

I. COURSE DESCRIPTION:

Part one of this curriculum has been designed to provide clients who have successfully completed year 1 of the Truck Coach / HED Technician program with the opportunity to further develop their skill with the SMAW process. Part two will introduce GMAW and provide clients with a sound working knowledge of the process as well as the ability to develop job entry skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, with the assistance of a Learning Specialist, the C.I.C.E student will demonstrate the ability to:

1. *Demonstrate a sound working knowledge of both personal and shop safety.*Potential Elements of the Performance:

- review proper eye, hand and face protection as well as the need to wear it at all times while in the welding shop
- review proper footwear and clothing
- review the dangers associated with contact lenses, butane lighters, exposed metal jewelry, long hair and beards
- review the location of commonly used welding tools, face shields and leather jackets
- identify personal safety equipment that must be supplied by the student
- locate and identify shop lighting and ventilation controls
- locate and identify emergency shop exits
- review emergency shop evacuation procedures
- locate and identify manifold shut-off valves for the shop gas system

2. *Demonstrate the ability to identify, select and inspect the proper tools and equipment necessary operate a SMAW station in a safe manner.*Potential Elements of the Performance:

- identify and select correct shade of filter lens based upon required welding current
 - review procedure(s) to install filter lenses, gaskets, clear lens and retaining spring
 - identify source(s) of high voltage electrical hazards
 - review arc welding cables, holders and ground clamps and inspect same for damage / unsafe condition(s)
 - review open circuit voltage and its danger to the operator
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- perform a routine inspection of assigned workstation to determine the condition of welding machine, cables, electrode holders and related

- equipment
- correct deficiencies prior to the commencement of shop assignment

3. ***Demonstrate a sound working knowledge of how to perform SMAW operations in the flat, horizontal and vertical up position(s)***

Potential Elements of the Performance:

- make full penetration groove type welds on plate in the flat position based upon CSA W59 workmanship techniques for the E4924 electrode class
- make fillet and groove welds on plate in the horizontal position based upon CSA W59 workmanship techniques for the E4918 electrode class
- perform destructive bend tests on selected weld samples to verify weld soundness.

4. ***Demonstrate the ability to identify, select and inspect the proper tools and equipment necessary operate a GMAW station in a safe manner.***

Potential Elements of the Performance:

- identify source(s) of high voltage electrical hazards
- identify potential fire, fume and explosion hazards associated to either the Gas Metal Arc or the Flux Core Arc welding process
- briefly describe the differences between a constant current and a constant voltage welding machine
- explain why a constant voltage machine is used for the GMAW process
- identify electrode types, sizes and AWS specification
- identify various shielding gases and their potential use(s)
- perform a routine inspection of assigned workstations to determine the condition of wire feeder, cables, torch body, hoses and regulators
- report / correct deficiencies prior to the commencement of work
- describe procedures for setting shielding gas flow rate, voltage, wire feed speed and visible (electrode) stick-out distance.
- describe techniques for arc ignition, setting gun angle and travel speeds

5. ***Demonstrate a sound working knowledge of how to perform GMAW operations in the flat and horizontal positions.***

Potential Elements of the Performance:

- make full penetration groove type welds on **plate** in the flat position based upon CSA W59 workmanship techniques for the E49S-6 electrode class
- make full penetration groove type welds on **10ga metal** in the flat position based upon CSA W59 workmanship techniques for the E49S-6 electrode class
- make fillet and groove type welds on **plate** in the horizontal position based upon CSA W59 workmanship techniques for the E49S-6 electrode class
- make fillet and groove type welds on **10ga metal** in the flat position based upon CSA W59 workmanship techniques for the E49S-6 electrode class
- perform destructive bend tests on selected weld samples to verify weld soundness.

III. TOPICS:

1. Personal and Shop Safety
2. Functions, Construction and Principle(s) of Operation of Shielded Metal Arc Welding equipment
3. SMAW Operations in the Flat and Horizontal Position
4. Functions, Construction and Principle(s) of Operation of Gas Metal Arc Welding equipment
5. GMAW Operations in the Flat and Horizontal Position
6. Weld Testing and Quality Assurance

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Impact Resistant Safety Glasses (CSA Approved)
- High Cut (6 inch) Safety Work Boot (CSA Approved)
- Weld Gloves (CSA Approved)
- Modules: Course Pack MET210

V. EVALUATION PROCESS/GRADING SYSTEM:

- All shop assignments and tests must be completed by the end of the second last week of the course. No shop assignments or tests will be accepted after this date.
- Re-writes for theory tests are not allowed.
- Where a student is absent for a test the student must provide written statement (to the course professor) explaining his / her absence in order to obtain permission to write the said test.
- All tests will be scheduled at the convenience of the course professor.
- The final course grade will be determined by means of the following list of weighted criteria

Factor	Value
Shop Assignments	65 %
Theory Quiz & Test	35 %
Attendance	-1% per Unexcused Hour
Shop Clean-up	-1% per Incident

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.