6,11 Anahita Abbasnejad Seresti (ana.abbasnejad@torontomu.ca) Sections 7,10,16 Francisco Braga (francisco.braga@torontomu.ca) Section 17 Sam Sorrenti (sam.sorrenti@torontomu.ca) Sections 14,19 Romina Arabi (romina.arabi@torontomu.ca) Sections 5,18,22,23 Shihabul Bhuiyan (shihabul.bhuiyan@torontomu.ca) Sections 4,8,13,20 Shirley Uddin (s1uddin@torontomu.ca) Sections 3,9,12,21 Sina Keshavarz (mkeshavarz@torontomu.ca) Sections 2,15</p>														
Course Evaluation	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Theory</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">Midterm Exam</td> <td style="text-align: right;">25 %</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">40 %</td> </tr> <tr> <th colspan="2" style="text-align: left;">Laboratory</th> </tr> <tr> <td>Project</td> <td style="text-align: right;">11 %</td> </tr> <tr> <td>Labs (6 labs, 4% each)</td> <td style="text-align: right;">24 %</td> </tr> <tr> <td>TOTAL:</td> <td style="text-align: right;">100 %</td> </tr> </tbody> </table> <p>Note: In order for a student to pass a course, a minimum overall course mark of 50% must be obtained. In addition, for courses that have both "Theory and Laboratory" components, the student must pass the Laboratory and Theory portions separately by achieving a minimum of 50% in the combined Laboratory components and 50% in the combined Theory components. Please refer to the "Course Evaluation" section above for details on the Theory and Laboratory components (if applicable).</p>	Theory		Midterm Exam	25 %	Final Exam	40 %	Laboratory		Project	11 %	Labs (6 labs, 4% each)	24 %	TOTAL:	100 %
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Examinations	<p>1. Midterm Exam will be a 1.5-hour closed-book examination in week 7 (after study week) during the lecture time</p> <p>2. Final Exam will be a 3-hour closed-book examination. The date and time of the final examination will be set by the university.</p>														
Other Evaluation Information	<p>None</p>														
Teaching Methods	<p>1) Digital drawing tools and in-classroom multimedia teaching facilities will be used for teaching. The lectures will be delivered in person at scheduled times. 2) Lecture notes and recording posted in D2L after each lecture</p>														

Other Information	None
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Course Content

Week	Hours	Chapters / Section	Topic, description
1/2	6	Ch. 2	<p>Module 1: Op amp non-idealities</p> <p>1.1 DC imperfections 1.2 Finite open-loop gain and bandwidth 1.3 Large-signal operation</p>
2/3	6	Ch. 4	<p>Module 2 : Diodes and their applications</p> <p>1.1 Fundamentals of diodes 1.2 Diode models 1.3 Applications of diodes - Half-wave rectifiers - Full-wave rectifiers - Full-wave bridge rectifiers - Voltage regulators</p>
4/5	8	Ch. 6	<p>Module 3 - Bipolar junction transistors (BJTs)</p> <p>2.1 Symbols of BJT 2.2 Operation of BJT - pn-junctions - Cut-off mode - Active mode - Saturation mode 2.3 Small-signal equivalent circuit of BJT</p>
6/7	8	Ch. 7	<p>Module 4 - BJT voltage amplifiers</p> <p>3.1 Load line and maximum signal swing 3.2 Common-emitter (CE) amplifiers - CE amplifiers with a resistor load - CE amplifiers with a current-source load 3.3 Common-base (CB) amplifiers - CB amplifiers with a resistor load - CB amplifiers with a current-source load 3.4 Common-collector (CC) amplifiers (emitter followers) - Emitter followers with a resistor load - Emitter followers with a current-source load 3.5 Multi-stage amplifiers</p>

