Clarendon College

WLDG 1204 Fundamental to Oxy-Fuel Welding

I. General Course Information

Jennifer Carter

Course Number: WLDG 1204

Course Title: Fundamental to Oxy-Fuel Welding

Credit Hours: 1-3-2

Recommended Prerequisite: None

Course Description: Oxy-fuel welding and cutting equipment. Includes equipment

safety, setup, and maintenance.

End-of-Course Outcomes: Demonstrate proper set up and use of oxy-fuel welding

equipment; demonstrate safety procedures for oxy-fuel equipment; and demonstrate

proper welding of basic joints and basic cutting.

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 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.

I. 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 Fundamental of Oxy-Fuel Welding will be met:

Learning Outcomes.

1. Develop understanding of hazards associated with oxygen/acetylene equipment and demonstrate it setup and use.

2. Understand limitations of the oxygen/acetylene equipment/process and become familiar with suitable applications for its use.

3. Perform Oxy/Acet weld process

4. Perform Oxy/Acet braze process

5. Perform Oxy/Acet cutting process

I. Textbook and Other Required Materials

Oxy/Acet Safety Video

Welding, Cutting, Heating Guide: by Victor Welding/Cutting Division

I. Classroom Policy and Instructor Expectations

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

The use of a cell phone during shop classes is restricted only to when an instructor is

actively instructing the student. The student will be asked to turn off the phone during this period.

I. Additional/Supplemental References N/A

I. Methods of Evaluation

NOTE: Safety Exam must be completed to 100% correct prior to lab exercises.

Attendance = 70%

Exams = 30%

Grade Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

I. 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

I. 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 Member of a Team,

Serve Clients/Customers

Systems:

Monitor and Correct Performance.

Technology:

Select Technology

Applies Technology

Maintain and Troubleshoot Equipment

Basic Skills:

Reading

Writing

Listening

Thinking Skills:

Creative Thinking

Decision Making

Problem Solving

Reasoning

Personal Qualities:

Responsibility

Self-Management

I. Next Recommended Course in Sequence—N/A

II. 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.

I. 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.

I.   Instructor's Contact Information and Office Hours
        Jennifer Cater
        Groom ISD
        Jennifer.carter@groomisd.net

Special Accommodations: Would you please see the instructor after class or during

office hours if you have a disability that requires special accommodations.

Cell Phone & Electronic Devise Policy

Personal computers are allowed. Cell phones will be allowed only on high priority

bases if they are set on silent vibrate. They should be answered in a manner that in not

disruptive to the class. If a person's cell phone becomes a nuisance they may be asked

to leave the class with no opportunity for making that class up.