



## American University of Ras Al Khaimah

### **AURAK Syllabus**

**Course Title:** Surveying

**Course Code:** CIEN 261.01

**Credit Hours:** 1 ( 3hrs Lab. (practical))

#### **Method of Instruction:**

- This course is taught using the face-to-face method of instruction
- Instructor will teach the topics of the course emphasizing on related course specific learning outcomes, while student will take notes and read in the textbook.
- Student learning outcomes will be measured by reports, quizzes, mid-term and final exam.
- At the end of each topic, an open discussion will be made between instructor and students in class to revise the topic to ensure that the learning objectives are fulfilled
- During the class, difficult problems will be solved by the instructor.

**Prerequisite course(s) and/or co-requisite courses, if applicable:** Pre-requisite CIEN 201

**Faculty Name:** Engr. Wlla Al-Mhairat

#### **Contact Information and Office Hours:**

Email: Wlla.almhairat@aurak.ac.ae

Office: G 344

Office Hours: U 2:00-3:00 PM and T 3:30 PM- 4:30 PM or by appointment

#### **Course Description:**

Principles of surveying by conducting tests on distance measurements, levels and theodolites, directions and angular measurements, topographic surveys, areas and volumes; traverse surveys; setting out horizontal and vertical curves, training on Total Station.

**Additional Information about the Course:** This course is NOT an online course. This is a second year level course provide students with clear understanding of field concepts leading to describe the basic principles of surveying by using different surveying instruments.

#### **Course Textbooks and Materials:**

- Text Book: Kavanagh B. and Mastin T (2014). *Surveying principles and applications*, 9<sup>th</sup> edition, Pearson, ISBN: 9780132874700.
- Resources: Jerry A. Nathanson, Michael Lanzafama and Philip Kissam (2017). *Surveying Fundamentals and Practices*, 7th edition, Pearson, ISBN-13: 9780134414430

### **Other Resources:**

Surveying Manual, Class Notes and Handouts (on Blackboard)

### **Web Resources:**

<https://civiltoday.com/surveying/99-principles-of-surveying-civil-engineering>

### **Course Learning Outcomes (CLOs)**

<b>Course Learning Outcomes</b> <b>At the end of this course, students should be able to:</b>	
<b>CLO 1</b>	Recognize elements of nature that may contribute to common errors and mistakes made in surveying.
<b>CLO 2</b>	Generate horizontal control for mapping by linear measurements.
<b>CLO 3</b>	Perform differential leveling.
<b>CLO 4</b>	Develop contouring from grid elevations.
<b>CLO 5</b>	Measure and calculate angles, horizon closure and closed traverse.

### **Assessment Activities**

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your scores in Blackboard.

<b>Assessment Activities and</b>	<b>Course Activities / Assignments</b> <b>20%</b>	<b>Quizzes</b> <b>10%</b>	<b>Mid-term Exam</b> <b>20%</b>	<b>(Other Activities, e.g., Class Participation,</b>	<b>Final Exam</b> <b>40%</b>
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<b>Grading Weight</b>				<b>Portfolio, Presentations)</b> <b>10%</b>	
<b>CLO 1</b>			X		
<b>CLO 2</b>	X		X		
<b>CLO 3</b>	X	X	X	X	X
<b>CLO 4</b>	X				X
<b>CLO 5</b>	X				X

### **Program Learning Outcomes (PLOs) and Mapping Course to Program Learning Outcomes**

Please see the APPENDIX for the Course to Program Learning Outcomes mapping.

#### **Grading Scale:**

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows:

<b>AURAK Grading System and Scale</b>		
<b>Grade</b>	<b>Percentage Scores</b>	<b>Grade Points</b>
<b>A</b>	<b>95-100</b>	<b>4</b>
<b>A-</b>	<b>90-94</b>	<b>3.7</b>
<b>B+</b>	<b>86-89</b>	<b>3.3</b>
<b>B</b>	<b>83-85</b>	<b>3</b>
<b>B-</b>	<b>80-82</b>	<b>2.7</b>
<b>C+</b>	<b>76-79</b>	<b>2.3</b>
<b>C</b>	<b>73-75</b>	<b>2</b>
<b>C-</b>	<b>70-72</b>	<b>1.7</b>
<b>D+</b>	<b>66-69</b>	<b>1.3</b>
<b>D</b>	<b>60-65</b>	<b>1</b>
<b>F</b>	<b>0-59</b>	<b>0</b>

## **Weekly Course Information**

<b>Schedule of Course Topics, Required Reading, and Assignments and Assessments</b> (Including scheduling of laboratory, studio, external visit, and other non-classroom meeting sessions, as appropriate)				
<b>Week</b>	<b>Topic</b>	<b>Required Readings</b>	<b>Assignment, Assessment (with grade weighting) &amp; Due Date</b>	<b>Mapping of CLOs to Assessments</b>
1	Introduction	Chapter 1		
2	Tests on distance measurements (distance measurements and taping methods)	Chapter 1,3	Report # 1 2% Monday 7 Sep	CLO 2
3	Tests on distance measurements (Taping errors)	Chapter 1,3	Report # 2 2% Monday 14 Sep	CLO 1
4	Levels and theodolites (types, errors, operations, and examples)	Chapter2,5	Report # 3 2% Monday 21 Sep	CLO 3