			<p>3.6 Current mirrors</p> <p>3.7 Design considerations of BJT voltage amplifiers</p>
8/9	8	Ch. 5	<p>Module 5 - Metal-oxide-silicon field-effect transistors (MOSFETs)</p> <p>4.1 Symbols of MOSFET</p> <p>4.2 Operation of MOSFET</p> <ul style="list-style-type: none"> - pn-junctions - Cut-off - Inversion - Triode - Pinch-off - Saturation <p>4.3 Small-signal equivalent circuit of MOSFET</p>
10/11	8	Ch. 7, 8	<p>Module 6 - MOSFET voltage amplifiers</p> <p>5.1 Load line and maximum signal swing</p> <p>5.2 Common-source (CS) amplifiers</p> <ul style="list-style-type: none"> - CS amplifiers with a resistor load - CS amplifiers with a current-source load <p>5.3 Common-gate (CG) amplifiers</p> <ul style="list-style-type: none"> - CG amplifiers with a resistor load - CG amplifiers with a current-source load <p>5.4 Common-drain (CD) amplifiers (source followers)</p> <ul style="list-style-type: none"> - CD amplifiers with a resistor load - CD amplifiers with a current-source load <p>5.5 Multi-stage amplifiers</p> <p>5.6 Current mirrors</p> <p>5.7 Design considerations of MOSFET voltage amplifiers</p>
12	4	Ch. 9	<p>Module 7 - Differential MOSFET voltage amplifiers</p> <p>6.1 Why differential ?</p> <p>6.2 Single-ended signaling versus differential signaling</p> <p>6.3 Differential voltage gain</p> <p>6.4 Differential-input single-ended-output amplifiers</p> <p>6.5 Rejection of supply and ground disturbances</p> <p>6.6 Common-mode voltage gain</p> <p>6.7 Slew rate</p> <p>6.8 Mismatch</p> <p>6.9 Common-mode input voltage range</p> <p>6.0 Design considerations of differential MOSFET voltage amplifiers</p>
13	4	Ch. 14	<p>Module 8: Op amp Filters</p> <p>8.1 Basic concepts</p> <p>8.2 First and second-order filters</p> <p>8.3. Single-op-amp filters</p>

Laboratory(L)/Tutorials(T)/Activity(A) Schedule

Week	L/T/A	Description
1	No lab	No lab
2	No lab	No lab
3	Intro lab	Introductory lab: superposition, DC and AC components of signals
4	Lab 1	Diodes
5	Lab 2	Voltage regulators
6	Lab 3	Common-emitter amplifier
7	No lab	No Lab
8	Lab 4	Common-collector amplifier
9	Lab 5	Common-base amplifier
10	Project	Mosfet amp design
11	Project	Mosfet amp design
12	Project	Mosfet amp design

University Policies & Important Information

Students are reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#)

Refer to the [Departmental FAQ page](#) for further information on common questions.

Important Resources Available at Toronto Metropolitan University

- [The University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For Extenuating Circumstances, [Policy 167: Academic Consideration](#) allows for a once per semester ACR request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, always require documentation. Students must notify their faculty/contract lecturer once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

Longer absences are not addressed through Policy 167 and should be discussed with your Chair/Director/Program to be advised on next steps.

- [FAQs Academic Considerations and Appeals](#)
- Information on Copyright for [Faculty/Contract Lecturers](#) and [students](#).

Lab Safety (if applicable)

Students are to strictly adhere and follow:

- a. The Lab Safety information/guidelines posted in the respective labs,
- b. provided in their respective lab handouts, and
- c. instructions provided by the Teaching Assistants/Course instructors/Technical Staff.

During the lab sessions, to avoid tripping hazards, the area around the lab stations should not be surrounded by bags, backpacks etc, students should place their bags, backpacks etc against the walls of the labs and/or away from their lab stations in such a way that it avoids tripping hazards.

Accessibility

- Similar to an [accessibility statement](#), use this section to describe your commitment to making this course accessible to students with disabilities. Improving the accessibility of your course helps minimize the need for accommodation.
- Outline any technologies used in this course and any known accessibility features or barriers (if applicable).
- Describe how a student should contact you if they discover an accessibility barrier with any course materials or technologies.

Academic Accommodation Support

Academic Accommodation Support (AAS) is the university's disability services office. AAS works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.

- Learn more about [Academic Accommodation Support](#).
- Learn [how to register with AAS](#).
- Learn about [Policy 159: Academic Accommodation of Students with Disabilities](#)

Academic Accommodations (for students with disabilities) and Academic Consideration (for students faced with extenuating circumstances that can include short-term health issues) are governed by two different university policies. Learn more about [Academic Accommodations versus Academic Consideration and how to access each](#).

Wellbeing Support

At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- **Distress Line:** 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- **Good2Talk:** 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- **Keep.meSAFE:** 24/7 access to confidential support through counsellors via [My SSP app](#) or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- **Centre for Student Development and Counselling:** 416-979-5195 or email csdc@torontomu.ca
- **Consent Comes First - Office of Sexual Violence Support and Education:** 416-919-5000 ext 3596 or email osvse@torontomu.ca
- **Medical Centre:** call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University Mental Health and Wellbeing](#) website.