

Department: Odessa College Technical Studies Division
Course Title: AUMT 1310 DAC Automotive Brake Systems
Section Name: AUTOMOTIVE TECHNOLOGY
Semester: 13/FA
Time: 1:30 — 3:15 PM
Classroom: DM 100

Instructor: Perry Griffith
Email: pgriffith@odessa.edu
Office: DM 112
Phone: 335-6603

Office Hours: M, T, W, TH, 3:15 --- 4:00 PM

Course Description:

Operation, diagnosis and repair of disc/drum type brake systems. Emphasis on safe use of modern tools and equipment. Topics include brake system theory and repair of disc, disc-drum brakes, power brakes, manual brakes, parking brakes and anti-lock / traction control brake systems. May be taught manufacturer specific. Lab fee required.

Required Texts:

IMS computer text. (no textbook required)

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for AUMT 1407 Automotive Electrical Systems

(Source: *Odessa College Catalog of Courses*)

Outcome	ICO
Student will learn to analyze and interpret various brake problems while using text and on-line repair manuals	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Students will be encouraged to enter class discussions with instructor and fellow students about subject matter.	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Students, when in the lab, will be split into teams where they will learn to communicate their ideas with one another. Their goal will be to finish their projects or assignments correctly and on time.	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making

	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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Odessa College Policies

Comment [RJ1]: The following are OC policies and need to be included in your syllabus.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013*; *Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, The contents of a un administered test.
- The unauthorized transporting or removal, in whole or in part, of the contents Of the un-administered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an un-administered test or information about an un-administered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

(Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer does attending class not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles).

Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/(Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
 3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

DATES SUBJECT TO CHANGE

Please Note: For courses that are not full-semester length courses, you have until the first day of the course to register. For information concerning the last day to drop, for a non-semester length course, please contact the OC Call Center at (432) 335-6400.

Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

FALL & SPRING BUSINESS HOURS :

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon

Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

SUMMER BUSINESS HOURS

Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm; Closed Saturdays

(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)

Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

Registration:

On the Web (5 am to Midnight, 7 days a

week)..... Apr 15-Aug 25

In Person (See Business Hours

Above)..... Apr 15-Aug 23

FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT www.odessa.edu

Classes

Begin.....

.....Aug 26 (Mon)

Late Registration & Schedule Changes (Add/Drop):

On the Web (5 am to Midnight, 7 days a

week).....Aug 26-27 (Mon-Tues)

In Person (See Business Hours

Above)..... Aug 26-27 (Mon-Tues)

Holiday (Labor Day – Offices closed except for Wrangler Express – No

Classes)..... Sep 2 (Mon)

Census

Day.....

..... Sep 11 (Wed)

Last Day to Drop or Withdraw with a “W” (1st eight week

courses).....Oct 4 (Fri)

First Eight Weeks

End.....Oct

18 (Fri)

Second Eight Weeks

Begin.....Oct 21

(Mon)

Deadline for Fall Degree

Application.....Nov 1 (Fri)

Last Day to Drop or Withdraw with a “W” (full semester length

courses).....Nov 12 (Tues)

Last Day to Drop or Withdraw with a “W” (2nd eight week

courses).....Nov 26 (Tues)

Student Evaluation of Instruction Survey Available Online.....

..... Nov 18-22 (Mon-Fri)

Thanksgiving Holiday (begins 9 pm Tues, Nov

26).....Nov 27-30 (Thurs-Sat)

Last Class

Day.....

.....Dec 7 (Sat)

Final

Exams.....De

c 9-12 (Mon-Thurs)

End of Semester.....
.....Dec 12 (Thurs)
Fall
Graduation.....
..... Dec 14 (Sat)
College Offices
Closed..... Dec 21-Jan 5
(Sat-Sun)

Course Policies

Comment [RJ2]: The following are COURSE policies and will vary. Please take note of notes in the margin.

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Comment [RJ3]: This is a good statement to keep in case you need to adjust the schedule.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Comment [RJ4]: I have found this statement to be very helpful to set expectations for students.

Description of students

Students enrolled in this course are Dual Credit High School Students. Even though they are from area High Schools their academic responsibility in this course will be at college level. The student's credits for the successful completion will also be at full college credit and affect both high school and college GPA's simultaneously.

Comment [RJ5]: Who are the students taking this course? 2-3 sentences

Course prerequisites

This is an entry level course. There is no prerequisite.
(Source: *Odessa College Catalog of Courses 2012-2013, page 178*)

Comment [RJ6]: Check with the catalog for any prerequisites.

