

Clarendon College

WLDG 1317 Introduction to Layout Fabrication

I. General Course Information

Jennifer Carter

Course Number: WLDG 1317

Course Title: Introduction to Layout Fabrication

Credit Hours: 2-8-4

Recommended Prerequisite: None

Course Description: A fundamental course in layout fabrication related to the welding industry. We place a major emphasis on structural shapes and their use in construction.

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling,

and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

LISTENING: Listening, at the college level means the ability to analyze and interpret the various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

II. Objectives/Terminal Objectives

All Clarendon College courses work together to meet the following objectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the

responsibilities of living in a culturally and ethnically diverse world;

2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;

3. Recognize the importance of maintaining health and wellness;

4. Develop a capacity to use knowledge of how technology and science affect their lives;

5. Develop personal values for ethical behavior;

6. Develop the ability to make aesthetic judgments;

7. Use logical reasoning in problem solving; and

8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

In addition, the following objectives that are specific to Introduction to Layout

Fabrication will be met:

End-of-Course Outcomes

1. . Examine basic designs, material shapes and joint configurations utilized by industry

2. . Layout & Fabrication.

3. . Select and utilize resources and tools for Layout & Fabrication problems.

4. . Identify and utilize common tools for various Layout & Fabrication situations.

5. . Develop patterns for repetitive layout duties.

6. . Demonstrate "Layout directly on material" method for fabrication.

7. . Be able to utilize shortcut methods to simplify Layout & Fabrication process.

III. Textbook and Other Required Materials

RECOMMENDED:

The Pipe Fitters and Pipe Welders Handbook by Thomas W. Frankland;

Bluebook for Pipe Fitters and Welders by H. G. Thorsness

IV. Classroom Policy and Instructor Expectations

Students are expected to conduct themselves in a manner, which promotes a safe learning environment for all students. Students should participate in classroom and lab activities / discussions, complete assignments on time and be prompt to class.

Cell phones are expected to be placed on silent ring. Students receiving a call are expected to leave the class to answer incoming calls in the hallway. NO

TEXTING is allowed during class sessions. If a student's cell phone use becomes a problem they will be asked to leave the class. If the cell phone use continues to be a problem the student will be removed from the class roster.

V. Additional/Supplemental References

Computer CD (hand out Material)

VI. Methods of Evaluation

Attendance = 70%

Exams = 30%

Grade Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

Below 70 = F

VII. Attendance Requirements

Attendance at all class sessions is expected of all students. This is a significant part of instilling a good work ethic for future employers. For this reason if a student must be absent for any reason he/she will be required to

notify a welding instructor(s) as soon as practical for each absence and its reason. If a student is absent from class for four unexcused absences they will be placed on the "Attendance Probation List" for the Welding Program. After six unexcused absences the student will be administratively withdrawn from the entire welding program.

Attendance Percentage Grade

90 – 100 = 100

80 – 90 = 90

70– 80 = 80

60 – 70 = 70

0 – 60 = 50

VIII. Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information

Organizes & Maintains Information

Interpersonal:

Participate as Team Member,

Serve Clients/Customers

Negotiation Skills

Systems:

Understands Systems

Technology:

Select Technology

Applies Technology

Basic Skills:

Reading

Arithmetic

Mathematics

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Reasoning

Personal Qualities:

Responsibility

Self-Management

IX. Next Recommended Course in Sequence—N/A

X. Correlation to Stated Mission Goals of Clarendon College

A. Provide general college academic course for students who plan to enter senior colleges and universities with junior standing.

B. Provide a classroom setting that is conducive to learning.

C. Provide, assist, and promote the use of learning resources.

D. Participate in and contribute to the democratic society in which we live.

E. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

XI. Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is

your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Clarendon College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

XII. Instructor's Contact Information and Office Hours

Jennifer Carter

Groom ISD

Jennifer.carter@groomisd.net