Course Title: Civil Engineering Project II
Credits: #2
Format: Discussion Section
Class meets: Thursdays 2:00PM – 3:15PM in Castleman 212 via Conference call
Instructor: Shinae Jang, PhD, PE
Email: shinae.jang@uconn.edu (for questions) sjang.ce4900@gmail.com (for submission)
Telephone: (860) 486-0540
Other: Office location: Engineering II building, 309
Office Hours/Availability: By appointment
* A web link to conference call will be sent before the meeting

Textbook

Course Description
Issues in the practice of Civil & Environmental Engineering: management, business, public policy, leadership, importance of professional licensure, professional ethics, procurement of work, law/contracts, insurance/liability, global/societal issues (e.g., sustainable development, product life cycle), and construction management. Students working singly or in groups prepare proposals for Civil Engineering design projects, oral presentation and written reports.

Course Purpose:
All undergraduate majors in Civil Engineering must take this course. This course covers topics important in preparing students to responsibly engage in the civil engineering profession as required for accreditation of the program. Because these topics are inherently practice-oriented, most lectures are taught by practicing professionals who have extensive experience in the civil engineering profession. Following last semester’s course, CE 4900W Civil Engineering Projects I, the students are expected to transit from an engineering student to a practicing engineer. With last few years of learning knowledge and technical skills in the field of civil engineering, the course is to tie together these knowledge and skill preparations to problem solving of real world engineering practices. The open-ended problems and projects need students to identify the problem, communicate with the clients, develop the analysis strategy and model, evaluate and communicate on alternative solutions, achieve solutions to meet the requirements of the client, site, regulatory, economic and environmental constrains. Throughout the project you will improve your ability to discern information, address team working issues, communicate effectively with advisors, team members, clients and all other parties, and manage your personal time and project schedule.

Communicating, both orally and written, is a large part of any future job. You will improve your writing and presentation skills through in class discussion and writing review, advisor and instructor comments, peer review and self-assessment. You should end up with a product you are proud of and is useful for your client.
Course Objectives

After successful completion of this course, students will be able to:
• Communicate in writing and orally effectively to different audiences
• Work effectively in teams on demanding projects
• Design a system, component or process given multiple constraints
• Address relevant regulations in the design process
• Estimate cost of design implementations
• Synthesize skill sets learned in other courses
• Gain knowledge of contemporary issues in civil engineering

Course Writing Components

The senior design courses (CE 4900W & CE 4920W) carry a "W" designation, and thus includes an intensive writing component, including instruction, feedback, and revision. All writing is double-space, 1” margins, Times New Roman or Arial, size 12 font. The writing assignments for CE4920W consist of:
• Senior Design Day Description. 1 page.
• Poster presentation. 1 page.
• Thank you letters. 1 page.
• Weekly Status Reports. 1 – 8 pages.
• Final design report. 10 pages minimum per student. In the final report, each student’s contribution must be clearly indicated.

Writing feedback will be provided by the instructor, your peers and your project advisors in order to revise and improve your writing. Due dates for assignments are indicated on the course schedule.

Each student must pass the writing component in order to pass the course.

Grading

<table>
<thead>
<tr>
<th>Course Component</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Design Day Description and Poster</td>
<td>5</td>
</tr>
<tr>
<td>Thank You Letters</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Written and Oral Status Reports*</td>
<td>15</td>
</tr>
<tr>
<td>Final Oral Presentation*</td>
<td>10</td>
</tr>
<tr>
<td>Final Written Report*</td>
<td>65</td>
</tr>
</tbody>
</table>

* Individual grades within a group can vary based on contribution (CatMe, Writing components, etc).

Senior Design Day:
Each team will also prepare a one-page project description for the senior design day booklet that is distributed to visitors. The description will be due as indicated on the general course syllabus. * Senior Design Day is canceled. Instead of Senior Design Day presentation, a 3-4 minutes video presentation regarding your project is required.
Thank you Letters:
Each student will write a letter to the project sponsor thanking for their time working with them on the project. This letter should be done in a standard business letter format.

Weekly Written status reports:
Each team member must submit a weekly status report in HuskyCT (even on weeks when we do not meet in person). I have created an assignment tool for each progress report each week. Your reports must include the following:
1. Name, Project team number, date
2. Progress schedule graph showing status of each project task, e.g., a GANTT chart (note: only one GANTT chart needs to be submitted for each project team)
3. Progress made in the past week (by yourself, including how it relates to the rest of your team)
4. Challenges that have arisen, potential implications for the project, and proposed solutions
5. Plans for next week
6. Plans for beyond next week
A blank format document for the written report is available on HuskyCT. The weekly written status report is due at 2PM on the deadline.