Course Alignment with Industry Standards

This course is in alignment with N.A.T.E.F standards and requires student crosswalk and job sheet file.

Comment [RJ7]: If your program is accredited or is otherwise aligned to industry standards, list that professional organization here along with the description of the standard(s).

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only.

Comment [RJ8]: I have found this statement to be very helpful to set expectations for students.

The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to

student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx)**.

Attendance Policy

Students are expected to attend class regularly. Attendance will be recorded using a “sign-in” sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this will count as an absence. Students are permitted 4 unexcused absences before a loss of 10 point(s) on their final course grade.

Comment [RJ9]: I have found this statement to be very helpful to set expectations for students. Your course policy may vary on the number of absences permitted and any deductions thereafter.

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the automotive technology program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Comment [RJ10]: This statement should be included in all CTWE courses, given the AVID in technical education initiative.

Grading Policy

Please understand that this is a required course for the automotive technology program in order to prepare you as an automotive technician. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week’s time.

Comment [RJ11]: I have found this statement to be very helpful to set expectations for students. Your course policy may vary on the policy. A grading policy needs to be included.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Comment [RJ12]: I have found this statement to be very helpful to set expectations for students.

Communication Plan

The best way to communicate with the course instructor is via email. Also, check in Your email regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

Comment [RJ13]: I have found this statement to be very helpful to set expectations for students.

Design for Completion

As part of the Design for Completion initiative, your Odessa College Student Success Coach and faculty mentor will help you stay focused and on track to complete your

educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert. Your Student Success Coach or faculty mentor will contact you to work toward a solution.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Comment [RJ14]: I have found this statement to be very helpful to set expectations for students. Requirements will vary from course to course.

Grading Scale:

- “A” = 90-100
- “B” = 80-89
- “C” = 70-79
- “D” = 60-69
- “F” = 0-59

Comment [RJ15]: I have found this information to be very helpful to set expectations for students. Your course policy may vary on the policy. A grading scale needs to be included.

Incomplete Policy

An ‘Incomplete’ grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an “I” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Comment [RJ16]: I have found this statement to be very helpful to set expectations for students. Requirements will vary from course to course.

Overview of assignments

Type of Assignment	Percentage
1. Classroom participation	25%
2. Lab participation/performance	25%
3. Tests and Quizzes	25%
4. Final Exam	25%

Comment [RJ17]: I have found this table to be very helpful to set expectations for students. Assignments and percentages will vary from course to course.

Date	Instructional Approach	Topic	Assignment	Assignment Submission
	(* denotes a strategy adopted)			

Comment [RJ18]: This table/schedule of the course and assignment information is very helpful to students and will help them stay on track. The TOPIC column should be more than a chapter number; there should be a description of that day's/module's activities.

	by AVID)			
Monday 08/26/13	Lecture/lab	Discussion of syllabus/safety and Personal Protective Equipment/Shop walk through		
Tuesday 08/27/13	Lecture and computer lab	Discuss IMS comp training program / IMS rules and functions / Create class w/user ID and Password for each student		
Wednesday 08/28/13	Lecture / comp lab	Brake system principles	IMS chap 1 text (Power-Point)	
Thursday 08/29/13	Lecture	Basic operation of brake system		
Tuesday 09/03/13	Lecture / lab demo	Split dual braking systems / effect of heat and speed on brake		
Wednesday 09/04/13	Computer lab	All of the above text	TEST	Wednesday 1/30/13
Thursday 09/05/13	Classroom lecture	Previous test	Discussion of test results from previous test	
Monday 09/09/13	Lecture / lab	Brake problem diagnosis		
Tuesday 09/10/13	IMS / lecture	Diagnosis continued		
Wednesday 09/11/13	IMS / Class lecture	Brake fluid types and function of each		
Thursday 09/12/13	IMS / Classroom lecture	Diagnostic procedures / Hydraulic problems		
Monday	Classroom lecture	Repair orders and	Take VIN from	