5	Levels and theodolites (closed leveling, peg test, reciprocal)	Chapter 2,5	Quiz 1 & Report 4 5%, 2 % Monday 28 Sep	CLO 3
6	Directions and angular measurements (definitions, Azimuth & bearing computation, horizontal and vertical angles)	Chapter 4	Report # 5 2% Monday 5 Oct	CLO 5
7	Mid-Term		Mid-term 20% Monday 12 Oct 9:00-10:00am	
8	Topographic surveys	Chapter 8	Report # 6 3% Monday 19 Oct	CLO 4
9	Profile and cross sections	Chapter 8		CLO 4
10	Areas. volumes and mass haul diagram	Chapter 8	Report # 7 3% Monday	CLO 4

			26 Oct	
11	Traverse surveys (open, closed, latitudes & departures, and error of closure)	Chapter 6	Quiz 2 5% Monday 2 Nov.	CLO 5
12	Traverse surveys (coordinate computation, missing measurements, area of closed traverse)	Chapter 6	Report # 8 2% Monday 9 Nov	CLO 5
13	Setting out horizontal and vertical curves	Chapter 13	Report # 9 2% Monday 16 Nov	CLO 4
14	Training on Total Station , Term-Project.	Chapter 5	Term project Presentation 10% Monday 30 Nov	CLO 4
15	Final Exam		Final Exam 40% Mon	

			7 Dec.	
			9.00-11.00 am	

## **Attendance Policy**

University policy is that students are to attend all classes and to arrive on time. Students are required to:

- Attend all learning and teaching sessions associated with their program of study.
- Notify their course instructors in advance (in person, by phone or e-mail) that they will be absent from time-tabled class sessions.
- Obtain prior permission from their instructor or course manager, for planned absences of two or more consecutive class sessions during the semester.
- Provide a medical certificate or other corroborating evidence to explain their absence, if required by the University.

Unsatisfactory student attendance includes failure to regularly attend learning and teaching sessions without providing a satisfactory reason to instructors for absence and/or persistent late arrival at, or early departure from, learning and teaching sessions. Where a student fails to attend classes for **four or more weeks cumulatively**, or where a recurring pattern of non-attendance is observed over the course of the semester, the instructor has the option of deeming that the student has failed the course, in which case that student may receive an "F (Fail)" or "U (Unsatisfactory)" grade, as appropriate. At this point, and at the instructor's recommendation, the dean also has the authority to instruct the registrar to remove or withdraw the student from the course.

## **Disability Accommodations**

Students with disabilities may find they require additional support, services, or considerations. AURAK will endeavor to support students with disabilities or special needs where resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Disability Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Department of Counseling, Testing, and Disability Services located in Building H.

## **Other Relevant Policies**

### **A. Academic Integrity**

## **The Honor Code**

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions. While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

## **Expectations**

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

## **Violations of Academic Integrity**

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.
- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.
- Altering work after it has been submitted for a grade.
- Plagiarizing.
- Using or attempting to use anything that constitutes unauthorized assistance.
- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

## **Plagiarism**

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what

constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one's own - is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

### **Faculty and Student Expectations**

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes "authorized" and "unauthorized" assistance.
- It is the responsibility of every student to see clarification if in doubt about what constitutes 'authorized' and "unauthorized" assistance. In cases involving collaborative work, all students within the collaborative group may be held responsible for violating the code if any member of the group receives, accepts, or utilizes "unauthorized" assistance.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

### **B. Concerns about grades or other course matters.**

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic and Student Affairs. Students who decide to “jump to the top” will be referred “back” to the appropriate next step.

### **C. Assignments**

University policy is that assignments are due on the date assigned. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

### **D. Mobile Phones**

All mobile phones, pagers and/or other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

### **E. Diversity and the Use of English**

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.

## APPENDIX

<b>Program Learning Outcomes</b> <b>At the completion of the program, students should be able to:</b>	
<b>PLO 1</b>	Formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
<b>PLO 2</b>	Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
<b>PLO 3</b>	Communicate effectively with a range of audiences
<b>PLO 4</b>	Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
<b>PLO 5</b>	Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
<b>PLO 6</b>	Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
<b>PLO 7</b>	Acquire and apply new knowledge as needed, using appropriate learning strategies

### Mapping Course Learning Outcomes to Program Learning Outcomes

The learning outcomes of this course contribute to meeting one or more of the program learning outcomes as shown below, with the contribution designated as “high”, “medium”, or “low”:

	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>	<b>PLO 6</b>	<b>PLO 7</b>
<b>CLO 1</b>	Medium			Low		Low	
<b>CLO 2</b>	Low			Low		Low	
<b>CLO 3</b>	Medium			Low		High	
<b>CLO 4</b>	Low			Low		High	
<b>CLO 5</b>	Medium			Low		High	

**Mapping ABET Standards to Program Learning Outcomes Addressed in the Course.**

<i><b>ABET Standards (1-7)</b></i>	<i><b>Program Learning Outcome Addressed in the Course</b></i>	<i><b>Program Learning Outcomes</b></i>
1	X	<b>An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics</b>
2		An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3		An ability to communicate effectively with a range of audiences
4	X	<b>An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts</b>
5		An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6	X	<b>An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions</b>
7		An ability to acquire and apply new knowledge as needed, using appropriate learning strategies