



General Information

Course Instructor: Adeeba Abdul Raheem

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Office: Civil Engineering (A213)

Office hours: Monday: 3.00pm-5.00pm

Thursday: 1.00-3.00pm

Course website: <https://moodle.utepconnect.utep.edu/course/view.php?id=1940>

Course Credits: 3

Prerequisites or Co-requisites

Bachelor's Degree in Engineering, Physical Sciences or Business or Instructor Approval

Course Description

In this course, students will be provided an understanding of how to complete a detailed bid estimate for a construction project and will learn the methods and tools required to analyze, quantify and price the construction costs for any project. Students are required to complete a detailed estimate of a residential building project.

Course Introduction

This course is a required course in both the Certificate in Construction Management and Master of Science Degree in Construction Management. The primary purpose of this course is to provide an understanding of the estimating and bidding process in construction.

Course Goals and Learning Outcomes

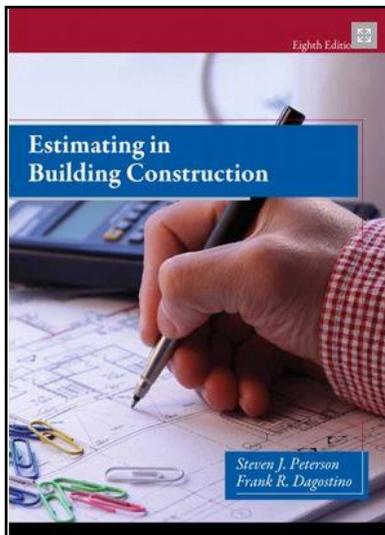
The goals of this course are to provide the students with a working knowledge of the art and science of estimating and its importance to all participants on a construction/engineered project.

Upon completion of the course students will demonstrate their ability to:

- Knowledge of construction processes and methods for cost estimation
- Ability to read construction drawings and perform detailed quantity take-offs
- Ability to design spreadsheet applications for cost estimating
- Ability to perform cost estimates from preliminary budgeting through detailed estimates required for bidding and project budgeting
- Students will learn participation skills through discussions on Blackboard

MATERIAL NEEDED

Textbook



Estimating in Building Construction, 8th Edition

Steven Peterson
Frank Dagostino

ISBN-10: 013343110X • ISBN-13: 9780133431100

Buy it:

Amazon

CourseSmart

Pearson

GRADING POLICY

Students will be responsible for weekly quizzes, class discussion questions, class discussion/participation, and assignments. Grades will be determined based on the following criteria.

Grade	Required Percentage of Available Points
A (Outstanding)	90 – 100
B (Very Good)	80 – 90
C (Satisfactory)	70 – 80
D (Unsatisfactory)	60 – 70
F (Failure)	less than 60

Grading Scheme

Available points for grading of each assignment category and a week by week schedule of deliverables are as follows:

Week	Assignment Categories			
	Quiz	Discussion Questions	Class Discussion	Assignments
1	30	30	90	
2	30	30	90	
3	30	30	90	
4	30			100
5	30	30	90	
6	30			100

7	30			100
8	30			100
9	30	30	90	
10	30			100
11	30	30	90	
12	30			100
13	75	30	90	
14	75			100
15				400
Overall Total Points Available = 2450				

PARTICIPATION STANDARDS & EXPECTATIONS

Participation Standards

Each week students are required to do all of the required readings and take a quiz except the final week when a large assignment is required. In addition, each week the students will be either required to discuss the professor-issued Discussion Questions or to complete a given Assignment.

During discussion weeks, students must respond to each Discussion Question posted by the Professor. Each student must also post a minimum of three responses to posts made by other students in the class on each of three different days during that week. This means each student will respond to each Professor Discussion Question plus post a total of ten posts responding to other student posts during that week.

Proper English and grammar are required in all discussions. In order to count towards participation credit, each post must be substantive. Substantive means they must respond to each point or question posted by the Professor or students, provide additional thought and analysis on the question or point made in the post, and raise a question or comment about the material posted that will contribute towards additional class discussion and inquiry. Slang, texting styles, or street language is unacceptable and will not be graded.

The assignments will generally be posted with a due date after one week of published date. The homework assignments are to be submitted using the assignment tool on Blackboard system after scanning your work and converting it in .pdf format. In case of numeric assignments, a detailed breakdown of different steps and point distribution for different solution components will be provided. On the other hand, if the assignment is of discussion/critique type, following grading scheme will be used for assessment.