Oral status presentations:
The presentation should cover all of the above points for all project members, including the GANTT chart. All team members must participate in the oral presentations, though not every member must participate each week. You may have one member present each week, rotating among your four team members, or you may have everyone participate each week, or you may have two members present each week, alternating back and forth, or any other combination that works for you and involves all team members participating approximately equally. On weeks when we do not meet, no oral status presentation is required.

Final Oral Presentation:
You will arrange to have a presentation to your advisor (and me if possible) and sponsor at some point in the last 2-3 weeks of class via conference call. The plan and the detail should be discussed with your advisor and sponsor early in order to plan. A 3-4 video presentation about your final report will also be included in this grade.

Final Report:
Each senior design team will prepare a final report, including annotated drawings as appropriate. This is due on the date indicated on the general course syllabus. Final design report. 10 pages minimum per student. In the final report, each student’s contribution must be clearly indicated.
Individual **online team meeting**: Team1 for each week is assigned in the course schedule. The order of meeting is CE1 → CE2 → CE6 → CE18 → ENVE2 → ENVE7 → CE1...

<table>
<thead>
<tr>
<th>Team</th>
<th>Team1</th>
<th>Team2</th>
<th>Team3</th>
<th>Team4</th>
<th>Team5</th>
<th>Team6</th>
</tr>
</thead>
</table>

The individual meeting could end early or later, so please be ready to meet 5~10 minutes before your assigned time except for the first team. 3:00 – 3:15PM will be used for additional questions and answers.

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Initial Meeting (all groups)</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Individual team meeting 1 (Team1: CE1)</td>
<td>Status Report 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thank you letter</td>
</tr>
<tr>
<td>2/6</td>
<td>Individual team meeting 2 (Team1: CE2)</td>
<td>Status Report 2</td>
</tr>
<tr>
<td>2/13</td>
<td>Individual team meeting 3 (Team1: CE6)</td>
<td>Status Report 3</td>
</tr>
<tr>
<td>2/20</td>
<td>Individual team meeting 4 (Team1: CE18)</td>
<td>Status Report 4</td>
</tr>
<tr>
<td>2/25</td>
<td>No meeting</td>
<td>Senior design day description</td>
</tr>
<tr>
<td>2/27</td>
<td>Meeting with all groups</td>
<td>Status Report 5</td>
</tr>
<tr>
<td></td>
<td>Oral presentation: Senior design day description</td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>Individual team meeting 5 (Team1: CE18)</td>
<td>Status Report 6</td>
</tr>
<tr>
<td>3/12</td>
<td>Individual team meeting 6 (Team1: ENVE2)</td>
<td>Status Report 7</td>
</tr>
<tr>
<td>3/19</td>
<td>Spring Recess</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Individual team meeting 7 (Team1: ENVE7)</td>
<td>Status Report 8</td>
</tr>
<tr>
<td>3/31</td>
<td>Webinar &lt;br&gt;Michael Lombardi, Gilbane Building Company</td>
<td>* link will be sent later</td>
</tr>
<tr>
<td>4/2</td>
<td>Individual team meeting 8 (Team1: CE1)</td>
<td>Status Report 9</td>
</tr>
<tr>
<td>4/9</td>
<td>Individual team meeting 9 (Team1: CE2)</td>
<td>Status Report 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedule final oral presentation</td>
</tr>
<tr>
<td>4/14</td>
<td>Patrick O/Mara, STV. Engineering Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* to be determined and announced</td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Individual team meeting 10 (Team1: CE6)</td>
<td>Status Report 11</td>
</tr>
<tr>
<td>4/23</td>
<td>Meeting with all groups (online)</td>
<td>Status Report 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Video</td>
</tr>
<tr>
<td>4/30</td>
<td>No meeting</td>
<td>Final Report, CatMe evaluation</td>
</tr>
<tr>
<td>5/1</td>
<td>SD Day (CANCELED)</td>
<td></td>
</tr>
</tbody>
</table>

* Class schedule is subject to change due to inclement weather, team progress, seminars and other activities.

### Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

### Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:
Academic Integrity in Undergraduate Education and Research
Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

Copyright
Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:
- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)
Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

### Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access
- Other technical software based on project requirement

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

(add additional items as needed and link to http://ecampus.uconn.edu/plug-ins.html)

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

### Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.