09/16/13		job sheet preparation	various shop vehicles and determine what they describe	
Tuesday 09/17/13	IMS / Classroom lecture	Check and interpret brake concerns		
Wednesday 09/18/13	IMS comp lab	Test	Test on chapter 2	Wednesday 2/13/13
Thursday 09/19/13	Classroom lecture	Previous test	Discuss test	
Monday 09/23/13	Master cylinders and switches	Discuss M/cyl, switches and other components		
Tuesday 09/24/13	Lab / lecture	Continue discussion from previous day		
Wednesday 09/25/13	Lab work / Demo	Leakage and pressure problems that may occur		
Thursday 09/26/13	Classroom lecture	Brake fluid handling procedures		
Monday 09/30/13	Lab	Master cylinder adjustments and inspection procedures	Demonstrate these procedures	
Tuesday 10/01/13	IMS / Lab	Brake bleeding procedures (manual bleeding, pressure bleeding and vacuum bleeding)		
Wednesday 10/02/13	IMS / Classroom lecture	Repair of M/cylinders and other hydraulic components	Tear down Master cylinders and bench bleed	
Thursday 10/03/13	Lab work	Master cylinders	Bleeding of cylinders continued from previous class	

			period	
Monday 10/07/13	IMS	Brake lines, pipes and hoses		
Tuesday 10/08/13	Lab Inst demo	Bending and fabrication of brake lines	Bend and flair tubing. Student Demo	
Wednesday 10/09/13	IMS / Lab	Brake hoses		
Thursday 10/10/13	Classroom / Lab	Discussion of Chap 3 test	Study Chap 3 over Sprg Brk	
Monday 10/14/13	IMS lab	Chap 3 Test	TEST	3/18/13
Tuesday 10/15/13	Classroom lecture	Test 3	Discuss test taken previous day	
Wednesday 10/16/13	IMS / Lecture	Drum brake operation and principles		
Thursday 10/17/13 End of first 8 weeks	IMS / Lecture	Drum brakes cont. Demo rear drum brake operation		
Monday 10/21/13 (2 nd 8 weeks begins)	IMS / lab	Types of drum brakes (servo / non-servo etc.)	Lab demo	
Tuesday 10/22/13	Lab work	Drum brake inspection and adjustment	Inst demo/student demo	
Wednesday 10/23/13	Lab work	Continue from previous day	Student demo of drum brake repair	
Thursday 10/24/13	IMS / Lecture	Brake drum machining process on bench brake lathe	Inst demo of bench lathe operation	
Monday 10/28/13	Lab work	Bench lathe	Student demo use of bench lathe on a brake drum	
Tuesday 10/29/13	Lab work	Bench lathe continued	Student demo	
Wednesday	Lab work	Bench lathe	Student demo	

10/30/13		continued		
Thursday 10/31/13	Lab instructor demo	Brake shoe replacement		
Monday 11/04/13	IMS / Lecture	Drum brake shoe and hardware		
Tuesday 11/05/13	Lecture / Lab demo	Parking brake operation and components		
Wednesday 11/06/13	IMS / Lecture	Chapter 4 test review		
Thursday 11/07/13	IMS	Chapter 4 Test	Complete and submit test	Chap 4 test due 4/11
Monday 11/11/13	IMS / Lecture	Disc brake components and operation		
Tuesday 11/12/13	Lab demo	Fixed and floating brake calipers and hardware	Inst demo tear down procedures for caliper	
Wednesday 11/13/13	Lecture / Lab	Reconditioning of brake calipers	Student demo	
Thursday 11/14/13	IMS	Disc brake rotors description and types		
Monday 11/18/13	Lab demo	Bench lathe operation for brake rotors	Instructor demo	
Tuesday 11/19/13	Lab work	Machining rotors	Student demo of bench rotor machining	
Wednesday 11/20/13	Lab	Rotor Machining continued	Student demo	
Thursday 11/21/13	Lab	Rotor Machining cont	Student demo	
Monday 11/25/13	Lecture / lab	Onboard brake lathe	Instructor demo	
Tuesday 11/26/13	Lecture / lab	On-board lathe cont.	Student hook up lathe	
(Thanksgiving holiday, 27 – 30) Monday 12/02/13	Lab work	Machining rotors on-board	Student demo of operation	
Tuesday	Lab work	Rotor machining	Student demo	

12/03/13		continued w/on-board lathe		
Wednesday 12/04/13	IMS	Chapter 5 review for test	Begin chap 5 test	Chap 5 test due 5/7
Thursday 12/05/13	IMS	Chapter 5 Test	Test to be submitted	
Monday 12/08/13	IMS	Power assisted brake operation and diagnosis	Discuss both vacuum and hydraulic boosters as well as electronic	
Tuesday 12/09/13	Lab demo	Booster inspection and operation	Student demo of booster operation check	
Wednesday 12/10/13	Lecture	Prep for final exam		
Thursday 12/12/13	Classroom		FINAL EXAM	