Grade	Expectation
100%	Clear understanding, substantially adequate analysis, no significant grammatical or organization problems with the written text.
90%	Clear understanding, adequate analysis, noticeable grammatical or organization problems with the written text.
80%	Understanding, adequate analysis, substantial issues with the document organization and grammar.
70%	Understanding, inadequate/incorrect analysis about the deliverables substantial issues with the document organization and grammar
<70%	No clear understanding, incorrect analysis, late submissions

Late submittals of assignments will be graded but grades will be reduced by ten percent of the total available points for each day the item was late. Quizzes and discussion entries posted after completion of the course week will not be reviewed or graded.

DISCUSSION GRADING RUBRIC

10 points possible per discussion posting (Maximum of 30 points in a discussion week)				
Quality of Posting	6 Points	4 Points	2 Points	0 Points
Response to assignment questions	Responds completely to all questions.	Responds to most questions.	Responds to a few of the questions.	Responds to one question or less.
Focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	The main idea is clear but the supporting information is too general.	The main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Relates text and articles to the assignment	Cites the text and all articles in relation to the assignment.	Cites the text and almost all articles in relation to the assignment.	Makes few citations from text and articles in relation to the assignment.	Makes very few or no citations from text and articles in relation to the assignment.
Accuracy of Facts	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Sources	All sources used for quotes and facts are credible.	Most sources used for quotes and facts are credible.	Few sources used for quotes and facts are credible.	Sources used for quotes and facts are less than credible (suspect).
Structure of the Posting	4 Points	3 Points	2 Points	0 Points
Grammar and Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization and Punctuation	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Citations	Sources are cited correctly in Chicago Citation format.	Most sources are cited correctly in Chicago Citation format	Few sources are cited correctly in Chicago Citation format.	No sources are cited correctly in Chicago Citation format
10 points possible for peer response (Maximum of 90 points (9 responses) in a discussion week)				
	10 Points	7 Points	4 Points	0 Points
Quality of Peer Response	Insightful, analytical, and eloquent response to a peer's substantive contribution	Very brief, yet substantial response to a peer's comments	Very basic and non-analytical response to a peer's comments	No response or non-relevant response to a peer's posted discussion

TECHNOLOGY REQUIREMENTS

Computer Requirements

First, let's make sure your computer has the necessary plug-ins you will need to access all the content in this course. You can click here to access UTEP's test page that will inform you if the computer you are using has the latest software available.

Software Requirements

You will need the following software on your computer to efficiently work in this course. In some cases your computer may already have some of these programs installed.

- Adobe Acrobat Reader. You can get the program by going to <http://www.adobe.com> and then clicking on the icon on the center of the screen which says "Get Adobe Reader". Follow instructions to install the reader.
- Adobe Flash Player. You can get the player by going to <http://www.adobe.com> and then clicking on "Get Adobe Flash Player". Follow instructions to install the player.
- Apple QuickTime Player. You can get this player by going to <http://www.apple.com>. Once there, click on the "Downloads" tab on the top of the page and then click on QuickTime "Download" and follow instructions.
- Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. As students, you can generally buy this whole package for about \$25, far less than the store price of approximately \$400.
- Microsoft Silverlight. You can download/update this add-on by going to <http://www.microsoft.com/silverlight/>. This will allow you to view embedded PowerPoint Presentations and PDF files embedded in the course lessons.

IMPORTANT REMINDERS

Course Schedule Changes

As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes.

Class Participation

I strongly recommend that you check the course at least three times a week at minimum to keep up. Email messages are sent to your UTEP email address, so you will want to check your UTEP email several times a week.

There will be no incompletes offered in this course. Past experience has shown that if you cannot complete the course during the time allotted, you probably never will.

Time Management

The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, course you should expect to spend:

3 hours of class time + 9 hours of study and prep time = 12 hours per week.

Being Successful in an Online Class

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: Stay on topic to increase the efficiency of your learning.

Effective Electronic Communications

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette .

Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Notice of Safe Assign

This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

Copyright Notice

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Disabled Student Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

Technical Assistance

The University of Texas at El Paso offers complete technical information and help desk support at: <http://at.utep.edu/techsupport/>.